

cidents is the human factor, up to 80% of all accidents (including those with human losses) occur because of the professional mistakes of a man» [2]. Statistic testifies that mistakes made because of the self-confidence felling equal 17,5% of the total mistake number, because of a thoughtless danger underestimation – 39,5%, and because of the danger degree misunderstanding – 43%. [3] Thus, a major number of vessel accidents are man-caused and a definite part of these accidents has one or another psychological factor in its origin. In last five years, the biggest number of accidents happened in 2006-2007. During this period in Russian sea transport happened: 14 catastrophes; accidents – 150; the number of casualties equaled 35 men. On the 11th of November 2007 7 vessel accidents occurred in Kerch strait under a significant accumulation of vessels on raid transshipment complex, an emergency natural-anthropogenic situation arose, and Russian vessels «Nakhichevan», «Volnogorsk», «Kovel», «Volgoneft-139» sunk. Tonnes of oil discharged into the sea and more than 6500 tonnes of sulphur were washed out of the vessels into the sea. The total area of sea surface pollution in Black and Azov Sea water area equaled more than 664 square kilometers. The total length of shore line exposed to a pollution equaled about 183 km, 8 men died or gone missing [3].

«**Sea accident** is an event that results out of the following: a death or serious injury of a man that has been caused by a vessel operation or within it; a person's loss from a vessel that has been caused by a vessel operation or within it; a wreck, an assumed wreck or stop of a vessel; vessel damage; vessel grounding or its movement disability or participating in a collision; damage that has been caused by a vessel operation or within it; environment damage that has been caused by a vessel damage that in its turn has been caused by a vessel operation or within it.

Very serious accident (catastrophe) is an accident that leads to a total vessel loss, a human death, or serious water pollution.

Serious accident is an accident that is not qualified as a very serious one and leads to: a fire, an explosion, grounding, heaping, storm damage, ice damage, vessel body crack or assumed body defect, etc.; or constructive damage that results into a navigation inability of a vessel, such as underwater crack, main engine breakdown, significant crew quarters damage, etc.; or water pollution (independent on the discharge volume); or breakdown that requires towage or assistance from the shore» [1].

All the described accidents that can happen to a vessel, cargo, or people are unfavourable situations, caused by out-of-staff conditions, and action taken by crew in order to save the vessel, cargo, and people are extreme, as they take place under difficult weather conditions and are limited in time to take the right decision that sometimes is related to a self-sacrifice.

Non-professionalism that leads to negative psychological condition that arise and develop under some mental anxiety of naval specialists cause distraction, indifference, underestimation of danger to which a crew is exposed in the sea. It leads to a irresponsibility while implementing professional duties as well as a violation of operation instructions, decrease the specific technical means management actions results and thus provide for accidental situations.

The problem of professional training is permanently discussed by naval specialists on different levels. However, specific actions, taken in order to solve this problem are not enough, and only sectoral educational institutions can carry out the professional training. The sea educational institution students should be trained not only on the specificity of their future speciality, but also on the formation of mental readiness to difficult situations that can occur in sea.

Thus, we can conclude, that unerring implementation of a person's professional duties (functions) is a result of a good special training. It can be provided only if the personal mental qualities of a man are formed within the process of his professional training (professional self-definition – professional training – professional adaptation – skills mastering).

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ON THE PROBLEM OF PROFESSIONAL COMPETENCES

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The significance of the tasks that modern Russian society faces raises a problem of professional level of specialists. Modern and quite actual are the issues of preparing specialists capable of solving complicated social and economic tasks for the development of society. It requires to research the problems of professional competence, of the development of key competences in various spheres of human activity. The problem of efficient conditions for developing professional competences has become very important; the questions are still to be discussed concerning the methods and procedures

used to examine the content and process of acquiring the professional competence of a specialist. In modern science, competence is connected with a certain area of activity and is presented as an integral feature of personality, characterizing his/her desire and ability to realize one's potential for successful activity.

The general methodological foundations for researching problems of professional competence are cultural and historical approach to understanding the self-realization of the personality, to defining its role, place, significance in seeking «actual future field» (L.S. Vygotsky, V.P. Zinchenko); the main conceptions of the psychological theory of activity (A.N. Leontyev, E.A. Klimov, A.B. Leonov, V.D. Shadrikov); principles of subjective – activity approach in our psychology (S.L. Rubinstein, K.A. Abulkhanova-Slavskaya, B.G. Ananyev, A.V. Brushlinsky, V.N. Druzhinin, V.A. Petrovsky, V.D. Shadrikov etc.); structural-integrative approach to studying functional states and self-regulation of psycho-physiological conditions; the idea of personality development, self-determination, the variety of mechanisms of personality development (A.N. Leontyev); problems of life and career success of a personality, conditions for their development (A. Maslow, J. Raven, E. Fromm, V. Frankle, E. Erickson).

Theoretical and practical foundation for researching the problems of professional competence is a scientifically grounded system of permanent education and teaching, based on componential approach in working out professional standards and contents of professional competences. Not less important are the results of research of professional competence in the framework of achmeological approach and working out technologies for personality and professional development. Problems of professional development and success in the career have found reflection in foreign psychological literature. These themes are considered from the perspective of self-identity, psycho-social identity, I-conception, where they point out that the success in the professional sphere is an objective guarantee of successful realization of all other human social functions.

As a result of research and analysis of materials devoted to professional competence, we can point out the following main theoretical conceptions: competence is a new formation of the activity subject, formed in the process of professional preparation, presenting a systematic demonstration of knowledge, skills, professional abilities and personality traits, which allow to solve successfully functional tasks, comprising the essence of one's professional activity; competences are professional features of a person realized in the course of his/her activity; a circle of questions a person is well aware of; a circle of one's powers, rights; the ability of a subject of activity to fulfill the functions in accordance with professional standards; integrated

combination of knowledge, skills and guidelines allowing a person to carry out his/her work in modern working conditions; models of behavior which help achieve desired results; knowledge, skills and qualities of an efficient specialist etc.

We define competence as a qualitative characteristics of the personality development, and competences as the means of describing subjects and types of activity of a specialist which he/she is to master. As the analysis of scientific literature showed, the professional competence of a specialist is determined by a set of competences comprising its structure and able to be demonstrated in the conditions of professional activity. Therefore, to study professional competence it is necessary to examine it in the process of activity, taking into account content peculiarities of organizational and social surrounding, the communicational peculiarities, the requirements of the fulfilled work, values, knowledge and motives of the individual himself.

The individual choice and an active position of a person are reflected in the choice of his/her professional activity, professional development and formation of a specialist. Realization of his/her potential possibilities, perspective of personal and professional growth lead a person to constant experimenting, understood as search, creative activity, possibility of choice, and the decisive element of this situation of the professional development is the necessity to plan, including long-term planning, to predict a situation and make a choice: experience freedom, on the one hand, and responsibility for everything that is and will be going on, on the other hand (S. L. Rubinstein). Modern socio-cultural situation demands great reserves of self-control and self-regulation from a professional personality (D.A. Leontyev); to fulfill successfully this or that kind of activity, one also needs absolute confidence in the ability to realize them in an appropriate situation (A. Bandura). Thus, the degree of personality development (its competence, integral characteristic) determines not only the choice of a professional sphere of activity, but also the choice itself determines the strategy of the personality development in the future.

The main idea of the problem of professional development is the idea of the determination of personality development in activity, that is why a person is studied from the point of view of his/her accordance to the profession and successful activity in it (A.N. Leontyev). Transformations of one's professional activity, its qualitatively new level lead to further personality and professional growth through the formation of necessary competences, which fills the professional activity with new essence (V.A. Petrovsky).

Traditional approaches to assessment of specialist have been replaced by assessment of competences, which allows to increase the reliability of the prognosis of one's professional activity and development of one's professional competence. Because

one of the conditions of professional development and formations of a specialist is a scientific foundation of the system of professional preparation and conditions for developing professional competence of a specialist, our attention was focused on the studying the effectiveness of gamereflexics and development of professional competences. We considered the essence and organizational structure of gamereflexics as a unique instrument of work with a group, in the course of which participants solve real tasks of professional development, because the action of this instrument goes in real time and refers directly to the professional activity.

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**THE HUMANITARIAN SCIENCES
NECESSITY FOR THE QUALITATIVE
AND INCLUSIVE HIGHER TECHNICAL
EDUCATION RECEIVING**

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The scientific and technical progress development is being taken its place in the present – day world. The technical transformations and the reorganizations are being lead to the changes and the reforms in all spheres of the society. So, every new generation will live in the quite another world, therefore, the whole educational system will have to be made itself familiar with the other culture values priorities, which is being constantly changed in itself culture character. The students general and the cultural training and the fundamental knowledge by their mastering, as the most lasting, durable and significant ones in the modern education is getting an enormous amount of more attention to them. This would be permitted to be decided the humanitarian and the technical cultures isolation, the modern thinking and the contemporary comprehension ability and the skills.

Now, we are more frequently and increasingly facing with the humanitarian knowledge challenge by the students perception and the comprehension, having considered the challenge on the humanitarian sciences sense and the setting in the curriculum teaching program of the Technical Institutes of the Higher Education, the Technical Colleges, the Technical Universities, and the Technical Academies. The students part, having occupied such kind of their position, as the humanitarian sciences exclusion from the educational system, confirm, that the knowledge in the field of the linguistics, the national history, the philosophy, and the humanitarian specialization many other academic disciplines in their future occupational activity they would not be

needed to them. Is that so? Having discussed this challenge, we shall note that phenomenon, that the question is on the students, who are being received the humanitarian and the technical education in the Institutes, the Colleges, the Universities, and also the Academies. It, moreover, has been proved, that a man with the higher education, will have to be the multiple developed personality, to know his cultural heritage and his country, and also the whole mankind. We consciously undermine the higher school idea, that is, we voluntarily narrow down our mental outlook, we deprive ourselves the new horizons, and also we retreat from the additional knowledge, having confirmed, that you can well do without the humanitarian sciences study in the Institute, the College, the University, and the Academy.

So, the academic humanitarian disciplines list is quite extensive and voluminous. Thus, it is quite obligatory to be considered the Russian language in all the Institutes, the Colleges, the Universities, and the Academies. It has already been become proverbial and well – known, that the pride feeling for the native language, which is the quintessence in itself the culture, and it is personified in itself the history of the people traditions, is the every person national consciousness indispensable component. The Russian literary language good and the proficient command, efficiently to be communicated ability, to be constructed the texts of the various functional accessories ability and the skill are being become the quite intelligent, civilized and the well – educated person integral components in the every occupational activity.

So, the «speech standards and habits» notion is closely being connected with the Russian literary language. Then, the well – educated person speech has to be the appropriate, meaningful, clean and intelligent one. «It is great pleasure to be listened the intelligent speeches» – the mankind popular wisdom says. So, the speech mastering level – is the most striking indications and the most glaring signs of the person academic literacy and his education. Having well – spoken artificially, a person will be achieved the greatest success in his life without any difficulty, the doors will be opened before him in the quite different and the various spheres of our activity. So, the competent, knowledgeable, and intellectually developed person clearly and exactly formulates his main ideas, he definitely expresses his position. As Horace told, «To express his thoughts and ideas in the right way – it means to think correctly». The illiteracy has always been associated with the laziness, the inattention, and a lack of the professionalism, but the right speech and the literate writing is, as usual, in a price. So, every employer always selects for himself the highly educated employee, who knows his job and his business and he, moreover, is quite able to make himself useful.

Thus, it is quite impossible to be underestimated the foreign languages knowledge potential, at the students formation realization of the value attitude