

FORMATION OF HUMANITARIAN COMPETENCE OF UNIVERSITY STUDENTS IN THE CONTEXT OF EDUCATION GLOBALIZATION

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The relevance of the paper is conditioned by the fact that the modern labor market, in a peremptory plan, puts forward for vocational educational system the non-standard tasks to train qualified specialists of high qualification focused on the world humanitarian values in solving any problems of a professional, personal, social nature capable of humanitarian measurement of their achievements. The purpose of the paper is to analyze, form and develop the humanitarian competence of university students as a factor that determines the spiritual core of the society and its integration. The authors consider comprehensively humanitarian competence as an integrative cultural-humanitarian personal formation, including cognitive, emotional-valuable, communicative and activity-related components. Authors identified principles, trends, and technologies as system characteristics of humanitarian training of students in the context of globalization of education; proved the effectiveness of their use in the process of forming the humanitarian competence of student youth. The paper is intended for educators and psychologists dealing with problems of researching the students' personal potential, including their humanitarian competence.

Keywords: globalization of education, higher education, humanitarian training, humanitarian competence, personal potential.

INTRODUCTION

The third millennium coincided with the global transformation of society, the transformation of the entire existing world order; at the present stage the processes of the “new regionalization” and the social and economic dissociation of the world (Leskov, 2003) are becoming topical. In the “Millennium Declaration” adopted by the UN General Assembly on September 8, 2000, in particular, it is noted that the

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main task facing today is to ensure that globalization becomes a positive factor for all the peoples of the world (Kamyshev, 2012; Ermolaeva, 2016).

The above mentioned tendencies have initiated the creation of a unified educational space in Europe, through the harmonization of historically formed heterogeneous systems by creating uniform European standards to facilitate interaction, increasing mobility in higher education, and coordinating the activities and actions of educational systems (Shtatskaya, 2009; Sorokoumova, 2014; Orekhovskaya et al., 2016; Sidelnikova, 2016; Rakhimova *et al.*, 2017).

In the logic of integrity dictated by the goals of the globalization of education, a special place is occupied by the process of identifying and perceiving cultural universals that provide a global perspective of the teaching process, organically connected with the ideas of humanitarization education, which form the foundation of a new way of thinking, turning education toward an integral picture of the world - the world of culture.

The humanitarization of education implies the strengthening of attention to that knowledge, abilities, skills, which are based on humanitarian technologies of reality cognition. It is humanitarian technologies that form the “spiritual man”, capable of resisting the established stereotypes of personal thinking. By humanitarization in a deeper sense is understood the awareness and practical realization of the priority of the personal principle in assessing the condition and determining the ways of development of society. Humanitarian knowledge, according to A.F. Losev (1999), implies, as its basis, a special craving for freethinking, which constitutes the student’s personal and professional core in the logic of the globalization of education.

MATERIALS AND METHODS

By now, two models of global education have become famous, authors of which are American philosophers R. Henvey (1994) and Botkin (1990). According to R. Henvey, education is one of the most important foundations to help a person enter the world, harmoniously to fit into the system of interrelations at the cultural, social and economic levels of modern life (Henvey, 1994). With the model of Henvey (1994), the Botkin’s (1990) model resonates, the main thesis of which is the need for each individual to move from an unconscious adaptation to the world to the position of active and meaningful socialization, personal involvement and conscious anticipation. Participation means the ability of active cooperation, dialogue, understanding and empathy during the development of an educational personal trajectory (Botkin, 1990).

The development of the educational personal trajectory, which determines the ability of active cooperation, dialogue is facilitated by the formation of humanitarian competence, defined by us as a person’s readiness for human self-development and human-forming life activity, the ability to solve humanitarian problems in adequate ways, to recognize the value of spiritual and moral being and self-

improvement, to apply emotional-volitional efforts to take responsibility for their “human quality” and for the surrounding world in the conditions of globalization (Mukhametzyanova, 2014).

Experimental base of the research was the universities of Kazan (Kazan State Conservatory, Kazan State Institute of Culture and Arts, Kazan (Privolzhsky) Federal University).

In the process of interviewing students of Kazan universities with the aim of determining their attitude to the problems of the formation of humanitarian competence in the logic of the globalization of education, the following picture was revealed:

- only 20% of students are confident that with the knowledge they have acquired, they can be competitive in the foreign labor market. As the main reason for the negative response to the question posed, 80% of students called ignorance of foreign languages; insufficient knowledge was noted by 32%;
- to the question “what is necessary for your being in demand abroad?” 69% of respondents answered that it was “Professional competence”; 82% - “knowledge of a foreign language”; 32% - “knowledge of world laws”; 31% - “common culture”; 31% - “level of interpersonal communications”;
- in the answers to the question: “What is the main thing in humanitarian competence?” - the following definitions were made: comprehensive modern development of the individual; deep knowledge; additional bright information; the ability to think, the development of cognitive activity; communicative solvency; the establishment of intra-subject connections; rich creative imagination; aesthetic literacy, culture. As we see, the range of constituent elements of humanitarian competence among students is quite diverse; but a clear idea of the structure of this quality in students is not revealed;
- on the question of the importance of the personality of the teacher in the process of the students’ humanitarian training, the following dominant positions are singled out: the teacher promotes a better mastery of knowledge - 51%; creates an emotionally positive attitude in the lesson - 32%; is a living humanitarian example for imitation - 27%.
- in the answers to the question, what should be the share of humanitarian competence in preparation for the forthcoming professional activity, the following options were indicated: “significant”- 20%; “as necessary”- 25%; “it does not matter” - 7%; “at the teacher’s choice” - 10%; “I did not think”- 20%. In general, we see that the pragmatic nature of the process of acquiring humanitarian competence (25% - as necessary) prevails in students’ responses;

- In the answers to the question: “What changes are needed in the content of humanitarian training in connection with globalization?” we received the following data: “interesting special courses” - 47%; “an alternative to the professionally-contextual minimum” - 28%; «foreign experience» - 81%; “innovative technologies” - 71%; “international relations” - 61%.

That is, the students have undoubted interest in the logic of the globalization of the educational process in special courses of professional skill, the study of foreign experience, innovative technologies and international relations that contribute to the formation of their humanitarian competence.

RESULTS

Global education is focused on: the actualization of the individual, the conditions for its interaction in the community; overcoming the persistence of nihilism and disbelief among young people; search for the most effective techniques and technologies for selecting and translating knowledge in the context of the information revolution.

The following principles of global education determine the humanitarian training: pedagogic-centrism (orientation to the development of personality); continuity; activation of cognitive activity; search for effective technologies; holistic nature (integrity); credibility; coherence (organic unity); integrative nature.

The main criteria for global education in the process of humanitarian training in goal-setting are:

- holistic nature - teaching technology, which helps to create a single picture of the world of students;
- credibility - the basis of the learning technology should be those concepts that are common and recognized in the real world, those skills that may be necessary for students to live in it;
- coherence (organic unity) - the connection of learning objectives with each other and with the objectives of each lesson.

Essential aspects of the humanitarian preparation of students in the logic of global educational orientation are:

1. Presence of global designation goals, i.e. creating conditions for understanding the integrity of the world and the interdependence in it.
2. Realization of tasks for the development of a student personality with global orientation:
 - formation of students' world outlook, in which they recognize the unity of the world, realize their place in it;
 - development of cross-cultural literacy;
 - formation of eccentric ecliptic consciousness;
 - formation of an unbiased view of the world (empathy, tolerance).

3. Compliance with the principles of global education.
4. Introduction of a global perspective in the continuous humanitarian education of students through: factual material of global content; above-disciplinary nature; inter-disciplinarily nature; development of universal abilities and skills; creating a single picture of the worldt; learning the rules of life activity; the atmosphere of cooperation and intellectual freedom in the classroom; activation of the learning process.
5. The correspondence of the selected educational technologies of humanitarian training to the ideals of global education:
 - technologies of developing training;
 - technology of cooperation .

One can consider an integrative generalization of the features of the selected technologies in the following Table 1.

TABLE 1: INTEGRATION OF TECHNOLOGY TO DEVELOPING TRAINING AND TECHNOLOGY COOPERATION

<i>Characteristic</i>	<i>Description</i>
Conceptuality	Technology relies on a scientific concept that includes a philosophical, psychological, dialectical and socio-pedagogical justification for achieving an educational goal
Systemacy	Technology has all the features of the system: the logic of the process, the interconnection of parts, integrity
Controllability	The technology implies the possibility of diagnostic goal setting, design of the learning process, phased diagnostics, variation by means and methods
Efficiency	Technology exists in specific conditions and must be effective in terms of results and cost-effective, guarantee the achievement of a training standard
Reproducibility	The technology provides the possibility of using (repeating, reproducing) pedagogical technology in other academic disciplines

In the transition to developing training the following transformations take place:

1. The aims of education are changing. The assimilation of “knowledge-abilities-skills” from the goal of education becomes a means of developing abilities. Thinking, understanding, reflection form the activity material, from which units of culture and uniqueness of personality are built.
2. The roles of participants in the educational process are changing. In place of the “entity-object” logic of influence on the student the logic of co-action comes, when the teacher and student act as partners of joint development, the student is regarded as a self-valuable personality. The teacher must possess the mechanisms of becoming an entity that learns.
3. The stereotypical reproduction of students’ standard minimum of ready-made truths is changed by the design and organization of the educational

environment that facilitate the disclosure of students' natural abilities, the self-development of their cognitive, emotional and spiritual abilities. These changes are reflected in the characteristics of technologies of developing training (scheme 1). The educational system is built, designed to meet the needs of society and every individual.

4. The ideology of education is changing. A citizen of the planet Earth is formed, capable of ensuring the social development of mankind.

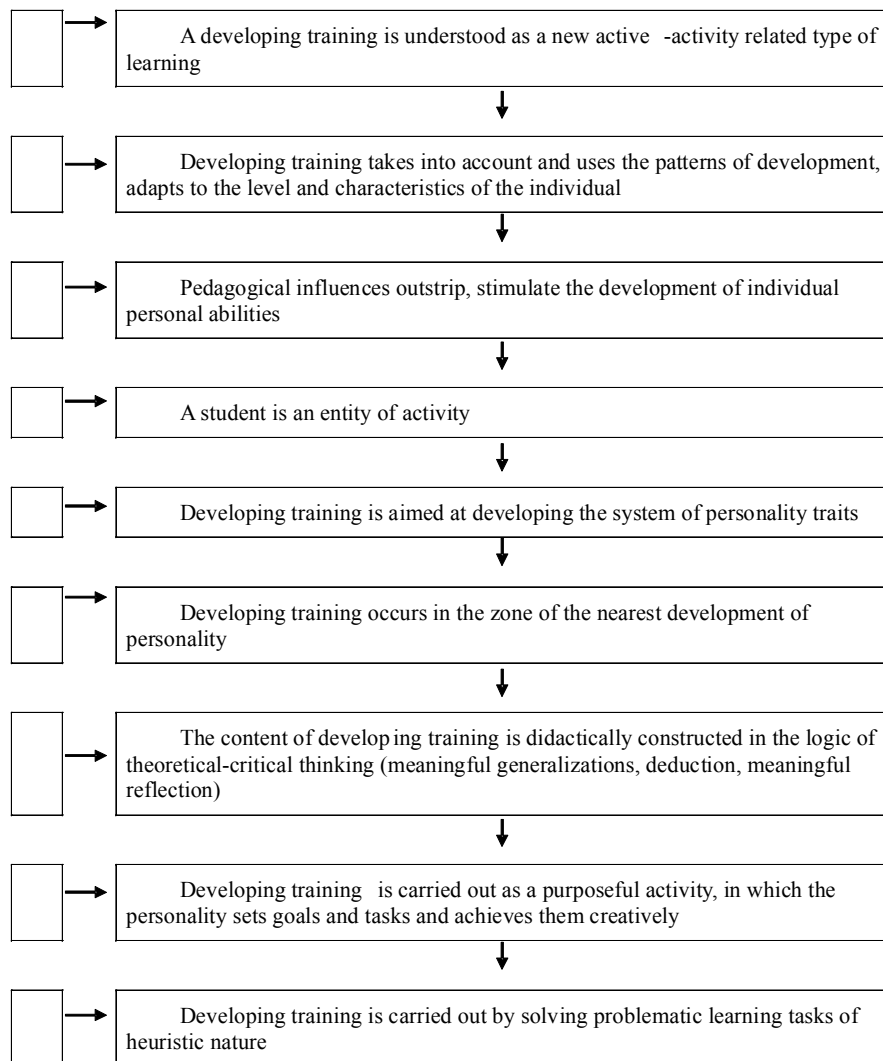


Figure 1: The main characteristics of technology of developing training

5. The requirement of conformity of educational technologies to natural laws of development stipulates the need for an eco-psychological approach to education that ensures the harmony of the educational process with the physical and mental development of students.
6. In the developing education, the role of psychological support of the educational process is strengthened, didactics and psychology is interpreted as a “poly-disciplinary” science – psycho-didactics.

The relevance of the topic of cooperation is conditioned by the changing paradigm of education in the context of the ideals of global education. The teacher of the imperative nature no longer meets the spirit of the times. The structure and content of education should correspond to the structures of modern humanitarian culture in order to ensure harmonization and humanization of personal pedagogical interaction.

Pedagogical interaction, oriented to the development of the personality of the learners, is provided by technologies of cooperation based on the following innovative goals.

One can consider these innovative ideas of pedagogy of cooperation in figure 2.

The features of the technology of cooperation are the following trends:

- the main emphasis is done on the organization of active types of educational activities;
- the teacher not only transmits the educational information, but acts as the director of training;
- educational information is used as a means of organizing the educational process, and not as a learning objective;
- the student develops tolerance skills.

Thus, the concept of global education, aimed at the continuous formation of a creative personality, capable of making constructive decisions and realizing responsibility for the fate of the Fatherland and the world as a whole, provides ample opportunities for the development of humanitarian competence, creative search, and improvement of the professional culture of students. Its implementation allows:

- to put the student’s personality with his or her rights and freedoms in the center of professional training;
- to form students’ ability objectively to evaluate the phenomena of reality, independently to analyze events and facts on the basis of synchronic and diachronic juxtaposition, classification and integration;
- to carry out a continuous targeted orientation of the student’s personality in the modern world;
- to form intellectual properties of the personality of students on the basis of ideas of developing learning, the effectiveness of achieving this goal

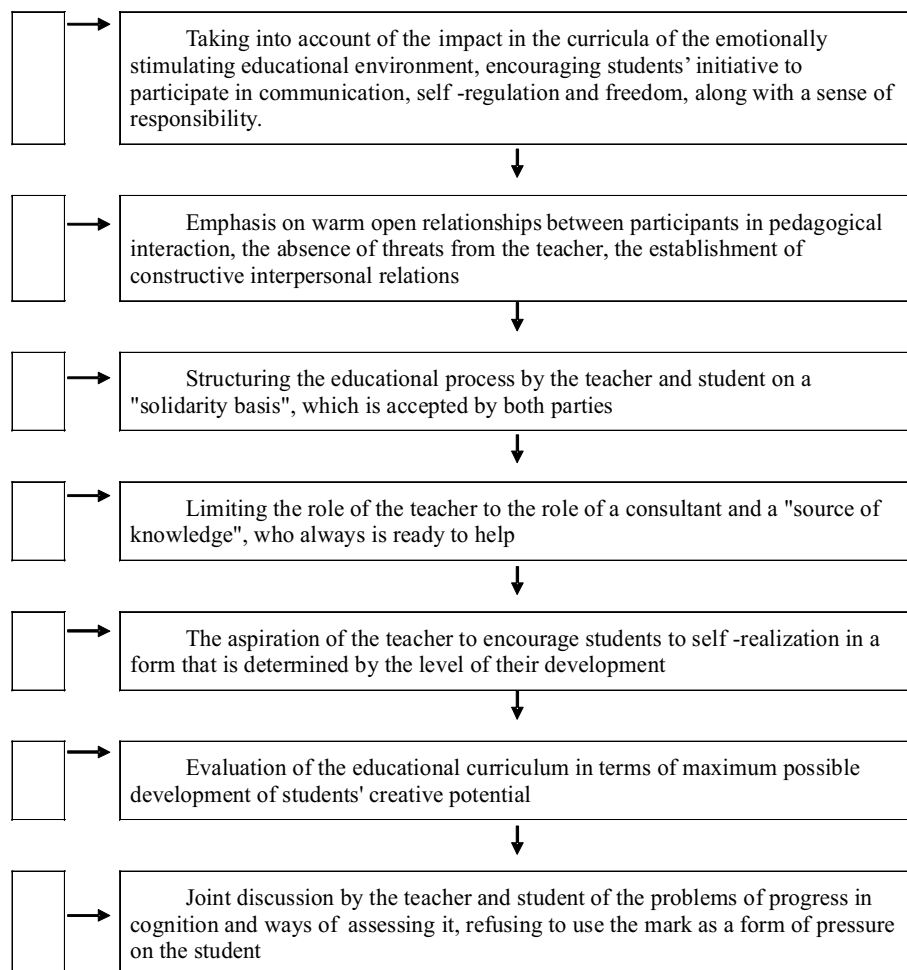


Figure 2: Leading ideas of humanistic pedagogy

depends on the solution of a number of problems, which include: the development of the cultural consciousness of students; increased intercultural competence; development of ideas about the world as an interdependent ecosystem; Creation of optimal conditions for self-identification, social adaptation of the individual.

The effectiveness of the use of developing technologies and technology of cooperation was tested in Kazan universities on the basis of the diagnosis of the formation of the humanitarian competence of students.

Humanitarian competence of the student is considered as an integrative personal formation, including the ability and willingness to operate with common

competencies in interrelation with the professional in the context of their cultural and humanitarian orientation (Medvedev, 2006). Theoretical analysis of the category “humanitarian competence” made it possible to determine its main structural components: cognitive, emotional-valuable and activity related.

The cognitive component is a complex addressed to the human personality, to the needs and interests of the human of knowledge, representations based on social and personal experience. The basis of the emotional-valuable component is the totality of value orientations, beliefs and qualities of the individual, the system of motives for its life activity, readiness for empathy, i.e. emotional attitude to the world as one of the sides of personality. The activity related component of humanitarian competence characterizes the personality from the standpoint of its activity; reflects the ability to organize personal and social life in all its diverse aspects, guided by values.

In accordance with the identified structural components of humanitarian competence, the criteria for the effectiveness of its formation have been developed. The cognitive criterion for assessing the formation of the humanitarian competence of students is the totality of acquired humanitarian socio-cultural knowledge, universal values, norms, ideals, traditions, which is a kind of informational, educational result of the cognitive process reflected in the humanitarian competence of the individual. Humanitarian socio-cultural knowledge include knowledge of the material and spiritual culture of a particular civilization in the context of world culture, knowledge of philosophy, history, literature, history of religion, culture, art, foreign languages, as well as knowledge of the basic values and achievements of national and world culture.

In accordance with the identified structural components of the humanitarian competencies were developed criteria and levels of its formation (table 2).

TABLE 2: CRITERIAL-DIAGNOSTIC TOOLS

<i>Criteria for assessing humanitarian competence</i>	<i>Levels of assessment of humanitarian competence</i>			<i>Criteria-diagnostic tools</i>
	<i>low</i>	<i>medium</i>	<i>high</i>	
cognitive	17,6 %	31,3 %	51,1 %	Complex of test methods for humanitarian disciplines
emotional-valuable	19,8 %	43,2 %	37,0 %	The method of the “Unfinished Thesis”, “Methodology for the Study of Cultural-Humanitarian Self-Evaluation»
activity related	18,5 %	36,4 %	45,1 %	The method of the “Socio-cultural adaptation of the student”Map of observation and assessment of the development of students’ general competencies in conjunction with professional in the context of cultural and humanitarian focus

The emotional-valuable criterion for assessing the formation of humanitarian competence is related to values, outlook, morality, social standards of human behavior in society. In the emotional-valuable criterion we include universal (inter-social) values: moral values, based on love and respect for man as the supreme value of being (virtue, nobility, responsiveness); ethical (good, selflessness, unselfishness); socio-political (patriotism, civic attitude, national dignity).

The activity related criterion for assessing the formation of humanitarian competence is connected with the formation of a reflexive attitude to general cultural knowledge, values, to one's own educational and cognitive activity, to oneself as a subject of activity. It includes the ability to think, think through various options for development, to reason, consciously to treat activities, to interpret knowledge, as well as readiness to admit one's mistakenness, the ability to demonstrate the logic of one's interpretation, the existence of one's own opinion. Consequently, the essence of the activity related criterion of humanitarian competence is to join the universal (inter-social) values, to include the individual in socially significant, moral-spiritual, socio-cultural activity.

Cognitive - a complex of humanitarian knowledge, representations based on social and personal experience; Emotional-valuable - a set of value orientations, beliefs and qualities of a person, a system of motives of its life activity.

Activity related - the possession of appropriate skills, including personal attitude to the subject of activity.

Diagnostics of the level in the formation of humanitarian competence of students at Kazan universities at the ascertaining stage (according to the results of a survey of 198 students) using a number of techniques of experimental research is reflected in the following table.

Systemic diagnostics of the formation of humanitarian competence on the basis of the developed criteria (cognitive, emotional, valuable, activity related) made it possible to reveal the positive dynamics of average indicators of the formation of humanitarian competence at the formative stage (after the use of technologies of developing training and cooperation in the educational process) in the control and experimental groups (Table 3).

TABLE 3: DIAGNOSTICS OF THE FORMATION OF HUMANITARIAN COMPETENCE

<i>Levels of assessment of humanitarian competence</i>	<i>Control group</i>			<i>Experimental group</i>		
	<i>low</i>	<i>medium</i>	<i>high</i>	<i>low</i>	<i>medium</i>	<i>high</i>
Beginning of the experiment	73,5%	17,3%	9,2%	72,7%	18%	9,3%
End of experiment	58,3%	26,3%	15,4%	31,3%	38,2%	30,3%

The measurements show that the dynamics of the increase in the average indicators of the formation of the humanitarian competence of students in the experimental group is much higher than in the control group. The table shows that the number of students with a low level of humanitarian competence decreased in the control group by 15.2%), and in the experimental group, respectively (by 35.4%).

DISCUSSIONS

The issues of research of the importance of humanitarian technologies in the context of the globalization of education are reflected in the works of T.B. Shtatskaya (2009), L.V. Shabalina (2014), V.I. Baidenko (2003), U.V. Dingilishy (2005) *et al.*

Thus, according to A. Zapesotsky (2002), ignoring the spiritual foundations of humanitarian culture poses a serious danger, as the weakening of the spiritual potential of society leads to a loss of ability to preserve its vital parameters. It is about the normal implementation of the process of socio-cultural reproduction, the transfer to young generations of basic social values and ideals. T.B. Shtatskaya (2009) determines that new technologies as a result of globalization of society provide unlimited opportunities for exciting discoveries and developments; the skills of the twenty-first century should be interdisciplinary and complex on the basis of projects and research activities. They include the following knowledge, skills and character traits: critical thinking and problem solving skills; reasoning, analysis, interpretation, generalization of information; access to the information; research skills and methods; curiosity and imagination; creativity, artistry and self-expression; humanism (Mukhametzyanova et al, 2012). O.A. Matskailova (2008) emphasizes the effectiveness of the pedagogical conditions for the search and understanding of meanings in the process of the humanitarization of education as a way of its humanization through the process of meaning formation that determines personal development at the level of vital values. S.A. Nazarov (2007) calls the humanitarian basis of culture the fundamental basis of globalization. It is the humanitarization of education that makes the transition from the pedagogy of subject-centrism, paternalism, explanation, monologue, and significance to pedagogy of friendness-dominant, the pedagogy of cooperation, understanding, dialogue, and meaning. M.A. Yuzhanin (2010) describes the technologies of cross-cultural learning in a globalizing world.

The essential component of the global education of the 21st century is the effort to be a humanitarian one. We propose, as an intensification of the humanitarian vector of education, which is the integrating basis of its globalization, the formation of humanitarian competence based on the use of technologies of developing training and cooperation.

CONCLUSION

1. A detailed study of the phenomenon of humanitarian competence made it possible to clarify the scientific concept of the content of this category as a person's readiness for human self-development and human forming life activity, the ability to solve humanitarian problems in adequate ways, recognize the value of spiritual and moral being and self-improvement, make emotional and volitional efforts to take responsibility for their "human quality" and for the world around them in the context of globalization.
2. Technologies for developing training and cooperation have been developed that ensure the formation of humanitarian competence as a valuable imperative that can be used as the basis for a global education reform that determines the orientation of the educational system for developing the personal potential of the individual of the world, its dignity, its ascent to itself, to its human essence.
3. In the course of the pilot study, positive dynamics of in the formation of structural components of humanitarian competence was revealed using the technologies of developing training and cooperation on the basis of the developed criteria: cognitive, emotional - valuable and activity - related, so the dynamics of the increase in the average indicators of the formation of students' humanitarian competence in the experimental group are much higher in comparison with control one.

In the future, it is planned to enrich humanitarian technologies as a cultural form of educational innovations that provide a professional-personal trajectory of students' development built on the basis of specially organized educational situations with the purpose of forming cultural and humanitarian valuable models of life activity in the context of the globalization of education. Further development of a criteria and assessment tool for the effectiveness of the formation of humanitarian competence is necessary as a condition for developing the student's personal potential.

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