

PEDAGOGICAL DIAGNOSTICS OF LEVELS OF PROFESSIONAL COMPETENCE FORMATION OF FUTURE MANAGERS ACCORDING TO METACOGNITIVE SKILLS

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INTRODUCTION

The socio-economic transformations that are constantly taking place in society place new demands on the personality of a modern specialist. The ability to be the subject of his professional development and to independently find solutions to socially and professionally significant problems in a changing reality is gaining more and more importance for a specialist. Modern researchers almost unanimously note that the growing pace of development of new technologies, the information "explosion" and the rapid "old" information, the sharp complication, automation and computerization of production processes, the high probability of the emergence of "non-standard" situations in the production and social spheres put forward more and more new requirements for specialists. After all, they, in addition to professional knowledge, skills and abilities, now also have special abilities, skills and personal properties that provide flexibility and dynamism of professional behavior, creativity in professional activities, independence in the search and assimilation of new information and new professional experience (KUDLCEK, 2010).

The need to acquire the ability to make adequate decisions in "non-standard" situations, in the face of a lack of time and the availability of skills for optimal interaction with other participants in the production process in the general professional activity in a team, is especially emphasized. That is why, having examined in sufficient detail in the monograph the general psychological problems of the professional development of a modern specialist, we paid special attention to the psychological characteristics of the professional development of specialists in professions of the "man-to-man" type. Such attention on our part to professions of this type is due, in addition to their extremely important social significance, which they play on their own, so to speak "in their pure form," also by the fact that they are naturally closely integrated into professions of all other types (ELILIGKA, SYRMPAS, BEKIARI, 2020).

So, for example, director, actor (creative professions), foreman, head of the shop ("ludinatekhnik"), employee of the environmental service ("man-nature"), chief accountant, director of the publishing house ("man-sign"), etc., in addition their main type of professions also belong to professions of the "man-to-man" type. Trends in the development of modern society determine the constant increase in the importance of professions of the "person-to-person" type. And especially those of them that are transformative in relation to the personality of other people (teachers, teachers, psychologists, executive managers, social workers, business coaches, etc.). Features of work and requirements for specialists from these professions over the past 20 years have undergone significant changes in connection with the cardinal transformation of the socio-

political and economic system in our country, as well as with the increasingly intensive integration of Ukraine into the world community (VANISCOTT, 2019).

There is an obvious need to integrate numerous, but very heterogeneous studies related to various aspects of the formation of a specialist in professions of the "man-to-man" type, to determine the modern features of the formation of a specialist in such professions, to combine purely psychological and psychophysiological aspects of this problem, as well as to develop an integral system of psychological support. All stages of the formation of a specialist in professions of the "person-to-person" type (from the stage of vocational guidance to the stage of higher professional achievements). The above is supported by the arguments of many modern researchers (UHLENBROCK, MEIER, 2020).

At the same time, as can be concluded from the studies of the last decade, there is a significant contradiction in the training of specialists from different professions belonging to the "person-to-person" type: specialists, their activity and responsibility in relation to their own professional and personal development, and on the other hand, the training of these specialists remains largely purely formal, and their professional development most often occurs spontaneously. It should also be noted that while comparatively a lot of research is devoted to the stages of professional selection and, especially, professional training of professions of the "person-to-person" type, psychological studies of the subsequent stages of becoming a specialist in such professions have practically not been carried out (excluding individual studies of teachers) (KRYSHCHANOVYCH et al., 2020).

METHODOLOGY

The purpose of the study is to form pedagogical diagnostics of the levels of formation of professional competence of future managers according to metacognitive skills. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSIONS

In psychology, it has long been recognized the decisive importance of leading activity for the formation of personality. As noted by E.F. Zeer, the recognition of the personal function of the leading activity inevitably leads to the allocation in the continuous process of the formation of the personality of the period associated with the choice, preparation for the performance and implementation of one type of activity by an adult - professional. The transformation of professional activity into a leading one depends on socio-economic relations, social situation, position of the individual. This period takes up a significant part of a person's life. The trajectory of a person's fate, his happiness, well-being, satisfaction with life, physical and mental health are largely determined by satisfaction with the content of professional activity, attitude towards it, and the level of professional achievements (ALEKSIEENKO-LEMOVSKA, 2019).

Professional development of a specialist is understood as the process of progressive change in his personality as a result of social influences, professional activity and his own activity aimed at self-improvement and self-realization. Becoming necessarily presupposes the need for development and self-development, the possibility and reality of its satisfaction, as well as the need for professional self-preservation. Professional development is the formation of a professional orientation, competence, socially significant and professionally important qualities and their integration, readiness for continuous professional growth, the search for optimal methods of high-quality and creative performance of activities in accordance with the individual psychological characteristics of a person. Most authors use the concept of "professional development" as synonymous with the concept of "professional development". In our opinion, the concept of "professional development" is broader for "professional development", which can be considered the main, but not the only component of the professional development of a specialist (SIBLEY, 2020; KRYSHCHANOVYCH et al., 2020).

Noteworthy are E.F. Zeer main approaches to understanding professional formation (development) by Western and Russian scientists. Professional development is considered to be a rather complex process, it has a cyclical nature. This means that a person not only improves his knowledge, skills and abilities, develops professional abilities, but can also be exposed to the negative influence of professional activity, leading to the appearance of various kinds of deformations and conditions that reduce not only her professional success, but also negatively detected and "post-professional" life. In this regard, we can talk about the ascending (progressive) and descending (regressive) stages of professional development (MAREK et al., 2020).

According to Garber main stages of human development as a subject of labor (if taken from the beginning of mastering the profession) are (GARBER, HOCHTRITT, SHARMA, 2018):

- (1) "Optant" - the stage of preparation for life, for work, conscious and responsible planning and choice of a professional path. An option is not so much an indication of age as of a situation of choosing a profession (a person in a situation of professional self-determination is called an "optant"; an adult person, for example, an unemployed person, may well end up in a "optant" situation).
- (2) "Adept" - the stage of professional training that most school graduates go through.
- (3) "adaptant" - the stage of entering the profession after the completion of vocational training (lasts from several months to 2 - 3 years).
- (4) "Internal" - the stage of entering the profession as a full-fledged colleague, able to work stably at a normal level.
- (5) "Master" - the stage when the employee stands out noticeably against the general background (one can say about him: "the best" among the "good").
- (6) "Authority" - the stage, which means that the employee has become "the best among the masters."
- (7) "Mentor" - a stage that characterizes the high level of work of any specialist; an employee is not just an excellent specialist in his field, but also a Teacher who is able to pass on his best experience to his students and embody a part of his soul in them.
- (8) Four stages of the formation of professional abilities in the process of mastering a profession are presented in Table 1.

Table 1. Four stages of the formation of professional abilities in the process of mastering a profession

№	Stages
Entering the activity	the student masters the activity according to the instructions, without having his own experience; the system of professional abilities has not yet been formed, the leading professionally important quality is long-term memory and a number of special professionally important qualities, the number of which is very limited
Primary professionalization	as individual experience is acquired, the professionally important qualities of the first stage are developed; at the same time, the role of those professional qualities that are responsible for receiving information increases (their development takes place on the basis of professionally important qualities of the first stage)
Stabilization	professional abilities responsible for receiving and processing information come to the fore, while some of the professional abilities drop out of the structures of professionally important qualities; at the same time, these qualities in quantitative terms can remain at a high level; at this level, the activity begins to be realized in an individual way of its implementation; the subject pays more attention to forecasting and planning activities for its executive part
Secondary professionalization	there is a change in professionally important qualities, the subject moves from a system of professional abilities that implement activities to the accumulation of professional experience, to a system of professionally important qualities based on personal experience

Source: Search data.

According to Kryshchanovych, the following levels of professionalism can be distinguished (KRYSHCHANOVYCH et al., 2021):

- (1) to professionalism (a person already works, but does not have the full set of qualities of a real professional)
- (2) professionalism (a person is a professional, that is, she works stably and performs everything that is required of her)
- (3) superprofessionalism (creativity, personal development, the pinnacle of professional achievements)
- (4) non-professionalism, pseudo-professionalism (outwardly quite vigorous activity, but at the same time a person either makes a lot of "marriage" at work, or degrades as a person)
- (5) writing professionalism (a person may turn out to be a "professional in the past", "ex-professional", or maybe a mentor for other specialists).

The same researcher also highlighted the stages of mastering the profession (JANDRI et al, 2018):

- (1) adaptation to the profession;
- (2) self-actualization in the profession - the adaptation of a person to the profession;
- (3) harmonization with the profession - a person easily performs tasks according to mastered technologies (he works as if "playing")
- (4) transformation, enrichment of their profession - real creativity involves the search for new, more perfect ways to achieve the desired result;
- (5) fluency in several professions;
- (6) the stage of creative self-determination of oneself as a Personality - the desire to realize one's main life idea.

Bray proposed the following stage-by-stage structure of professional self-realization (BRAY, ADAMSON, MASON, 2007):

- 1st stage - professional self-determination: a) choice of profession; b) professional education;
- 2nd stage - professional development; c) professional adaptation; d) approbation of theoretical knowledge in practice; e) professional self-improvement, professional development;
- 3rd stage - professional development: f) raising the level of professionalism; g) gaining professional authority; c) achievement of activity, independence, creative approach in professional activity.

After analyzing the work of the most authoritative researchers in the field of labor psychology. Lambert concluded that the main stages of the process of forming a person's professional fitness are as follows (Lambert, Penney, 2020):

- (1) labor education and training (preparation of a child, adolescent for work and the choice of a profession)
- (2) vocational guidance (assistance in choosing a profession: education, consultation, correction of professional plans, option - finding a minimum experience in a specific job, etc.);
- (3) professional selection (determining the degree of a person's suitability for a given profession, job position, workplace);
- (4) professional training (justification and development of recommendations, training programs, methods, tools, etc.)

- (5) professional adaptation (development of means, methods, criteria for assessing the success of the subject's activity, identifying critical factors of adaptation, crisis periods; in general - psychological support of the subject at the initial stages of his professional career)
- (6) professional activity (ensuring the rational organization of its conditions, processes, safety, optimal business contacts and interaction, the development of professionalism, efficiency, job satisfaction, labor protection, etc.);
- (7) professional certification (periodic assessment of qualifications in order to substantiate recommendations for job transfers, remuneration, retraining, etc.);
- (8) vocational rehabilitation (restoration of the state of mental and physical health).

CONCLUSIONS

The formation of professional competence of future managers according to metacognitive skills is not one area of responsibility, but a whole range, a set of disciplines, each of which should contribute to the development of certain competencies, professionally and socially significant qualities. In addition, the assessment of the quality of the formed competencies should meet the requirements of integrativity, and not be limited to the framework of a separate academic subject, but go to an interdisciplinary and even external level. Interdisciplinary integration, aimed at generalizing and universalizing the content of vocational education, ensures the formation of a consistency, complexity of knowledge and thinking of the individual. The unification of individual academic disciplines into an integral system within the framework of the professional training of graduates of a physical culture and sports university provides for the interpenetration of the educational potential of one subject branch into the format of another, and the conduct of interdisciplinary research. Note that one of the topical areas of interdisciplinary integration is the linguistic and professional training of modern specialists.

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Pedagogical diagnostics of the levels of formation of professional competence of future managers according to metacognitive skills

Diagnóstico pedagógico dos níveis de formação de competência profissional dos futuros gestores da cultura física e esportiva

Diagnóstico pedagógico de los niveles de formación de competencia profesional de los futuros gestores de la cultura física y el deporte

Resumo

O objetivo principal do estudo é realizar diagnóstico pedagógico dos níveis de competência profissional dos futuros gestores de cultura física e desportiva. O processo de formação de um especialista de um nível qualitativamente novo é significativamente restringido pela lacuna existente entre as conquistas da ciência e da educação, portanto, o coeficiente de uso útil das descobertas científicas e das novas tecnologias é drasticamente reduzido, o conhecimento básico é retirado do conteúdo dos processos educacionais pelo conhecimento aplicado. O presente coloca perante a sociedade as tarefas de formar professores de cultura física que não dominem apenas um alto nível de formação profissional. Como resultado, foi realizado um diagnóstico pedagógico dos níveis de competência profissional dos futuros gestores de cultura física e esportes.

Palavras-chave: Pedagogia. Competência profissional. Processos educativos. Futuros gerentes. Processos inovadores.

Abstract

The main purpose of the study is to conduct pedagogical diagnosis of the levels of professional competence of future managers according to metacognitive skills. The process of forming a specialist of a qualitatively new level is significantly constrained by the existing gap between the achievements of science and education, therefore, the coefficient of useful use of scientific discoveries and new technologies is sharply reduced, basic knowledge is ousted from the content of educational processes by applied knowledge. The present sets before the society the tasks of training physical culture teachers who mastered not only a high level of professional training. As a result, a pedagogical diagnosis of the levels of professional competence of future managers according to metacognitive skills was conducted.

Keywords: Pedagogy. Professional competence. Educational processes. Future managers. Innovative processes.

Resumen

El objetivo principal del estudio es realizar un diagnóstico pedagógico de los niveles de competencia profesional de los futuros gestores de la cultura física y el deporte. El proceso de formación de un especialista de un nivel qualitativamente nuevo está significativamente limitado por la brecha existente entre los logros de la ciencia y la educación, por lo tanto, el coeficiente de uso útil de los descubrimientos científicos y las nuevas tecnologías se reduce drásticamente, los conocimientos básicos se eliminan del contenido de los procesos educativos por conocimiento aplicado. El presente pone ante la sociedad la tarea de formar profesores de cultura física que dominen no sólo un alto nivel de formación profesional. Como resultado, se realizó un diagnóstico pedagógico de los niveles de competencia profesional de los futuros gestores de la cultura física y el deporte.

Palabras-clave: Pedagogía. Competencia profesional. Procesos educativos. Futuros directivos. Procesos innovadores.