

## THE COMPETITION TRAINING METHOD IN THE FORMATION OF PROFESSIONAL COMPETENCE OF THE FUTURE MUSIC TEACHER

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**Abstract:** The article deals with the problem of modernization of educational tools aimed at the development of professional competence of future music teachers in accordance with the Federal State Educational Standards for Higher Education. The authors consider the competition training method as a new means of forming professional competence. The method aims at improving education quality, developing intellectual and creative potential of future music teachers, stimulating and providing conditions for their professional self-fulfillment. The article introduces pedagogical and educational opportunities of competition, which are available in the course of forming professional competence of the future music teacher. The authors provide the theoretical justification of the competition training method and state its target and methodological basis. The paper presents a seven-component educational technology as a circulating pedagogical mechanism and determines the stages of forming professional competence of the future music teacher.

The results of experimental approbation of the educational tool of forming the professional competence of the future music teacher have proved the effectiveness of the competition training method, which ensures the quality of professional training of teachers in higher education.

**Keywords:** Competence, professional competence, the competition training method, the future music teacher, educational technology.

### INTRODUCTION

Comprehensive modernization of the education system at all its levels is the priority direction of the Russian modern educational policy. In the course of changes, the modern understanding of the music teacher as a self-organizing member of professional fulfillment updates the requirements for professional training. The adoption of the Federal State Standards legislatively enshrined the implementation of the competency-based approach in the Russian education system. Sense-forming characteristics and personal qualities complement the knowledge and skills basis of the preceded educational paradigm in the competency-based approach, which together determine the result of the professional competence of the teacher.

The competence model of the professional describes the competencies university graduates should possess, the functions they should be prepared to fulfill and the degree of their readiness to perform specific duties (Prikaz Ministerstva obrazovaniia... (“Order of the Ministry of Education...”). It should be noted that the implementation of the competency-based approach is advantageous since it helps to maintain flexibility in the structure and content of the curriculum.

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Having completed the Basic Bachelor's Programme approved at Kazan Federal University (Volga region), future music teachers should master a set of general cultural, general professional, professional and special competencies corresponding to the educational programme specialization in music. These competencies allow the graduates to actualize themselves in the following types of professional activity: constructive, musical and performing, communicative and managerial, research types of activity and individual style of activity (Abdullin & Nikolaeva, 2004). The graduates should also be able to demonstrate the mobility and adaptability in the changing conditions of the employment market.

In this regard, professional training of the future music teacher is notable for its multidirectionality, which is manifested in the consolidation of pedagogical, musical and performing, choir mastering, educational, musicological, organizational, research and educational activities (Dyganova & Yavgildina, 2015; Dyganova & Yavgildina, 2016).

High standards for the educational level and multifunctionality of the professional activity of the music teacher require the search for new solutions to the educational process management. We have identified the essential targets basing on the provisions of the Law on Education in the Russian Federation, in particular, on the excerpts from Paragraph 7 Article 3, "...creating the conditions for the self-fulfillment of each person, free development of their abilities, including the right to choose the forms of education, training and the institution that provides educational activities, the direction of education within the limits set by the education system, as well as providing teachers with the freedom to choose the forms of education, methods of training and upbringing" (Federalnyi zakon... (Federal Law...)) and on the objective stated in the Concept of the Federal Targeted Programme on the Education Development for 2016-2020, "...ensuring the development and the implementation of the models of young people's creative competitions in the professional, social and creative areas" (Kontseptsia Federalnoi tselevoi... (Concept of the Federal Targeted...)).

The emphasized goals prove the relevance of the development and implementation of the competition training method in the formation of the professional competence of future music teachers. The method is to ensure the growth of the vocational education quality, the development and implementation of their intellectual and creative potential, the stimulation of students' self-fulfillment.

## **METHODS**

The methodological basis of the study is competency-based and project-based approaches, which provide an opportunity to explore the content of the vocational education of the music teacher and the organization of the educational process. In accordance with the logic of the research, we used the following methods to

study *theoretical issues*: identification and resolution of contradictions, problem formulation, construction of the hypothesis and the stages of research; operational methods: analysis, synthesis, comparison, abstraction, specification, generalization, which allowed us to explore psychological and pedagogical, musical and pedagogical research papers on the studied issue. The author's development "The competition training method" was implemented on the basis of inductive and deductive method and operational method of modeling. The method of proving the hypothesis was used to interpret the results of the experimental work.

The *empirical tasks* of the research were solved with the following methods: the investigation of the subject, monitoring, study and generalization of pedagogical experience, pedagogical experiment. We used the following operational methods in the experimental work to collect empirical material for testing the effectiveness of the competition training method: questioning, testing, pedagogical observation, conversation, the method of expert evaluations, mathematical processing of the study results.

## MAIN PART

The study on the designated pedagogical issue is based on the analysis of research works dedicated to forming professional competence in higher education (Bondarevskaya & Kulnevich, 2004; Grebenyuk, 2005; Zarubin & Gromova, 2007; Zimnyaya, 2006; Markova, 1996; Rudneva, 2006; Sadokhin, 2009; Khutorskoy, 2007), and to various aspects of the competition format and the pedagogical possibilities of competition training (Afanasyeva, 2011; Dubrovskaya, 2007; Zimina, 2004; Pakhomova & Duganova, 2000; Palashkina, 2010; Privalova, 2008).

The development of the competition training method as a means of forming the professional competence of the future music teacher is based on the following research and theoretical provisions of the implementation of the competency-based approach in higher education:

Competence is a set of personal (axiological) qualities, conditioned by the experience in a certain social and personal sphere (Khutorskoy, 2007).

Professional competence is considered as: (1) a set of psycho-physiological, psychological and personal characteristics, which are defined as professionalism; (2) structural education that includes: (a) professional (objectively necessary) psychological and pedagogical knowledge; (b) professional (objectively necessary) pedagogical skills; (c) teacher's professional psychological attitude required in this professional sphere; (d) personal traits helping the teacher to acquire professional knowledge and skills (Markova, 1996).

Basing on the indicated basic academic ideas, we have modeled the structure of professional competence of the future music teacher. The structure is represented by

the integration of the motivational and value, cognitive and operational, reflexive and evaluative components.

**TABLE 1: PROFESSIONAL COMPETENCE OF THE FUTURE MUSIC TEACHER**

<i>Name of the Component</i>	<i>Content of the Component</i>
Motivational and value component	The system of pedagogical values, personal meanings, reasons, interests, professional needs of the professional, which forms personal and value attitude of the music teacher.
Cognitive and operational component	Basic personal culture; a sufficient number of professional and special knowledge, as well as skills helping to apply them (facts, concepts, categories, laws, theories, methods, technologies, etc.); the ability to choose the sources of knowledge and forms of self-education; the ability to use systematized musical and historical and musical and theoretical knowledge in educational and professional activity; the ability to form a pedagogical and performing repertoire, basing on the best examples of the world, national choral culture and multinational music culture of the Volga region; analytical abilities to distinguish styles and genres of musical art; readiness for highly artistic music performance in musical and educational and cultural and educational activity; possession of high-level practical and choir mastering skills, required in vocal and choral activity; readiness to use modern musical and informational technologies for professional self-education and personal growth to ensure the educational process quality in musical and educational and cultural and educational activity.
Reflexive and evaluative component	Psychological attitude "I am a professional", awareness of the content of normative documents (The Federal State Educational Standard of Higher Education; Professional Standards for Teachers), the system of self-assessment skills for educational and professional activity (self-observation, self-examination, self-diagnosis, self-control), which is designed to determine the level of professional and personal development of the future music teacher and set new orienting points for the growth and improvement of the vocational education quality.

Investigating competition activity from the position of pedagogical possibilities for forming the professional competence of the future music teacher, we can note that participation in a contest allows music students not only to reveal their intellectual and creative resources, but also to accumulate professionally necessary competencies.

The educational opportunities of the competition format are actively used in higher education, as the growth of professional skills and the development of students' potential are more effective when personal achievements can be demonstrated in public, evaluated by leading experts and published to share the ideas with the professional community. In addition, the student participation in the competition is a significant experience that contributes to the formation of competitiveness, which is a professionally important quality.

Today, competition activity is very popular and develops very fast, which is associated with its multifunctionality – identifying and supporting talented young people, providing conditions for professional and personal self-fulfillment; multidirectionality – scientific and research, professionally oriented, performing and creative directions; wide accessibility – different competition levels and scales; status hierarchy – local, city, republican, interregional, all-Russian, international competitions.

Preparing for a competition is the most productive stage from the perspective of professional and educational results in the organized competition activity of the future music teacher. Preparing for a competition is a challenging and exciting process from the moment of taking the decision to participate in the contest until the final performance, as students are continuously concentrated and their personal potential is activated throughout the designated period. During this period, the contest participant “launches” various psychological mechanisms: motivation for activity and focus on the final result, actualization of the available knowledge and skills and a steady need for acquiring “missing” knowledge and skills, intensification of all types of educational and professional activity, self-assessment and self-regulation, development of such personal qualities as will, diligence, stress-resistance, etc.

Undoubtedly, methodological provision is required while forming the professional competence of the future music teacher in the process of preparing for a competition.

The method of competition training may be included in a number of effective active learning methods, such as project-based learning and case study. This method is based on a single platform of a problem and situational analysis of information and the organization of educational process based on solving specific research or creative problems.

To characterize the method designed to provide pedagogical support throughout the period of competition training of the music student, we list the stages that will later allow us to build its individual and educational trajectory of preparing for a competition:

1. to form a target attitude and stable motivation for the implementation of intensive training and professional activity;
2. to create a detailed plan for preparing for the final presentation of the results of competition training with set deadlines for each point and to organize the systematic monitoring of its implementation;
3. to actualize and expand the knowledge and skills base; to apply interdisciplinary connections in order to accumulate a necessary cognitive and practical base;

4. to organize the competition training process using the following methods of optimization and intensification of activity: time management, the method of selecting the main criterion;
5. to use reflexive skills in order to conduct self-control of the competition training quality;
6. to launch psychological mechanisms of self-actualization and self-fulfillment for the final demonstration of achievements.

Competition training of the future music teacher requires continuous interaction between the teacher and the student at all stages. It is more rational to lend pedagogical support in the form of assistance, which is expressed in the degree of the teacher's initiative in leadership, support and help in the process of overcoming difficulties.

When organizing the process of competition training of the music student, it is necessary to take the following parameters into account: individual characteristics in intellectual, need-motivational, emotional, volitional spheres; personality and type of temperament; performance parameters (speed, load, quality); the level of the development of individual musical abilities and artistry; the level of the development of coordination and sensorimotor performance abilities; the breadth of musical horizons; the level of creative thinking development; professional (musical and pedagogical) identity; the skill level in self-regulation mechanisms of psychoemotional state and behavior on the stage.

At all stages of competition training, the music student is assigned an independent role from the moment of goal-setting until the final presentation of the results. At the same time the teacher accompanies the student organizing joint planning, finding possible solutions and correcting the intermediate results.

Basing on the results of successful pedagogical experience associated with the professional development of future music teachers, we have developed the method of competition training, which serves to create professional competence among professionals specialized in music and pedagogy.

The main **goal** of the method is the well-formed professional competence of the future music teacher, which meets the requirements of The Federal State Educational Standard of Higher Education (Bachelor's programme). Competency-based and project-based approaches are used as a **methodological basis**. They ensure the organization of educational process, basing on the principles of *systematicity* (systemic organization of multidirectional vocational education), *scientificity* (academic content of educational and professional information), *balance* and *complexity* (comprehensive and harmonious professional and personal development of the student), *optimality* and *consistency* (the choice of an individual educational route), *consciousness* and *independence* (the reliance on the student's personal initiative, responsibility and independence in educational, professional, creative and

research activities), prospectivity (the awareness of the professional necessity of the result of their activities), *competition* (the achievement of a result in a competitive environment).

*A pedagogical tool* for organizing the educational process is educational technology consisting of seven content and procedural components:

1. *evaluation and diagnosis* – primary diagnostics of the professional competence level of future music teachers; finding possible ways for the development of their vocational education; the selection of adequate competition formats; building the perspective of professional and personal growth of the student;
2. *motivation* – implementation of the methods of pedagogical stimulation and motivation to participate in competitions; formation of personal interest and positive attitude to competitions in music students, which act as a deliberate personal and professional reason for increasing the level of professional competence of future music teachers;
3. *organization* – selection of competitions in different areas: paper competitions, music performance contests, professional skills competitions, organized to form and develop professional competencies; formation of an individual route for the competition training of future music teachers; formation of the system of group and individual study, which is tactically aimed at the acquisition of competition assignments and strategically focused on the student's professional and personal development;
4. *activity and creativity* – gradual implementation of the competition training route of the future music teacher, basing on educational professional collaboration and using the following *pedagogical methods*: encouragement, motivation and self-motivation for learning, organization and self-organization of educational and cognitive activity; *forms of educational organization*: traditional class hours and extracurricular activity, different educational forms similar to competitions (a research paper competition – a scientific conference, a music performance contest – a concert performance, a professional skills competition – a demo lesson, a workshop), mindset trainings and rehearsals for the forthcoming public appearance; *didactic means*: educational and professional, academic, methodical and musical literature, audio and video materials.
5. *monitoring* – evaluation of intermediate and final results of competition training, correlation of achieved results with the competition requirements and the expected results of the formation of the professional competence of the future music teacher; selection of methods for correcting unsatisfactory results.
6. *presentation* – demonstration of the competition training result in the form of public performance (an academic report, presentation of a project, a

performance, a demo lesson, a rehearsal, a workshop, etc.); activization of self-regulatory mechanisms for physiological and psychological state – demonstration of strong-will, confident behaviour on the stage, acting technique, flexibility, adaptability, etc.)

7. *self-reflection*– the student’s self-assessment of the competition performance; comparison of the output with the expected or planned results on achieving the high level of the professional competence by the future music teacher; planning the further educational route for professional competence development.

Educational technology is a circulating pedagogical mechanism aimed at providing pedagogical assistance during the competition training. The number of cycles is determined by the needed level of professional competence of the future music teacher.

The linear logic of the formation process is represented by the following consecutive stages: (1) proficiency, (2) professional qualifications, (3) professional experience, (4) professional creativity, (5) professional competitiveness, (6) professional competence that meets the requirements of The Federal State Educational Standard of Higher Education.

*The results we expect to achieve* from practical application of the competition training method into higher education in music are represented as *intermediate results*: purposeful nature of education, raise of cognitive interest and motivation for studying, expansion of informative capacity of traditional education content, the acquisition of active teaching methods, boost of training activities, development of self-education skills and personal qualities, such as purposefulness, diligence, discipline, will, crystallization of various aspects of talent, successfulness, competitiveness, adequate self-esteem. As the result, the graduate should obtain the well-formed professional competence, which is a part of motivational and value, cognitive and operational, reflexive and evaluative components. The well-formed professional competence of the future music teacher should meet all the requirements of The Federal State Educational Standards of Higher Education.

The experimental approbation of the competition training method was implemented at Kazan Federal University. 29 students with secondary vocational education participated in a pilot study during three years at university (2013-2016).

Basing on the indicated principles of forming the educational route, we used the competition training method to consistently form the professional competence of future music teachers. To achieve the desired goals at each stage – year of studying, the music students were offered a set of competitions. The students were to prepare and demonstrate the achieved educational, professional, creative and personal results in public. The vast area of realization of the method of competition



training comprised academic, musical and performing, professional competitions, which were given various statuses: from university to international.

**TABLE 2: THE EXPERIMENT PROGRAMME**

<i>Year</i>	<i>Types of competition</i>	<i>Status</i>	<i>The goal – the expected result</i>
1st year (2013-2014)	<ol style="list-style-type: none"> <li>1. Research paper competition</li> <li>2. Music performance skills competition</li> <li>3. Competition for choir conductors / Professional skills contest</li> </ol>	University	<ol style="list-style-type: none"> <li>1. High level of research skills, professional and knowledge base, knowledge and skills in the following areas: instrumental, vocal, conductor performance.</li> <li>2. The level of educational and professional readiness that allows the future music teacher to successfully engage in educational, professional and creative self-fulfillment.</li> <li>3. The interest in competition and motivation for personal and professional growth.</li> </ol>
2nd year (2014-2015)	<ol style="list-style-type: none"> <li>1. Research paper competition</li> <li>2. Music performance skills competition</li> <li>3. Competition for choir conductors / Professional skills contest</li> </ol>	University, Local, All-Russian	<ol style="list-style-type: none"> <li>1. The development of research, performing and pedagogical competencies of the future music teacher.</li> <li>2. The level of professional readiness that allows the future music teacher to successfully engage in educational, professional and creative self-fulfillment.</li> <li>3. The sustainable need for participating in competitions and sustainable motivation for personal and professional development.</li> </ol>
3rd year (2015-2016)	<ol style="list-style-type: none"> <li>1. Research paper competition</li> <li>2. Music performance skills competition</li> <li>3. Competition for choir conductors / Professional skills contest</li> </ol>	University, Local, All-Russian, International	<ol style="list-style-type: none"> <li>1. High level of research, performing and pedagogical competencies of the future music teacher, which meet the professional requirements of The Federal State Educational Standards of Higher Education.</li> <li>2. High level of the professional competence which allows the future music teacher to successfully engage in educational, professional and creative self-fulfillment in a competitive environment.</li> <li>3. The formed sustainable need for participating in competitions activity and sustainable motivation for personal development and professional self-education.</li> </ol>

Table 3 presents the assessment tools for identifying the level of the professional competence of the future music teacher at the stages of competition training and performance.

**TABLE 3: THE POINT-RATING EVALUATION SYSTEM OF MUSIC STUDENTS' COMPETITION RESULTS**

<i>Levels</i>	<i>Competition training evaluation (in points)</i>	<i>Competition performance evaluation (in points)</i>	<i>Total score</i>
High	43-50	43-50	86 -100 (artful/supreme)
Medium	35,5 - 42,5	35,5 - 42,5	71 – 85 (credible/brilliant)
Low	28 - 35	28- 35	56 – 70 (enough/diversely)

According to the programme of the experiment (see Table 2), we evaluated music students' achievements at each level during each year, using the method of peer review of students' educational and professional results. The generalized results of dynamic changes are presented in Table 4.

**TABLE 4: THE RESULTS OF DYNAMIC CHANGES OF THE PROFESSIONAL COMPETENCE LEVEL OF THE FUTURE MUSIC TEACHER**

Levels	<i>Final results of the 1<sup>st</sup> studying year (2013-2014)</i>		<i>Final results of the 2<sup>nd</sup> studying year (2014-2015)</i>		<i>Final results of the 3<sup>rd</sup> studying year (2015-2016)</i>	
	<i>The number of people</i>	<i>%</i>	<i>The number of people</i>	<i>%</i>	<i>The number of people</i>	<i>%</i>
High	4	13,8	9	31	12	41,4
Medium	6	20,7	12	41,4	11	37,9
Low	19	65,5	8	27,6	6	20,7

## DISCUSSION AND RESULTS

The results of the study were presented at international research and practical conferences such as “Art and Art Education in the Context of Intercultural Interaction”, 2015; “Socio-Cultural Activities: Vectors of Research and Practical Perspectives”, 2016; “Musical Art and Education. Theory, Methodology, Practice”, 2016.

The conducted experiment proved the effectiveness of the competition training method in the professional development of future music teachers.

The newly developed method of competition training was theoretically justified and applied to educational process. The method acts as an educational tool forming the professional competence of future music teachers, providing the quality of professional training of specialists in higher education, which highlights the scientific relevance of the research.

## CONCLUSIONS

1. The study proposes a three-component structure of the professional competence of future music teachers. The content of each component has been determined.
2. The results reveal pedagogical and educational opportunities of the competition in terms of forming the professional competence of the future music teacher.
3. The stages of preparation for a competition in accordance with the individual educational route are presented.

4. We theoretically justify the method of competition training as the tool of forming the professional competence of future music teachers in modern reality.
5. The study results in the development of the seven-component educational technology, which acts as a circulating educational tool of the method of competition training.
6. We define the stages of forming professional competence of future music teachers in the context of the competition training method.
7. The experimental approbation programme of the competition training method in real educational practice is proposed.
8. The competition training method was found to be effective in educational practice. The method ensures the quality of professional training of future music teachers in accordance with the requirements of the Federal State Educational Standards for Higher Education.

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