

The Formation of the Professional Competences by a Specialist of High Schools

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Abstract: The study considers the problem of scientific training of graduates in the areas of training of conflict management, legal, psychological and pedagogical education, dentistry, general medicine. All standards in these areas of training include the specialist's practical training in the management activity. Namely it includes the organizing of social interactions, the preparation of proposals to decide in the management, the development of the organizations in accordance with the plans and programs, the implementation of the principles and modern scientific approaches to the development of interpersonal relationships in the team, the organization of a modern approach to work with the personnel, the staff, the creation of a model of the effective management for the future young professional's motivation, including the use of moral, material and other stimulus. The researchers of the study have offered a mentoring model, as a variant of the preparation of graduates for the practical administrative activity, tested in the organization during the student's practices. The study describes the conditions for the implementation of the model, stages of a mentoring system implementation in the organization, key mentor's competences, the algorithm of the implementation of mentoring programs, the order of the interaction between specialists in the team.

Key words: The practical administrative professional competence of the graduates of the high schools, the model of the development of practical management activities, the mentoring system in the organizations, the efficiency of young specialist's professional work, plans and programs, practical administrative activity

INTRODUCTION

The requirements for a modern professional training in the field of dentistry today are determined by globalization, society information, the ideas of the Bologna process, "The concept of long-term Russia's social and economic development up to 2020" (Section III, Paragraph 4, The development of education), Professional standards, other normative legal acts. The Russian high schools have switched to the implementation of educational programs on the actualized federal state educational standards of higher education (further-FSES of HE), for example in the direction of preparation 37.04.02 the Conflictology (the order of the Ministry of Education of the Russian federation from 3.30.2015 No 320 "On the approval and introduction in to the action FSES of HE on direction of preparation 37.04.02 the conflictology (Master's level)", 44.04.02 Psycho-pedagogical education (the order of the Ministry of Education of the Russian Federation from 12.05.2016 number 549 "On the approval

and the introduction of FSES of HE in the direction of preparation 44.04.02 the Psycho-pedagogical education (master's level)", 030900 the Jurisprudence (the order of the Ministry of Education of the Russian federation dated 30.03.2015 number 320 "On the approval and the introduction FSES of HE in the direction of the preparation 030900 the jurisprudence (the qualification "Master")", in the direction of preparation 31.05.03 the Dentistry (the Order of the Ministry of Education of the Russian federation from 9.02.2016 number 96 "On the approval and the introduction jurisprudence in the direction of preparation 31.05.03 the dentistry (speciality level)", in the direction of preparation 31.05.01 The medical treatment (the Order of the Ministry of Education of the Russian federation from 2.9.2016 number 95 "On the approval and the introduction in action FSES of HE in the direction of preparation 31.05.01 Medicine (speciality level)").

All presented areas of training reflected in Paragraph 4.3 FSES of HE include the practical and administrative

activity, as one of the professional activities which master graduates who have mastered the educational programs, must know.

In this regard, this scientific problem has the particular importance. To increase the effectiveness of the professional training in high school and the professional development of the management the search of the model that promotes the creation of favorable conditions for the working labor of the young specialists-graduates in the profile organizations is becoming urgent (Gedulyanova and Gedulyanova, 2015a, b, 2016).

This study focuses mainly on the principles of the formation of a mentoring system in order to prepare the future professionals in the field of dentistry to self-efficient performing of their official duties in organizations (Gedulyanova *et al.*, 2013).

Mentorship is a way of transferring knowledge, abilities and skills from more experienced employee to less experienced one in the subject field. The mentoring system is an instrument of organizing and managing for the specialist in medical organizations and their structural subdivisions. The main measures to improve the training of young specialists are:

- The introduction of the pilot projects on the continuous professional education of workers
- The creation of the conditions of the planned growth of the professional level of knowledge and skills of workers
- The creation of the conditions for the continuous training of the specialists

The presence of information and communication net of the internet, electronic manuals, distance learning programs, manuals, profile literature, simulation devices). As for specialists in the field of the conflictology, the psychological and educational activities, the jurisprudence, the dentistry, the medical treatment the professional standard recommends the basic algorithm of the professional work which allows to find the right solution in the variety situations and to realize basis actions professionally.

For the employers the Professional standard can be used to monitor the activities of the employees in order to increase the efficiency of their work to govern the personnel resources. The professional standard can be used to plan and to organize the activities for the professional development of the employees, for example:

- To develop an individual plan of the professional development and the career growth of employees
- To value the activities of the staff in order to optimize the use of workers potential

- To organize the professional retraining and upgrading the worker's skills

The need of mentorship in organizations arises when a new employee comes or if the official position of the former employee changes as a result of the horizontal or vertical movement. A gradual transition from the traditional model of teaching to the personal oriented is used in pedagogy and it allows to influence the quality of the professional skills through a tutorship system as a wise administrative decision (Mityaeva, 2008).

It is clear that the problem of balanced growth of the professional level of knowledge and skills of medical workers cannot be solved without a mentoring system today. Just to take and to copy the soviet model is impossible because the well informed and sufficiently ambitious young people for which the methods to transfer the experience on the principle "do as a father" are not suitable come to the medical organizations.

METERIALS AND METHODS

Why is there a need for mentoring and what are procedure and the conditions of its formation? Firstly, the organization, whether it to be medical, educational, legal is a sphere of the active where the experience accumulates over the years and when one professional leaves it can make a significant dent in all direction.

Secondly, these are "getting old" groups in which employees with strategically important knowledge and experience come to the critical age limit and it is necessary to prepare the young generation.

Thirdly, the growing structures. When a physician has 5-10 young interns and specialists and he physically does not have time to give experience to each individual trainee.

In all such cases tutors-respected, highly qualified staff of organizations, physicians authorized to work on the adaptation of younger colleagues for the professional work and culture, professional development on the individual basis are needed. Moreover it is necessary to select specifically «mentors» from the organizations according to the variety criteria, to prepare and to motivate them.

From a historical reference, the first professional tutor (mentor) who gave a name to all future generations of teachers was an ancient greek hero January 25, 2017 entor, a friend of odysseus, to whom he entrusted the upbringing of his son Telemachus during the trip to Troya. Since, then and for many hundreds of years mentoring (tutorship) was mainly used in relation with the younger generation (one of the most famous was the

mentor (tutor) Aristotle who brought up Alexander of Macedon). The idea of mentoring as a way of training and education of adults was firstly seriously realized in christianity (Mityaeva, 2009, 2010a, b, 2012, 2013).

The analysis of the problem in the field of personnel management system, as a rule, is carried out from the results of work as a consequence to the beginning, to the processes and conditions of vital activity of organizations as reasons. Such course of analysis is quite natural and was already known in ancient times. The logic movement of analysis from the end to the beginning is fixed, in particular, as one of the interpretations of the word "analysis" in the V.I. Dahl dictionary:

"The analytics in logics is the analysis, a way of solution of the question from the consequences to the beginnings, from the action or phenomenon to the causes". During the analysis the participants are looking for the answers to the main questions: What real results of work in the organization do not satisfy us in the light of tomorrow's requirements and must be changed? Breaking-off between desired and real that is actually the problem of organization is revealed as a result.

The problem is a sense of a person's impossibility to solve prevailing contradiction arising in a particular situation by means of actual knowledge or experience Muradova, 2003. The problems must be formulated with the following requirements: Concreteness and constructivism of the formulation. With proper formulation of the results of analysis in fixed problems the ideas of concrete ways of its possible solutions are being viewed (or the change from problem to the ideas that form the basis of the strategy of the system changes is provided). The concreteness of the problem's formulating is enough if the general direction of the strategic action on its decision becomes clear.

It is understood that when low quality of the work results is called a problem-it is too wide and globally to identify the concrete actions. This is not a problem but a wide area of presence of many concrete problems which must be formulated. So, the problem may be recognized as specifically formulated if the main ideas and the ways of its solution can be understood.

The cooperativeness of the problem formulation: The problem is formulated sufficiently operationally if one can see the scale of the problem, the degree of its severity, the size of the gap between desired and real. To do this one must have the indicators for the evaluation and comparison of the results.

Prognostication: This requirement may be considered realized if the analysis is carried out "from the future" that is from the required which is correlated with the current

situation, it is the tomorrow's required, based on forecasting the tendency of the system changing and it's environment, on forecasting the changes of the requirements to the system. Otherwise we shall have to solve yesterday's problems, always be behind the situation, condemn ourselves to the "patching up holes" instead of real development which is always associated with the vision of the new arising opportunities (Muradova, 2006).

The explanation and understanding of the problem presence: the building of a casual chain. The revealed problems should not only state but they must also receive an explanation that allows to understand (and then remove) their reasons, prognosticate what might happen if the problem will not be eliminated in the visible future.

Of course, the process of transferring the experience in different organizations is characterized by its own peculiarities. However, it should be systemic at the present historical moment. The responsibility for the organization of mentorship in the organization as a whole lies on the assistant of the personnel management (the assistant of chief physician on the staff, the senior inspector of the personnel) (Table 1). In the addition to the creation of the mentorship institute, the specialist of the personnel should develop and implement:

- The system of selection and motivation of mentors
- The system of planning the adaptation of "newcomers"
- The system of monitoring the results of the mentoring program
- Mentoring is a team process which participants are
- mentors as the main innovative resource of the development of organization (Muradova, 2007)
- Young professionals-trainees (probationers)
- The heads of the departments and the line managers
- Personnel service organization

The mentor is a worker of the unit, a physician with sufficient experience, transmitting his knowledge and professional skills to the trainees, creating the opportunities for the realization of the trainee's potential. The probationer is a personnel carrying out his (her) professional activities under the mentor's observation. The team on the solution of mentoring problems has the peculiarities:

- The team's aims and tasks are determined by the team leader together with its members
- The individual tasks, responsibilities and functions in order to achieve the results are worked out for the mentor (tutor) and the probationer

Table 1: The stages of mentoring (tutorship) system implementation in the organization

Working out of the mentoring program	Realization of the mentoring program	Evaluation of the effectiveness of the mentoring program	Correction of the mentoring program
The plan of measures for a probationer for the development of his professional skills, labour functions, improvement of personal and professional qualities to achieve the desired Result	Realization of the planned activities: the discussion of the work together with -acquaintance with the mentor; the functional responsibilities-attendance and participation in conferences round tables master-classes participation in the professional competitions listening to lectures; development of professional skills, improvement of the professional skills through the exchange of experience; creation of the multicase for the professional activities; other activities	Evaluation of the effectiveness of the Mentoring Program (content, mentor work, the achievements of the results, costs).	Changes in the content of training activities approaches to learning and development in accordance with the results and assessments

- The main activities are focused on the performance of the team tasks
- The participants of the mentoring process are characterized by the personal and mutual responsibility
- The collective overcoming of the difficulties faced by the team should be manifested

RESULTS AND DISCUSSION

The main part: Mentoring as a mechanism of keeping and transferring the professional experience and corporative knowledge organically puts into the processes of personnel managing. So, in the process of personnel management skills mentoring serves as an instrument for the staff training; mentoring is a way of career management and the planning of the staff succession; the organized work of more experienced employees with less experienced supports the philosophy of continuous exchange of knowledge with the purpose of preservation in the organization in terms of corporative culture; the implement of mentor's actions providing acceleration of the adaptation and the involvement of trainees in the life and the activities of the organization is in governing of personnel motivation (Muradruva, 2009).

Based on the analysis of the approaches to the implementation of mentoring process in organizations in the frame work of research work the authors of this article define the stages of mentoring system implementation. The mentoring process goes through four stages of the development Table 1.

Mentor's key competencies: The candidate to the mentor must answer the requirements; Have the ability and willingness to share their knowledge, skills and experience.

Have the communicative skills: Be able to find a common language with people, build a vertical and

horizontal communicative links, have the flexibility in communication The correct style of communication during the mentorship: "adult-adult", thus the complete equality of the sides:

- Be able to carry out the professional examination
- Have the deep professional knowledge, large practical experience, the recognized private production achievements, significant work experience in an organization
- Have quite certain specific competencies: the comparativeness, the ability to teach, the ability to motivate others

What is the essence of the work of a mentor with a new employee or an intern? The main mentor's tasks are to work out the content of mentoring program that meets the applied aims of adaptation and development of the certain probationers and the realization of this program.

According to researchers' opinion "the mentor's work is carried out by an organized work whit the intern, the effectiveness of which is caused by passing certain stages of the mentor's interaction with a probationer during the realization of the program (Fig. 1). The Program of mentor's training should be designed not only as a source of information but also as a mean of pedagogical and psychological influence increasing the responsibility for its result by the mentor and trainees.

Mentor's tasks: During the mentorship the following tasks must be solved; To improve the professionalism-the formation of the link from knowledge to skills and abilities, from unsteady skills to the firm skills, from firm skills to highly skilled actions; In the sphere of observing the norms of the labor collective-to develop self-discipline organization and skills of observing the rules of safety engineering, the perception of common biasness values

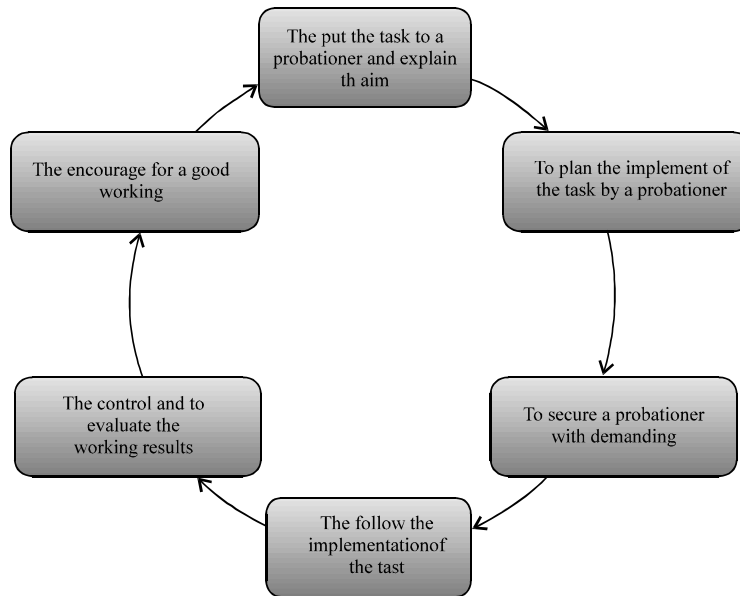


Fig. 1: The algorithm of realization of the mentoring program

for all staff, instilling morals and collective traditions; for adapting-the mastering (improving) the knowledge and skills system, full compliance with the level of training of official duties, the mastering of their professional role, including the attitudes, values, behavior in accordance whit the expectations of others, fulfilling the requirements of labor and carrying out discipline, the exception such negative manifestations as delayed reporting the inobservance of standards of work, industrial conflicts, the independent fulfilling of the official functions, the development of interesting to the work. The worker sees the opportunity to realize his potential. Thus, the function of the tutor is to help the young specialist in adapting to the new workplace, the connection theory and practice.

The techniques and the methods of work: The main method of mentor’s teaching is the comparative analysis of the mentor’s work and his pupil, a joint search of the best variant of implementing the task, using the mentor’s practical experience.

The most effective way to transfer the experience as mentors consider is to help with a word and work. Getting the information from the “first hand” and learning by doing help the beginning probationer to a model non-standard professional situation, give knowledge of possible risks that accompany the implementation of the medical service to find the solutions by choosing from several variants.

Training of the young specialist in business communication for partnering cooperation with a doctor

and a patient helps his professional and personal formation. The encouragement and the praise form the high self-appraisal and promote to achieve successes in the work. Teaching a mentor it is necessary to account the main roles which he should play concerning his pupil:

- The expert (evaluates new pupil’s work)
- The teacher (explains his “pupil” the content of his work)
- The trainer (develops his “pupil’s” a skill)
- The methodist (plans the lesson)
- The manager (during the pupil’s work without assistance in the learning process)
- The interlocutor

The criteria for measuring the effectiveness of mentor’s training:

- The evaluation of the labor results includes
- The level of complication of the manipulations
- The economy
- The rightness in the documentation’s direction
- The evaluation of business and personal qualities takes into account
- The level of professional knowledge
- The psychological arrangement on the pedagogical activity
- The general training, the erudition
- The personal qualities
- The observation of the demands of ethics and deontology

Table 2: The order of interaction during the realization of a mentoring system (example).

Stage	Date	Executor	Order of action	Resulting document
Appointing a mentor for the probationer	1 month from the date of employment	The personnel department, line managers	Mentor selection in accordance with certain criteria's, if necessary his training	The order of appointment the mentor, mentor's lists.
The developing of mentor's program of a new employee or young specialist for a year	15 working day from the date of mentor appointing	The personnel department mentor, probationer	The joint working out, coordination and approval of mentoring program	Mentoring programs of the new employee or young specialist
Giving a report about the done work	Each year, during summarizing the results of mentor programme	Mentor, probationer	Preparation of the report, defense of the report and the program for the next term	The report of done work the mentor program for the next term.
Prolonging the work on probation (at unsuccessful	Up to 6 months	The personnel department, tutor	Work out the new tutor program, idenyification of purity, directions during the transmission the experience setting the time of control.	Order about the prolonging the work on probation.

- The presence of motivation on the self-development
- The interaction in the group is valued
- By the results of a group work "here and now"
- By the influence on the structural subdivision development as a whole

The criteria for assessing the effectiveness of mentor's work.

- The achievement of the aims and tasks of the tutorship of the young specialists
- The absence of professional mistakes and the conflicts during the first year of the young specialist's working, the possible career advancement
- The motivation to the active independent solution of supernumerary situations
- The ability to encourage somebody, to form the responsibility for one's work, to put the professional aims
- The psychological evaluation of adaptation and the perception of the organization's culture successes in the professional competitions

The examples of the indicators of effectiveness:

- The reaction of the trainees-the satisfaction of the participants by the program and the course of study (%) (Table 2)
- The level of competences-the acquired knowledge, skills abilities (%)
- The probationer's professional skills-the changes during the work's performing (%)
- The influence on the social and economic effectiveness of the medical organization
- The changes of the parameters (%)
- The calculation of ROI (the calculation of the return on investment) the comparison of the benefits of the program and its implementation costs (%)

CONCLUSION

To get an effective mentoring (tutorship) system for organization it is necessary to develop a procedure of the interaction.

The full value of social and professional adaptation of a new work in the collective must be the final result of the mentoring activity. It also means the increasing of personal qualities and skills. Furthermore, the mentoring should contribute to the development of the mentor (tutor) because in fact it is a two-way process in which the mentor and the probationer share the knowledge and improve it.

The researchers believe that the urgency of this work is a description of the mentoring system and its structural components: the aims and tasks, the stages of the mentoring process, the algorithms of the instillation of the Mentoring program, the criteria and indicators for the realization of the effective mentoring and the expected results.

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