

Mechanisms for Designing Students' Humanitarian Training as of Pedagogical System

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ABSTRACT

The paper relevance is conditioned by the purpose changing in the students' humanitarian training - the specialists' personalities' formation which are capable of effective using their intellectual creative potential, aimed at self-realization in difficult socio-economic conditions. The authors define the need to develop projecting mechanisms of humanitarian training as a pedagogical system that determines the external and internal evaluation of education humanitarian results. A model for vocational education humanitarian component designing has been developed, which focuses on the strategic and tactical goals' constant modification within the framework of systemic and functional regularities at five levels (targeted, methodological, content, technological and evaluation-resulting). The author's diagnostic toolkit providing an estimation of this model effectiveness is developed. The paper is intended for researchers, teachers, psychologists who deal with humanitarian training problems in vocational education.

Keywords: vocational education, humanitarian training, pedagogical system, integrative model, systemic and functional regularities, diagnostic toolkit

INTRODUCTION

In modern pedagogy, the problem of a humanitarian-oriented specialist training is actively discussed. The human civilization entry into the information society presents fundamentally new demands on the education system, which initiated changes, the nature of which is reflected in the notion a "new education paradigm". The new educational paradigm is a kind of strategy for "education for the future" [1, 2, 3, 4, 5, 6, 7, 8, 9, 10]. The study of students professional training humanitarian component's designing was based on the analysis and generalization of domestic and foreign theory and practice on pedagogical design, the features' definition of its manifestation in different time periods; the identification of structure, functions, principles, factors, regularities and conditions. In modern scientists' works, projecting begins to build on systemic ideas and is recognized as a nonlinear process with a complex internal structure [11, 12, 13, 14]. In the middle of the last century, content, training objectives, teachers' and trainees' activities began to be designed. The end of the 1980s was characterized by a new impetus to the study of the project concept in education and was originally associated with organizational and activity games' development and conduct in the educational field. In the 90s, methods and techniques of pedagogical activity, innovative pedagogical technologies, new types of educational institutions were the objects of pedagogical

projecting. The study of various aspects of pedagogical projecting is reflected in a number of dissertational works prepared in the 90s of the XX century [15, 16, 17].

Despite the rather long developmental history of ideas on pedagogical projecting, there is still no single interpretation of it. Researchers differently define pedagogical projecting: as a preliminary development of the students and teachers upcoming activities main details [18]; the functions of the pedagogical system's projecting - in the opinion of V.G. Afanasyev [19], "are actions aimed at achieving systemic goals"; as contextual, organizationally-methodical, materially-technical and socio-psychological design implementation of pedagogical task's holistic solution realization, carried out at the empirical-intuitive, experimentally-logical and scientific levels [20]; activities aimed at the educational projects development and implementation, which are understood as complexes of innovative ideas in education, in the socio-pedagogical movement, in educational systems and institutions, in pedagogical technologies in the teaching of humanitarian disciplines [21]; organizational culture's system analysis in the logic of the modern project - technological type, taking into account the features, principles and stages of educational activity, the forms of its organization, methods and means [23].

The meaning of vocational education's humanitarian component, according to A. Andreev [15], is determined by the fact that a university graduate is not just certain knowledge and skills bearer, but a person who has very special - human - qualities and is included in a branched chain of diverse interactions with other people. The individual's humanitarian preparedness for life and activity in society, according to N. N. Nokhryna [22], allows us to develop humanitarian aspirations using technological advances and achievements of natural-oriented branches of science. At the same time, the trainees' disorientation, in regard the human value of vocational education, minimizes the humanistic aspect of a professionally educated personality's training. In the research process, we have established the following contradiction: humanitarian training in a vocational institution is focused on the realization, mainly, of the education's information function. The didactic mechanisms of teaching humanitarian disciplines form the traditional system (lectures and seminars) of education, with the involvement of individual elements of students' independent work (preparing abstracts, conducting debates or discussions, answering certain problematic tasks, assignments, etc.). The changes paradigm in the humanitarian education, conditioned by technical and technological factors, requires the functions' intensification of modeling, designing and constructing humanitarian processes and phenomena. In practical educational activities, the identified functions are used either partially or not, which is due to the lack of a conceptual justification for the innovative model of humanitarian training. The revealed contradiction confronts pedagogical science with a strategically important task of clarifying the theoretical and methodological foundations of students' humanitarian training system. In our research, the goal for providing such a system is the development of project-targeted mechanisms' structure and content; which in aggregate form the humanitarian training theoretical and methodological foundations integrative model on the basis of the project-targeted approach. The dominant tasks of integrative model development of the project-targeted approach in the teaching of humanitarian disciplines are:

- methodological provision, which is achieved through the use of vocational education methodology, conceptual ideas of the module-competency, system-activities and project-targeted approaches;
- methodical and technological provision on the basis of techniques, technologies, communications, criteria and diagnostic toolkit application for monitoring the quality of students' learning and cognitive activities and its results;
- the prospects of pedagogical projecting process and its results, which are the pedagogical system of humanitarian training.

The practical significance of the study is to develop educational and methodological support for the project-targeted approach to humanitarian training; the development of teaching aids on the basis of a project-targeted approach to the integration of humanitarian and general vocational training in a vocational school; development and approbation of humanitarian technologies in pedagogical practice aimed at optimizing this process.

MATERIALS AND METHODS

Experimental Research Base

Experimental research base: 162 students and 35 teachers from Kazan universities were interviewed in the process of experimental research.

Methodological grounds for humanitarian training

Vocational education humanitarian component's pedagogical projecting is understood in the paper as the pedagogical practice entity's purposeful activity in creating an educational process project that involves the gradual alignment of the students' humanitarian training process, description structure, links, methodological grounds and component composition, justification of the goals, objectives, vocational training content, forms of pedagogical interaction, definition of instrumental mechanisms in the organization of vocational training, including the

necessary and sufficient pedagogical conditions for students' professional training humanitarian component implementation, its results' types of control, social and educational guidelines' reflection for students' professional training in a technical university and implementation in accordance with the principles of diagnostics, goal-setting, productivity, multifactor nature, accessibility, fundamental nature, multivariable nature, reflexivity. The source methodological provisions that conceptually provide for the projecting and construction of content and technologies for humanitarian training on an integrative basis in accordance with a specified goal, and strategically oriented toward the development of project-targeted mechanisms, are competence-based, system-activities-based and project-targeted approaches.

The competence-based approach is a transitive change in the content and technologies of education, creating an educational sphere for the students-future specialists in their realization of themselves as persons with a basic level of competence - with a set of knowledge, abilities, skills, qualities, experience, socio-cultural, social and professional mobility and adaptability. A variant of competence-based approach is a culturally - competent approach that ensures the individual's development at a new level of cultural identity, the ability to intercultural communication as a set of skills of productive interaction with people in a multicultural world.

The system-activities-based approach is a structuring of the pedagogical process as of components' system, the interaction of which is aimed at achieving educational and upbringing goals on the basis of taking into account its basic system properties: integrity, multi-levelness, and integrative nature. The system-activities based approach is the basis for modern teaching technologies. The principle of the educational process alignment, stemming from its essence, level out the shortcomings of the subject-based principle, where the teaching content was divided into a number of disciplines, loosely connected. It is assumed that interdisciplinary synthesis should be realized by itself. Narrowly Subject differentiation of knowledge should give way to intersubject integration, synthetic, complex forms of knowledge and meta-topics. From the system-activities -based approach's position, the educational process is built as a unite system-functional system, where the teacher finds common positions in the whole variety of the training content, builds intersubject connections and shows each discipline's role in the general context of the profession.

The project-targeted approach is a set of conceptual ideas that ensure the pedagogical system projecting in accordance with a specified goal and strategically orienting toward the design-target mechanisms' development. In the project-targeted approach, the object which is being projected is the pedagogical system as the unity of educational aims and pedagogical process's all components that contribute to their achievement - the content, the instruction organizational forms and technologies, and the participants in the educational process.

The project-targeted approach defines the relevant principles of the project-targeted mechanisms for the implementation of FSES (Federal State Educational Standards) in humanitarian disciplines teaching in the following sequence:

- education integration with science and industry in the areas of vocational training (ensuring the integrative interaction integrity: systemic nature, mutual interest, continuity, productivity);
- integration of professional and humanitarian training (ensuring the general and professional competencies' interrelation that determine the student humanitarian education's formation)
- interdisciplinary integration (providing thematic and targeted integration of academic disciplines' content);
- diagnostic goal setting (ensuring the relationship between goal-setting and probabilistic consequences);
- student motivational and creative activity (ensuring the formation of positive motivational structures and attitudes in the educational and creative activities).

Changes in the secondary vocational school in connection with the introduction of the FSES (SVE) (Federal State Educational Standards of Secondary Vocational Education), the urgent problems identified by us in the analysis of their characteristics in the students' humanitarian training, allow us clearly to state that humanitarian training effective system is needed that is adequate to the task of the future specialist's humanitarian competence forming. Under the system of humanitarian training we understand a set of interrelated means, methods and processes necessary to create an organized, purposeful pedagogical influence on the formation of a person who is ready and able to own and possess humanitarian competence.

Stages of Research

The problem study involves two stages:

- at the first stage, a theoretical analysis of existing methodological approaches in the philosophical, psychological and pedagogical scientific literature, in dissertation works on the problem, as well as in the theory and methodic of psychological and pedagogical research was carried out.
- at the second stage, the students' professional training humanitarian component was projected on the basis of a model development orienting on strategic and tactical goals' constant modification within the

Table 1. The problems and risks identified by teachers in teaching Humanities

№	Groups of typical answers	Quantity in %
1.	The lack of clear and practically meaningful explanations on the educational programs' designing for Humanities in the integrative unity with the academic disciplines of the professional cycle	82
3.	The lack of scientific and methodical support for the teaching Humanities, corresponding to modern educational strategies	32
4.	The presence of contradictions between the project-targeted approach to innovative pedagogical strategies' implementation in students' humanitarian training and the disciplinary approach	45
5.	Difficulties with the development and implementation of innovative humanitarian technologies.	65
6.	Lack of scientifically based approach to the definition of humanitarian training basic notions.	52
7.	Lack of integrity and systemic nature in the development of curricula, methodical and didactic support of students' humanitarian training.	64

framework of systemic and functional regularities at five levels: targeted, methodological, contextual, technological and estimative-resulted; experimental work was carried out; the conclusions obtained in the course of the experimental work were analyzed, tested and clarified.

The humanitarian and socio-economic disciplines teachers' online survey results in professional educational organizations of Tatarstan, Bashkortostan, Penza, Samara, Novosibirsk regions, conducted on the basis of the "Comprehensive methodology of expert evaluation on the effectiveness of the humanitarian disciplines teaching in vocational schools" showed that teachers identify the following key problems and risks in humanitarian training (**Table 1**).

RESULTS

In research problem solving process - mechanisms' development for vocational training humanitarian component projecting, the basic requirements for pedagogical projecting on the basis of the project-targeted approach were studied.

In the project-targeted approach, the object for modeling is structural-systemic education as a unity of educational goals and pedagogical process's all components that contribute to their achievement-content, organizational forms and instruction technologies, as well as the participants in the educational process. An integrated model of the project-targeted approach to humanitarian training is a structural and systemic education that provides innovative educational activities' projecting on the integrative basis, which means the integration of the goals, educational content, teaching forms and methods, technology and management, that is, the pedagogical traditions' and innovations' complementary nature.

In the process of integrative model's structure and content developing, the basic requirements for pedagogical modeling were taken into account, namely:

- correct choice of simulation type;
- compliance with all the relationships in the analogue compared with the simulation actual development;
- correspondence to scientific facts;
- ability to repeat the model in subsequent studies;
- pilot testing possibility.

To clarify the integrative model's structural components, various types of accumulated empirical data analysis were used:

- 1) integrated, based on components' isolation and tracking that make up the learning structure;
- 2) tiered, based on the level identification of each structural component formation of the phenomenon under study;
- 3) comparative, based on the levels comparison of information activity skills formation in the conditions of traditional and experimental training.

The proposed integrative model for students' humanitarian competence formation on the basis of the project-targeted approach to the FSES SVE realization provides the humanitarian training system projecting in accordance with the designated goal. It acts as a processes' unity of goal-setting, mastering the educational content on the basis of modern educational technologies, participants interaction in the educational process (formal and informal,

TARGET UNIT		
The purpose: future specialist's humanitarian competence formation		
METHODOLOGICAL UNIT		
Approaches:	Regularities:	Principles:
<ul style="list-style-type: none"> • project-targeted; • competency-based ; • system-activities-based 	<ul style="list-style-type: none"> • <i>systemic</i> (science and production integration, profile orientation, culture nature of the educational environment, culture-forming potential of humanitarian training); • <i>functional</i> (raising the level of future specialists' humanitarian competence on the basis of the project-targeted approach, modular- competency structuring of the educational material) 	<ul style="list-style-type: none"> • interdisciplinary integration, • subject integration, • modularity, • system integrity of teaching forms and methods, • Acme logical nature, • creativity.
CONTENT UNIT		
Modular projecting of the basic professional educational programs (BPEP) in the specialty (profession) and curricula for humanitarian disciplines.		
TECHNOLOGICAL UNIT		
Technological and didactic-methodical provision of humanitarian disciplines' teaching on technologies' basis oriented to personality structures:		
ESTIMATE-RESULTING UNIT		
Integrative criteria	Reference criteria	
Cognitive	A complex of knowledge, ideas based on social and personal experience.	
Emotionally – value- based	Set of value orientations, beliefs and qualities of a person, a system of motives for life activity	
Activities-based	Possession of appropriate skills, including personal attitude to the subject of activity.	

Figure 1. An integrated model for projecting vocational education humanitarian component on the basis of the project-targeted approach

managed and acting in the forms of self-education and self-development), conducting external and internal expertise of learning outcomes, and includes five (components) targeted, methodological, informative, technological and estimate-resulting ones (**Figure 1**)

The Target Unit of the Integrative Model

The initial stage of the project activity is the pedagogical system's goals setting, which should reflect the society's "manufacturing order" for a certain personality ideal of the specialist, both the person and the professional, the educational curriculum requirements (its specificity), and take into account the students corporate and personal interests. The purpose of students' humanitarian training system, developed by us on the basis of the project-targeted approach, is their humanitarian competence formation, the development of a students' positive motivation type to learn cognitive and professional activities; building the system of general humanitarian and socio-economic cycle disciplines' teaching in the context of future professional activity.

Theoretical analysis of the category "humanitarian competence" made it possible to reveal it's anthropocentric and value-orientation essence, reflecting its following social aspects: its ability to act as a mechanism for humanitarian knowledge and socio-cultural experience transmission, its being an instrument of socialization in the

socio-cultural self-determination of the individual. A number of researchers [25, 26, 27] emphasize such features of humanitarian competence as integrativity, integrity, subjectivity, human – creative and cultural- creative nature.

Theoretical analysis of the category “humanitarian competence” made it possible to identify its anthropocentric and value-orientation essence, which is manifested in the competence (social, civil, artistic, legal, information-communicative) and to determine its main structural components: cognitive, emotionally-value-based and activities-based.

Methodological Unit of the Integrative Model

The initial methodological provisions that conceptually provide for the humanitarian training’s content and technologies projecting and construction on an integrative basis in accordance with a specified goal, and strategically oriented toward the projecting-target mechanisms’ development for the implementation of SFES, are system-activities-based, competence-based and project-targeting approaches.

The project-targeted approach is the key in the study, since it provides the humanities education projecting and focuses on the permanent modification of its strategic and tactical goals, performing system-forming, modeling and criterion functions within the framework of systemic and functional regularities.

System regularities:

- the humanitarian training’s effectiveness is achieved while respecting the system integration of education, science and production (industry institutions);
- students’ general cultural and professional competencies formation and development occurs in accordance with the profile direction;
- culture-forming potential of humanitarian training is realized in the conditions of the educational institution’s culturally-appropriate environment;
- the future specialist’s humanitarian competency is ensured with the formed professionally significant personal qualities and professional competencies in accordance with the specialty.

Functional regularities:

- future specialists’ humanitarian competence level increase on the basis of project-targeting mechanisms in humanitarian disciplines’ teaching;
- students’ general cultural and professional competencies formation and development which is effective in the context of the educational process organization on the basis of the project-targeting approach;
- educational material’s effective selection and structuring on humanitarian disciplines provided by the integrity maintenance of fundamental, interdisciplinary provision in accordance with the professional orientation;
- qualitative assimilation by students of humanitarian disciplines’ content on the basis of educational material’s modular projecting.

The Content Unit of the Integrative Model

The humanitarian training content includes the main professional educational programs’ modular projecting (MPEP) in the specialty (profession) and curricula in the humanities: philosophy, history, psychology of communication; educational activities types, educational activities’ forms and organization, forms of communication with production. To the MPEP complex we include a set of educational and methodical documentation: the educational model concept, curriculum, calendar curriculum, teaching and methodical complexes (working programs of training courses, practices, methodical materials for them), a bank of training and control assignments (means of current and intermediate certification). Types of educational activities include the entire list of planned compulsory educational works, including independent ones, which are conducted in classroom and extracurricular conditions, as well as additional (participation in the Olympiad, creative project, etc.). Educational means’ improvement, gradual strengthening of the independent educational work role leads to the fact that the teacher activity function shifts from the knowledge transmitter to the developer of student personality, personal self-determination, personal senses generation.

Technological Unit of the Integrative Model

Achieving the quality of humanities education is ensured by a combination of the educational process characteristics, the most important of which are modern technologies, as well as the prerequisites use and the factors realization necessary to achieve the positive results dynamics. We include such preconditions: the abilities availability in the field of the humanitarian sphere and interest in humanitarian disciplines; the development of

first-year students' views on the professional activity specifics; student system of didactic and socio-psychological adaptation to the educational process of the college. As factors, we distinguish: changing of the training goal-setting based on the competence approach; educational system's main components development; students' training quality management system, monitoring of the training process and result.

Educational activities' forms and organization in the humanitarian disciplines' studying process should be adequate to the goals and content of education. Educational activity is organized by means of modern educational technologies that give a practice-oriented nature to the content of training, allow us to master professional functions in connection with their humanitarian component.

Estimate-Resulting Unit of the Integrative Model

The cognitive criterion for assessing the students humanitarian competence formation is a set of acquired humanitarian socio-cultural knowledge, universal values, norms, ideals, traditions, which is a kind of informational, educational result of the cognitive process reflected in the individual's humanitarian competence. We include knowledge about the material and spiritual culture of a particular civilization in the context of world culture, knowledge of philosophy, history, literature, and history of religion, culture, art, foreign languages, as well as knowledge about the basic values and achievements of national and world culture to humanitarian socio-cultural knowledge.

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

The activities-based criterion for assessing the humanitarian competence formation is related to the formation of a reflexive attitude to general cultural knowledge, values, to one's own educational and cognitive activity, to oneself as an entity of activity. It includes the ability to think, think through various options for development, to reason, conscious attitude to activities, to interpret knowledge, as well as readiness to admit one's mistakeness, the ability to demonstrate the logic of own interpretation, the presence of one's own opinion. Consequently, the essence of the activities-based criterion of humanitarian competence is to join the universal (inter-social) values, to be included in the socially significant, moral-spiritual sphere. The main research tools for obtaining representative information on the effectiveness of the integrative model were: "Comprehensive diagnostic technique for expert evaluation in the teaching humanitarian disciplines in a vocational school", "Monitoring and evaluation map of the students' general competencies development in relation to professional ones in the context of the cultural and humanitarian focus of their content", "Map of psychological and pedagogical support for the students' humanitarian competence formation", "Method of the "Unfinished Thesis", "The Technique for the Study of Cultural and Humanitarian Self-Evaluation (Dembo-Rubinstein)", "The Method of Cultural and Humanitarian Self-Determination", "Who Am I?", "Technique "Sociocultural Adaptability of the Student" (M.I. Rozhkov)".

The cognitive criterion for assessing the humanitarian competence formation is provided by a set of test methods for humanitarian disciplines aimed at identifying the level of knowledge and beliefs based on social and personal experience.

The emotional-value criterion for assessing the humanitarian competence formation is provided by the following diagnostic methods: "Map of psychological and pedagogical support for the students' cultural and humanitarian orientations formation", "The method of the "Unfinished Thesis", "The Technique for the Study of Cultural and Humanitarian Self-Evaluation (Dembo-Rubinstein)

The activities-based criterion for assessing the humanitarian competence formation is provided by the following diagnostic techniques: "Comprehensive diagnostic technique for the expert evaluation of humanitarian disciplines' teaching in a vocational school", "Monitoring and evaluation map of the students' general competence development in relation to professional ones in the context of their cultural and humanitarian orientation", "Sociocultural adaptation of the student" (M.I. Rozhkov)».

Systemic diagnostics of humanitarian competence formation on the basis of the developed criteria (cognitive, emotional-value, activities-based) made it possible to reveal the positive dynamics of average indicators of humanitarian competence formation at the formative stage (after the use of developing learning and cooperation technologies in the educational process) in the control and experimental groups (Table 2).

Table 2. Statistics data of pedagogical experiment

Levels of humanitarian competence Students	Control group			Experimental group		
	Low	Average	High	Low	Average	High
At the Experiment's beginning	73,5%	17,3%	9,2%	72,7%	18%	9,3%
The final stage of the experiment	58,3%	26,3%	15,4%	31,3%	38,2%	30,3%
Changes in indicators	15,2%	9,0%	6,2%	41,4%	20,2%	21,0%

The measurements show that the increase dynamics in the average indicators of humanitarian competence formation as a value imperative for the vocational training humanitarian component projecting in the experimental group is much higher than in the control group. The table shows that the number of students with a low level of humanitarian competence decreased in the control group by 15.2%), and in the experimental group, respectively (by 35.4%); quantitative characteristics confirm the effectiveness of the developed model for vocational education humanitarian component projecting on the basis of the project-targeted approach.

DISCUSSIONS

The issues devoted to the significance of vocational education humanitarian component study are reflected in the works of a number of authors. Thus, according to A. Zapesotsky [28], ignoring the spiritual foundations of the national culture poses a serious danger, as the weakening of the society's spiritual potential leads to a loss of ability to preserve its vital parameters. It is about the normal implementation of socio-cultural reproduction process, basic social values and ideals transfer to young generations. O.A. Matskailova [29] (emphasizes the effectiveness of the pedagogical conditions for the meanings search and understanding in the education humanizing process as a way of its humanization through the process of meaning formation that determines personal development at the level of life values. E.F. Zeer [30] sends the humanitarian grounds of professionalism to the fundamental ones. It is the humanitarization of education that makes the transition from the discipline-centrism pedagogy to the cooperation and dialogue pedagogy; Gorshenina M.V. [16] defines the vocational education humanitarian component projecting as a "pedagogical process of a specially organized, purposeful interaction of teachers and students, aimed at solving teaching and educational problems." I.A. Kolesnikova [31], as the main means, suggests the teacher's teaching activity, carried out within the framework of project training, which assumes " the learning process construction in the logic of activities that has a personal meaning for the student; an integrated approach to the project development, ensuring the balance of personal development; the variability of basic knowledge and skills use in real situations, experienced by students "(training through projecting, training in the project), projective upbringing and projective education [32].

We proceed from the need to project vocational education humanitarian component on the basis of the project-targeted approach as a set of conceptual ideas that ensure the vocational training humanitarian component projecting as of pedagogical system in accordance with a given goal and strategically suggesting the goals, content, technologies of education as an innovation activities' project on an integrative basis defining the content and technology for forming the personality of a professional school's student.

CONCLUSION

1. It is established that the pedagogical projecting effectiveness of students vocational training humanitarian component is due to the following factors: social: the teacher's orientation in the process of project activity on the social order; the teacher's focus on the use of social opportunities, interests, needs and abilities of the individual; psychological-pedagogical, oriented to the development of the student's personality in the training process for humanitarian disciplines.
2. A detailed study of the phenomenon "humanitarian competence" as a value imperative of vocational training humanitarian component projecting made it possible to clarify the scientific concept on the content of its notion as a person's readiness for human self-development and humanness-forming life, determining the orientation of the educational system on the development of the personal potential of the future specialist.
3. In the course of the pilot study, the effectiveness of the model for vocational training humanitarian component projecting on the basis of the project-targeted approach was revealed: as evidenced by the positive dynamics in humanitarian competence structural components forming using technologies of developing learning and cooperation based on the developed criteria: cognitive, emotional - value and activities-based: dynamics increase in the average indicators of students' humanitarian competence formation in the experimental group were significantly higher compared with the control one.

In the future, it is planned to enrich the humanitarian component of vocational education as a cultural form of educational innovation that provides a professionally-personality trajectory of students' development, built on the

basis of specially organized educational situations with the aim to form cultural and humanitarian models of life activity in the context of the globalization of education. It is necessary further to clarify the effective criterion-assessment toolkit for vocational training humanitarian component projecting as pedagogical system.

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