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Technology of complex accompany of student social and project competence formation process in social sphere

La tecnología de apoyo integral del proceso de la formación de competencias sociales y de proyectos entre los estudiantes de ciencias sociales

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Contents

ABSTRACT:

The paper purpose is to identify, substantiate and verify the pedagogical conditions that ensure the effectiveness of bachelor training in the social sphere for their social and project competencies implementation. The authors substantiate the essence of bachelor social and project competence in social sphere as the basis of social projecting and the most important component of vocational training. The technology of pedagogical accompanies for future bachelors training in the social sphere for social and project competencies implementation through the teacher activities as an organizer of interaction has been developed. A criterion-evaluation apparatus containing criteria, indicators and levels of social and project competencies possession by bachelors in the social sphere is proposed. The pedagogical conditions for bachelor social and project competencies formation in the social sphere have been developed and experimentally tested. The paper is intended for teachers, heads of educational organizations, researchers dealing with social issues.
Keywords: socio-project competence, comprehensive accompany, bachelor, technology of pedagogical

RESUMEN:

El objetivo del artículo es identificar, corroborar y verificar las condiciones pedagógicas que aseguren la efectividad de la formación de los graduados de ciencias sociales para la implementación de competencias sociales y de proyectos. Los autores explican la esencia de competencias sociales y de proyectos de los graduados como base del diseño social y componente más importante de la formación profesional. Se ha desarrollado la tecnología de apoyo pedagógico en la preparación de futuros graduados de ciencias sociales para la implementación de competencias sociales y de proyectos a través de las actividades del profesor como organizador de la interacción. Se propone un instrumento de evaluación que contiene criterios, indicadores y niveles de dominio de las competencias sociales y de proyectos por parte de graduados de ciencias sociales. Asimismo, se han desarrollado y probado experimentalmente las condiciones pedagógicas para la formación de competencias sociales y de proyectos de los graduados de ciencias sociales. El artículo está destinado a docentes, directores de organizaciones educativas, investigadores que se dedican a

1. Introduction

The leading factor in modern social systems improvement, according to researchers, is an educated, professionally competent specialist who is able not only to forecast pressing social problems, but also actively to seek ways and means to solve them. The change of the educational paradigm and the processes of innovative development in the system of population social protection orient the bachelor professional training in the social sphere to the development of the corresponding competencies. Bachelor is the mediator, "conductor of social policy," which facilitates communication between the activities of social institutions and the interests of society unprotected strata. This type of activity, like social projecting, allows a specialist in social practice to provide productive assistance to the population, to overcome the numerous social problems caused by the aggravation of the geopolitical and sociocultural situation in the world.

The relevance of this type of activity, its potential for the development, improvement and modernization of the social sphere, the activities of social services and institutions is emphasized both by their leaders and by scientists. Organizations analyzing the labor market are called projective (social-projective) among the leading competencies of young specialists demanded by employers. A competitive bachelor in the personnel policy of institutions in the social sphere corresponds with an expert analyst who develops and manages a social project. To form this capacity, adequate modern technologies are needed, both in qualitative solution of the problems of preparing bachelors for social and project competencies implementation, and for accompanying the process named and the specialists participating in it.

Such activities require the accompaniment of the student in the process of mastering his social and project competencies, so there is a different understanding of the purpose of the student's and university worker's general activity. However, in the university educational process, the social and project competencies for the different academic disciplines are being formed so far fragmentarily. This fact affects the level of teachers' professional training and their willingness to organize social projecting within the competence-based approach. The leading function of the teacher of higher education, according to the researchers (Bazarova, 2013; Bocharova, 2008; Chapskaya & Bityutskaya, 2014; Fedoseyeva, 2017; Imamiyeva, 2008; Martynova, 2014; Pavlova, 2010; Tryapitsyna, 1994; Zimnyaya & Zemtsova, 2011), is the contribution to the student education, that is, his accompany. Student-centered teaching as a pedagogical activity should be aimed at creating pedagogical conditions contributing to the preparation of future bachelors to the implementation of social and project competencies, which will ensure the manifestation of the student's independence, creativity and responsibility in the process of professional education in the university.

At the turn of the 20th and 21st centuries, researchers (Adamyants, 2013; Andreyev, 2014; Chernukhino & Martynov, 2013; Feldstein, 2011; Prokofieva, 2017; Safonova, 2011; Yadvirshis, 2010; Dorozhkin et al., 2018) paid special attention to projecting in various spheres of the society and, accordingly, to the need for social and project competencies formation. So, studying the phenomenon of social projecting, N.V. Garashkina (2004) recognizes its importance as an important factor in the professionalization of the staff in the social sphere. There are new approaches to the very process of students' mastery of competencies. Researchers M.V. Firsov, I.V. Nastestnikova & E.G. Studenova, (2011); N.V. Garashkina (2010), O.C. Gazman (2010), G.V. Kalabukhova (2013), A.P Tryapitsyna (1994) and others determine the leading function of modern university teacher in the effectiveness of this process, calling it the facilitation of student formation, their accompaniment, and the following aside. In the works of O.C. Gazman (2010), T.L. Ishchuk (2011), G.V. Kalabukhova (2013), L.S. Kirillov, (2009), G.G. Kruglikova (2010), N.N. Lavrov & O.V. Nazarov, (2012), E.V. Martynova (2014), G.I. Okány (2014), L.A. Yadvirshis (2012) and others the leading ideas, principles, functions and processes of accompany are researched, its versatility is

noted. The presence of various types of accompany testifies to the relevance of its application in various fields of activity, including in the modern university. However, scientific papers devoted to the study of accompanying activities specific nature as a resource in solving problems of preparing students for the implementation of social and project competencies are not enough.

We define the bachelors social and project competence in the social sphere as motivational and professional readiness and ability to carry out social and project activities, which includes a set of incentives and reasons that organize and direct the student meaningful activities to active and conscious mastering the social and projective competencies, and the system of social and project knowledge, abilities and skills which are necessary for productive work to create a social project.

2. Materials and Methods

2.1. The role and functions of social projecting in vocational training

The social project is a socially significant product; its basis is the model of a well-founded solution of an urgent social problem. A look at the problem as a project is the specificity of project thinking. Relying on the work of N.F. Basses (2014) and I.E. Fedoseyeva (2017) we consider it as the ability of a person to understand a problem situation as a problem for the solution of which a number of sequential operations are supposed to be carried out: search-finding-selection-implementation of the optimal variant. Projective thinking is the procedural basis of the project activity (Fedoseyeva, 2017), which is an attribute and style of modernity. The ability to project activity is an important factor in the professionalization of personnel in the social sphere (Gabdullin, 2014; Garashkina, 2010). If the person is ready to carry out such activity, then it is capable of analyzing the ongoing social processes; determine the purpose and objectives in solving social problems; develop a projecting solution; evaluate resources; to calculate risks and ways of their minimization; predict expected results; has social and projecting competencies.

Based on the analysis of social projecting philosophy positions, the characteristics of project thinking and innovation activity competences, it was revealed that the desire for a new, creativity, ability to act deliberately, producing a comprehensive analysis of social reality and one's activities (criticality) and the ability to interact in a group unite these concepts. Socio-projecting competencies act as an integral part of innovation activity competence, one of the conditions for the formation of which is the development of project thinking. A potential opportunity for this is a project activity, which means that the training of project activities contributes to the development of project thinking and, as a result, the development of innovation activity competences. Bachelors who are ready for social and project activities can think by projects, having mastered the social and projecting competencies.

A person with social and projecting competencies contains an internal resource necessary to create social innovations. Therefore, the role of socio-projecting competence in the immediate possibility of implementing innovative activities in the social sphere is actualized. Its effectiveness depends on the level of motivational and professional readiness and ability of bachelors to social and projecting activity, which determines the level at which students find themselves and reach in preparation for the implementation of social and projecting competencies. Components: interest in the work on creating a social project, possible potential for professional development and career growth; availability of special knowledge on the basics of the development, implementation and management of social projects and practically significant abilities and skills in the field of social projecting. Considering the socio-projecting competence from the position of acmeology, we defined their functions: gnostic (cognitive), regulative, reflexive-status, normative and communicative.

The authors considered the basics of the accompanying activities in the university and identified the potential opportunities of pedagogical accompany corresponding technology, specified the pedagogical conditions that ensure the effectiveness of training future social

sphere bachelors for the implementation of social and projecting competencies, showed the content and the course of experimental work on the introduction of the created model in the university educational process, approbation of pedagogical accompany technology and verification of the allocated pedagogical conditions.

The leading function of the university teacher is to promote the education of the student, his accompany, which is understood as helping the development subject in the formation of the orientation field, where is the responsibility of the subject for his own actions lies on himself. We define the concept of "escort" as a dynamic joint action of the accompanying and the accompanied, designed to ensure the co-operation in the implementation of successful preparation of future bachelors to the implementation of socio-projecting competencies. Taking into account the diverse nature of the accompany process, we determined that mastering competences is the basis of the orientation field of the professional development of the bachelor's personality. This process will be more productive with pedagogical accompany, the mission of which is to organize the necessary cooperation (soft, unobtrusive, hard) of the teacher and student in the course of mastering the social and projecting competencies, having realized the way to achieve a positive result.

2.2. Principles and technology of pedagogical accompany for socio-project competencies implementation by the student

Pedagogical accompany consists in implementation of the teacher conscious professional escort directly next to the student during all preparation for the implementation of social and projecting competencies. It manifests itself in the organization of a special interaction between the partners of the educational process aimed at creating pedagogical conditions that ensure the effectiveness of preparing future bachelors for the implementation of social and projecting competencies.

Principles of pedagogical accompany of preparation for the implementation of socio-projecting competence: comprehensive approach, continuity of accompany, reliance on the individual-personal potential of the accompanied, the reflexing and analyst.

Disclosure of pedagogical accompany technology for the preparation of future bachelors to the implementation of socio-projecting competencies through the activities of the teacher as the organizer of interaction between subjects of the educational process constituted the third task of the study. Under the technology of pedagogical accompany for the preparation of future bachelors for the implementation of socio-projecting competencies is understood a holistic systematically organized interaction of subjects of the educational process aimed at creating pedagogical conditions for the effective preparation of bachelors to implement social and projecting competencies, ensuring achievement of the intended result. Internal regularities of partnership interaction organization as the main form of joint activity of the subjects of accompany predetermined its structure (Table 1).

Table 1
Structure of the technology of pedagogical accompany for future bachelors
preparation in the social sphere for the implementation of social and projecting competencies

Technology procedures	Directivity of pedagogical accompany for	A type of interaction
Comprehension	Solving the problem of social and project competence introducing to students: creating pedagogical conditions for a clear understanding by students of previously unconscious aspects of project thinking development and mastering the social and projecting competences as the resources of their personality	Soft pedagogical accompaniment
Acquisition of	Creation of pedagogical conditions for resolving	

individual experience in social and projecting activities	the problems of preparation for the implementation of social and project competencies: when performing practically-directed and professionally-directed actions for solving competence-oriented tasks of an activity nature in the course of active practical cognition	
Comprehension of experience, acquired in active practical cognition	comprehension, analysis, evaluation and self-cognition of the achieved results in solving the problems of preparing bachelors for the implementation of socio-projecting competence by identifying the totality of cognitive indicators, assessing the observed signs of social projecting competence (experts), determining the level of mastering of socio-projecting competencies.	Unobtrusive pedagogical accompany
Comprehension of experience acquired in the process of active practical cognition	Comprehension, analysis, evaluation and self-cognition of the achieved results in solving the problems of preparing bachelors for the implementation of socio-projecting competencies by identifying a set of cognitive indicators, assessing the observed signs of social projecting competence (experts), determining the level of mastering the socio-projecting competencies	Unobtrusive pedagogical accompany
Simulation of professional behavior	modeling of the behavior predicting future successes in the social and projecting activity through finding ways to manage the project implementation	Hard pedagogical accompaniment
Correction and transformation	amendments, corrections making to bachelors' previous training activities in the implementation of socio-projecting competence; clarification, addition and transformation of individual vocational and educational routes	Unobtrusive pedagogical accompany

Mechanisms: understanding, reflexing, identification, mutual understanding.

Repeatability and reproducibility of the presented technology is provided by the corresponding algorithm - a logically arranged sequence of the accompany subjects actions, the precise implementation of which will allow to solve the tasks at each stage of the pedagogical accompany technology. It reflexes a set of transformative operations leading from the initial state of the student social and projecting abilities and skills to the desired result. The described algorithm is realized through the implementation of structural-organizational, diagnostic, motivational, educating-forming, realizing-constructive, measuring, and reflexive-evaluation, professional-prognostic and corrective stages of activity. The positions and roles of the teacher on each of them are changing.

The authors, when developing the criteria-evaluation apparatus for determining the level of social and project competencies mastering by future bachelors, singled out the relevant criteria and indicators, the levels of the social and project competencies mastering: low, average, high. To assess the results of training future bachelors in the social sphere for the implementation of socio-projecting competence, the appropriate diagnostic and instrumentation tools were used: for personal criterion - "Motivational readiness technique for mastering the social and projecting competencies", for cognitive –the testing, for

reflexive activity-based –the assessment of the creation and open protection of group projects (evaluation sheet of the expert), "Professional preparedness technique for social and projecting activities", for regulatory - project bank, expert opinion, application for participation in the project competition and scientific and practical conferences, as a moderator stand-in, performance of the final qualification work with the project part, publications on the research problem.

2.3. Pedagogical conditions for student social and projecting competencies formation

In the process, pedagogical conditions were singled out, the introduction of which ensures the effectiveness of training future bachelors in the social sphere for the implementation of social and projecting activities, which is aimed at solving the fifth task of the study.

The analysis of different approaches to the definition of the concept of "pedagogical condition" allowed us to consider pedagogical conditions as a set of external circumstances for the training of future bachelors in the social sphere for social and projecting activities that ensure effective procedural implementation of this training, which have an impact on the development of professional and personal characteristics of subjects of educational activity, ensuring the transition of students to a higher level of social projecting competencies mastering.

Based on the analysis of the social order for the training of bachelors with competence in innovation activities, the requirements of Federal State Educational Standards of Higher Education in the areas of training "Social Work" and "Organization of work with young people", defining the social and projecting competence of bachelors as a professional one; structural and content characteristics of socio-projecting competencies; features of the developed model implementation; the integrity of the systematically organized interaction of the educational process subjects in the technology of pedagogical accompany determined that the allocated pedagogical conditions should be directed to the consistent development of professional and personal characteristics (personal, cognitive, reflexive - activity-based and regulatory) with the purpose of forming motivational and professional readiness and ability for social and projecting activities, i.e. mastering of social and projecting competence. Based on the foregoing, a set of pedagogical conditions are singled out, the observance of which contains a potential opportunity to ensure the effectiveness of training future bachelors in social sphere for the implementation of social and projecting competencies:

1) Organizational and pedagogical conditions reflect the objective possibilities of the resource educational environment of the university in organizing this training;

2) Methodical conditions contribute to the maintenance of the procedural aspect of ensuring the effectiveness of training, while providing an optimal combination of its components;

3) Motivational and professional conditions orient student conscious activity for active and conscious mastering the social and projecting competencies, taking into account the internal regularities of partner interaction of the educational process subjects.

3. Results

Experimental work was carried out at the social faculty of the Oryol State University and the social faculty of the Privolzhsky Federal University and was organized in three stages: ascertaining, forming and comparatively generalizing. The study involved 75 managers of various levels of social institutions, 240 students of the university.

The goal of the ascertaining stage is to establish the initial level of the student social and project abilities and skills mastering before making changes in the educational process.

Identification of the required parameters was carried out in the course of self-determination of student satisfaction degree with the professional abilities and skills formation, social and psychological attitudes of the student's personality in the motivational and need sphere (Potemkin's technique), the determination of the student motivational and professional readiness and ability to the social and projecting activity of the university. At this stage, the

study involved 188 students. 55 of them made up an experimental group (EG) and were included in the process of implementing a model for the future bachelors training to implement socio-projecting competencies and appropriate technology of pedagogical accompany; 51 students entered the control group (CG).

The results of the diagnostics showed that the number of students who were satisfied with the level of development of their socio-projecting abilities and skills (high level) is less in comparison with other groups. The definition of stable motivations set of the students' personality which orient their activity towards the environment showed that among the students surveyed, 72.3% were oriented toward altruistic values, which indicates their internal focus on mastering social and projecting competencies. The focus of activity on the achievement of the result is determined by 50% of students, which can be seen as a manifestation of a greater predisposition to mastering social and projecting competencies.

The results of diagnostics indicate that student average and low levels of motivational readiness to master social and projecting competencies predominate (68% of students), the greater part of the group - 72.7% - does not possess practically significant abilities and skills of socio-projecting competencies, and therefore, is not ready for its implementation.

The results of the ascertaining stage showed an insufficient level of the required competences mastering, so we conducted a formative experiment that was aimed at verifying the effectiveness of pedagogical conditions by implementing the assumptions put forward in the hypothesis.

The educational process of the students in the EG was built taking into account the model and technology of pedagogical accompany, while observing special pedagogical conditions. In accordance with this, a certain pedagogical impact was carried out:

1) Increase of students' motivation for mastering social and projecting competencies: identification of social problems, solution of which is possible through the creation and implementation of a social project; meetings with heads of institutions interested in the "products" of the student social and projecting activities and experiencing the need for relevant personnel; authors who participated in project competitions; study of Internet resources on social projects in other regions; presence on the protection of projects within the Presidential program "Modernization in the social sphere" (compliance with motivational, professional and organizational and pedagogical conditions). In the technology of pedagogical accompany, the teacher acts as a motivator, tutor, mentor, facilitator (educator);

2) The formation of a holistic view on the basics of the development, implementation and management of social projects was carried out through the study of a special course "Fundamentals of Project Activities". As the entity of preparing students for creating and receiving a socially significant product, a professionally trained teacher for this activity acts - a moderator. In the process of studying the special course, interactive forms and methods were used, aimed at demonstrating the observed signs of socio-projecting competences manifestation. The teacher acts as a consultant (knowledge broadcaster), tutor, and moderator;

3) Pedagogical accompany of individual projecting, submission of applications for participation in regional and all-Russian project competitions (teacher - trainer, mentor, academic adviser);

4) Formation of abilities and skills of a mentor when creating a project: student - the substitution of the moderator (teacher - tutor);

5) Development of scientific research skills in the field of social projecting: the highest qualification work with the project part, participation in the scientifically practical conference, scientific publications in this context (teacher - academic consultant, tutor, coach).

The students who compiled the CG were trained in accordance with the curriculum containing some potential for the development of social and projecting competencies.

During the formative experiment, the development dynamics of students' readiness and ability to social and projecting activity was studied: changes were observed in the parameters of socio-project competencies mastering, social and projecting knowledge-

abilities-skills were assessed, the work carried out was corrected.

The results of the experiment were analyzed and summarized at a comparative-general stage of the work, in which the obtained data of EG and CG were compared. The analysis of the forming experiment results made it possible to reveal a certain dynamics: the indices of the quality of the students' knowledge in the EG in the field of social and projecting activities and the levels of the social and projecting competencies mastering are higher than those of the students in the CG; Similar results are observed for all indicators and levels of both groups.

At the final stage of the work, indicators were recorded and parameters were compared for each criterion assigned to determine the level of socio-projecting competencies mastering, taking into account the introduction of the model and technology of pedagogical accompany (EG) and without them (CG), at the beginning of experimental work and after it.

Table 2
Dynamics of mastering the levels of socio-projecting competencies among students of EG and CG

| levels	Experimental group				Control group			
	before the beginning		At the end		before the beginning		At the end	
	Number of persons	%	Number of persons	%	Number of persons	%	Number of persons	%
Personal								
Low	12	21,8	-	-	13	25,5	15	29,4
Average	25	45,5	-	-	23	45,1	21	41,2
high	18	32,7	55	100	15	29,4	15	29,4
Cognitive								
Low	48	87,3	10	18,2	43	84,3	30	58,8
Average	7	12,7	11	20	8	15,7	18	35,3
high	-	-	34	61,8	-	-	3	5,9
Reflexive activity-based								
Low	40	72,7	-	-	34	66,7	33	64,7
Average	15	27,3	6	10,9	17	33,3	13	25,5
high	-	-	49	89,9	-	-	5	9,8
Regulatory								
Low	38	69,1	-	-	33	64,7	30	58,8
Average	15	27,3	23	41,8	16	31,4	9	17,7

high	2	3,6	32	58,2	2	3,9	12	23,5

It is determined that the results of the students in EG on all the investigated indicators are higher than the results of the students who compiled the CG. For statistical processing of the experiment results, we used the criterion c2, which made it possible to test the null hypothesis about the reliability of the indices coincidence of the personal, cognitive, reflexively-activity-based and regulatory criteria in EG and CG. The difference in the results at the beginning of the experiment in these groups is statistically insignificant: $c_{эмп}2$(before the start of the experiment)$<c_{кр}2$, while the difference in results at the end of the experiment ($c_{эмп}2$ (at the end of the experiment)$>c_{кр}.2$) is statistically significant: personality criterion: (58,79 > 5,99); cognitive: (37,57 > 5,99); reflexively- activity-based: (71,38 > 5,99); regulatory: (45,13 > 5,99). Consequently, the indices of each criterion of the students in the EG are significantly higher than those of the students in the CG. The reliability of the differences for each of the criteria at the beginning and end of the experiment is 95%. The higher values of each of the criteria after the experiment are not accidental, but are the results of the introduction of a model for the preparation of future bachelors to the implementation of socio-projecting competencies in the implementation of pedagogical accompany technology, with compliance of special pedagogical conditions. The analysis of the obtained data makes it possible to trace the dynamics of the student social-projecting competencies' mastering in the EG and the CG (Figure 1).

Figure 1
Diagram of socio-project competencies mastering dynamics by students
of EG and CG at the beginning (BE) and end (EE) of the experiment
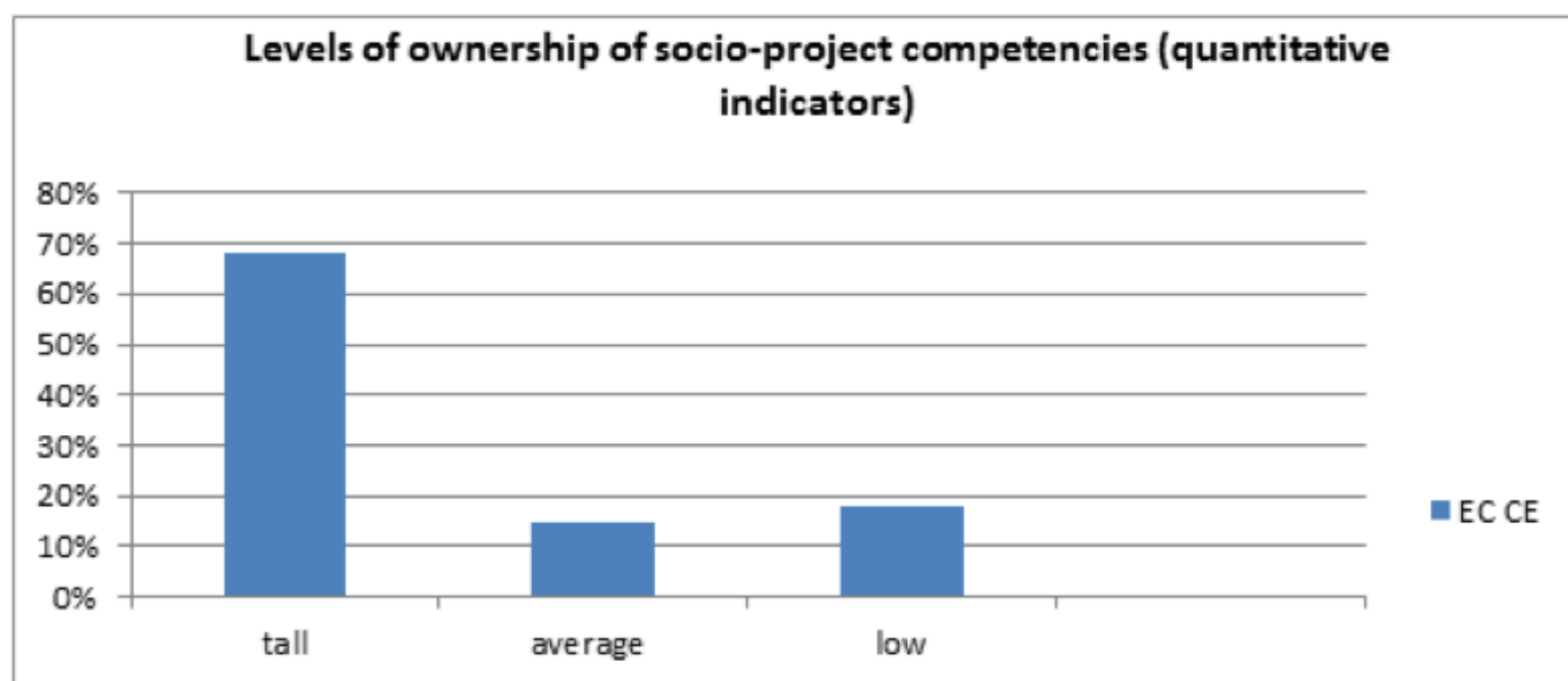
A comparative analysis of the results obtained with the implementation of the corresponding technology of pedagogical accompany and observance of the selected pedagogical conditions allows us to say that in the EG students showed higher levels of socio-projecting competencies mastering for all the studied indicators than for students of the CG. Thus, the results of the experiment testify to the effectiveness of the developed model for the preparation of future bachelors in the social sphere for the implementation of social and projecting competencies, while observing certain pedagogical conditions and the corresponding technology of pedagogical accompany, which confirms the hypotheses proposed and the achievement of the research goal.

4. Discussion

Considering the socio-projecting competence as the most important component of vocational training, the author's definition of socio-projecting competence complements the theoretical bases of the student social and projecting training. Scientific results of the research contribute to the theory of accompany as a new educational technology and resource in

solving problems of professional social and projecting development of students.

The work expands the knowledge about accompaniment, pedagogical support and technology of pedagogical accompany in higher education, which is one more step towards enriching the theory of vocational education.

The results of the research, the main findings and the provisions of the research create prerequisites for the successful pedagogical and educational support of future bachelors' professional training in the social sphere. The developed diagnostic, control and measuring and methodical toolkit can be used in the educational activities of the university teacher. The author's working program of the special course "Fundamentals of Project Activities" and its teaching and methodical complex, the methodical manual "Training of Bachelors in Social Sphere for the Implementation of Social Projecting Competences" can help to provide quality training for future bachelors in the social sphere to the implementation of social and projecting competencies and social -projecting activity implementation.

The results of the research can be applied in the system of professional development and retraining of specialists in the social sphere to solve practical problems of professional self-improvement, self-development and the embodiment of the idea of continuing education.

5. Conclusion

In general, the results of the study confirmed the legitimacy of the hypothesis put forward.

In the process of analyzing scientific and educational literature (Bazarova, 2013; Bocharova, 2008; Chapskaya & Bityutskaya, 2014; Fedoseyeva, 2017; Imamiyeva, 2008; Martynova, 2014; Pavlova, 2010; Tryapitsyna, 1994; Zimnyaya & Zemtsova, 2011 and others), the essence of social and projecting competencies was revealed, on the basis of which the definition of socio-projecting competences was given and the concept of "the level of motivational and professional readiness and the ability of bachelors to social and projecting activity" was substantiated.

In the process of developing the technology of pedagogical accompany, the stages, the algorithm are allocated, and the definitions of "accompaniment" and "pedagogical accompany" are formulated in the context of preparing future bachelors in the social sphere for the implementation of social and projecting competencies.

A criteria evaluation system has been determined and the levels of social and projecting competencies mastering by future bachelors in the social sphere have been revealed.

The pedagogical conditions for the preparation of future bachelors in the social sphere for the implementation of socio-projecting competence have been identified and scientifically substantiated, and their effectiveness has been proved by the method of mathematical statistics (c) – 95 %.

This study did not cover all the problems of preparing students for the implementation of socio-projecting competence and the specifics of accompanying activities. This allows us to outline promising current trends for further scientific research in order to improve and increase the quality of training in higher education in this area: improving the apparatus for measuring and assessing the level of socio-projecting competencies mastering; the study of socio-projecting competence essence as one of the conditions for a professional's readiness and ability for continuous self-education and self-development; studying the specifics of other types of accompaniment in higher education in the formation of competencies.

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