

Humanitarian component of professional training as factor of increasing student cultural level

El componente humanitario de la formación profesional como factor para elevar el nivel cultural de los estudiantes

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ABSTRACT:

The purpose of the paper is to consider the "humanitarian core" of vocational education as a systematized set of knowledge about the "human phenomenon", about its thinking, social interactions, attitudes towards the world and the communicative opportunities of professionally-personal expressiveness. The paper reveals patterns and logical structure of projecting and implementation of student professional training humanitarian component in the form of a four-stage algorithm: motivationally-value-based, focus-based, operationally-activity-based and controllably-correctional. The importance of the humanitarian cycle disciplines in the process of modern specialist communicative competence forming is determined, in the absence of which further innovative and stable development of society is unthinkable. Particular attention is paid in the paper to the formation of speech artistry competence; its structural components are defined: energy, intonation diversity, expressiveness of the nonverbal language and features of the communication effects formation of speech skill.

Keywords: Humanitarian component, vocational training, cultural level, four-stage algorithm, communicative competence, speech artistry

RESUMEN:

El objetivo del artículo es analizar el llamado 'núcleo humanitario' de la formación profesional como conjunto sistemático de conocimientos sobre el 'fenómeno del ser humano', sobre sus pensamientos, interacciones sociales, actitud hacia el mundo y posibilidades comunicativas de expresión profesional y personal. El estudio revela las regularidades y estructura lógica del diseño e implementación del componente humanitario de la formación profesional de los estudiantes en forma de algoritmo de cuatro etapas: motivación-valor, orientaciones personales, operaciones-actividades, control-corrección. Se define la importancia de las humanidades en el proceso de la formación de la competencia comunicativa de especialistas modernos, sin las cuales se ve imposible el desarrollo sostenible de la sociedad en el futuro. Se presta especial atención a la formación de competencias de la maestría artística verbal; se definen sus componentes estructurales: energía, variedad de entonación, expresividad, lenguaje expresivo y peculiaridades de la formación de efectos comunicativos de la maestría verbal.

Palabras clave: Componente humanitario, formación profesional, nivel cultural, algoritmo de cuatro etapas, competencia comunicativa, maestría artística verbal

1. Introduction

Modern education cannot be limited only to the transmission to the younger generations of knowledge totality, their most modern competences formation and perfect cognitive abilities development. It is the very education that faces the task of creating a human being in the integrity of its human manifestations. The human-oriented ultimate goal of education is confirmed by the World Declaration on Higher Education for the 21st century: "The goal of higher education should be the creation of a new society that does not suffer from violence and exploitation, whose members are highly developed, fully enthusiastic, guided by love for humanity and wisdom." There is a rethinking of education, and this is due to the country's transition to an innovative socially-oriented type of development, an important direction of which is the improvement of human potential. This human potential largely depends on the humanitarian paradigm of education, because it is based on the development of creative skills and the formation of moral ideals (Dorozhkin et al., 2018).

The new standard of higher education is aimed at fulfilling not a narrowly branch but a social and strategic task: to identify, aggregate and fix in the form of a conventional norm all practically relevant modern humanitarian requirements to the results of education. The meaning of vocational education humanitarian component, according to A. A. Andreev (2005) is determined by the fact that a university graduate is not just a bearer of certain knowledge and skills, but a person who has very special human qualities and is involved in multiple chains of diverse interactions with other people. We agree with the statement of D.I. Feldstein (2012), that the very concept of "education" should be fundamentally rethought; it must be understood and mastered as a special philosophical-anthropological category that fixes the fundamental foundations of human existence and the form of the human formation in man. The ideological significance of anthropological ideas in education consists in understanding man as a creative, self-creating creature, in recognizing the human personality as a self-worth, its priority over the state, in treating education as an attribute of human being, and not as a function of society. In the humanitarian paradigm, formed with the aspirations of humanity in the socio-cultural development to penetrate the depths of the subjective world, the main professional-pedagogical value becomes a concrete person, his inner space, the specificity of the individual process of cognition. It is on the way to the development of humanitarian pedagogy and humanities education, as researchers determine (Woolfson, 2006; Antillieva, 2009; Zhokhov, 2011; Bolataev, 2011; Kamyshev, 2012; Pilipishin, 2009) today it is possible to solve the life-long problems of man in modern culture. One of the dramatic problems of today is the problem of forgetting the true person. According to José Ortega Gasset (2006), nowadays the human type dominates, which does not demand anything from itself, it lives, drifting with the flow. "If this human type continues to dominate in Europe and has the right to decide ... our continent will be wild," says the philosopher (José Ortega Gasset, 2006). Probably, we should admit that these fears are not in vain. Today, more and more people in pursuit of material prosperity not only do not demand anything from themselves, but they also do not realize themselves. Humanitarian knowledge, being an absolute counterbalance to scientism, can contribute to the process of drawing back to an integral picture of the world, to an integral, holistic comprehension of man and reality, a truly valuable worldview that would "reveal" all "floors", all strata, all aspects of human existence (Zagvyazinsky, 2012; Livshits, 2011; Sofronova, 2011; Toshchenko, 2010). This implies the expansion of the cultural component in education, the construction of an educational process on the basis of universal human values. D.S. Likhachev (2017) said: "The way in which the development of culture should go is, it seems to me, clear ... This is, first of all, a priority treatment of human values. Return to the humanities, art, moral wealth ... This development of the individual characteristics of each person. Freedom of a person development, a human person development in the direction that most contributes to the identification of talents, always individual, always "unexpected ones." Formation of the human personality in the resistance to "mass culture" which depersonalizes the person.

But today we cannot confine ourselves to appeals to "sluggish humanitarization", which,

according to K. Jaspers (2013), is "sluggish", when the "effect of changing without changes takes place" which is known in Russia. A genuine humanitarian education requires the creation of a cultural and educational space, a special atmosphere of culture at the level of the teacher-student relationship, when it is clearly understood that an educated person is not a sum of competences but a sum of a person.

Under the humanitarian component of vocational training as a factor in raising the cultural level of student youth is understood a purposeful activity of the subject of pedagogical practice in creating an educational process project that involves the gradual alignment of the process of student humanitarian training, describes its structure, links, methodological grounds and component composition, justifies the goals, tasks, the content of professional training, forms of pedagogical interaction, defines instrumental mechanisms for organizing professional training, including the necessary and sufficient pedagogical conditions for the implementation of student professional training humanitarian component, the types of control of its results, reflects the social and educational guidelines for student professional training in the university and is implemented in accordance with the principles of diagnostic goal-setting, productivity, multifactor nature, accessibility, fundamentality, multi-variant nature, reflexivity.

We propose a leading idea of the research, connected with the author's position that humanitarian knowledge is an objective cultural phenomenon of social reality that determines the possibilities for intensification of world cultural and communicative phenomena that require increased attention to its qualitative humanitarian characteristics, especially in response to the pragmatization and blurring of spiritual orientations of modern student youth.

In the process of developing the humanitarian component of vocational training as a factor in raising the cultural level of student youth, contradictions were revealed between:

- the need for teachers to use effective technology to project and implement the humanitarian component of vocational training as a factor in raising the cultural level of student youth and the lack of its sufficient scientific and methodical rationale;
- increased demands of employers for the culture of university students, the requirements of Federal State Educational Standards of Higher Education and inadequate reflection of the culture-forming component in the content of humanitarian disciplines;
- The need for the use of educational and methodical complexes for humanitarian disciplines on the basis of a modular-competence-based approach and the lack of instructional and methodical algorithms for their development among teachers and methodologists.

The revealed contradictions put forward a strategically important task for pedagogical science to refine the scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth.

The dominant tasks of scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth are:

- Methodological provision, which is achieved through the use of the methodology of professional education, conceptual ideas of competence-based, culturally competent-based, personally oriented and communicative-activity-based approaches.
- Methodical and technological provision on the basis of the development of culture-forming educational modules for the programs of humanities education.

The practical significance of the study is to develop educational and methodical provision for the humanitarian component of vocational training as a factor in raising the cultural level of student youth; development and testing of humanitarian technologies aimed at optimizing this process in the teaching practice.

2. Materials and Methods

The theoretical and methodological bases of the research, the results of which are reflected in the paper, are the following approaches:

- Personality oriented, ensuring the creation of conditions for the development of the

student's integral personality, that is, the formation of readiness for cultural and humanitarian self-determination (Bolotin, 2006; Bordovskaya, 2007; Zeyer, 2005; Denisova & Medvedev, 2007) and creating conditions for the reflectively-creative ability of trainees to the humanitarian "meaning-creating" of their own decisions in the process of professional self-determination;

- Competence-based (Baidenko, 2009; Novikov & Novikov, 2006), aimed at the formation of student humanitarian general and professional competencies in the structure of their cultural orientations; culturally competence-based, ensuring the development of the personality of a student on a new level of cultural and humanitarian identity, the ability of intercultural communication as a set of skills for productive humanitarian interaction with people in a multicultural world (Zimnyaya, 2005);

- Cultural-competency-based approach, determining the leading areas of student professional training:

- At the content level – culture-forming educational modules as the most important component of traditional didactics rethinking;

- At the procedural level - the culturalization of vocational education;

- At the level of funds - humanitarian technologies in educational practice;

- At the level of education results- the humanitarian educational literacy of students;

- At the level of conditions - a culture-forming educational environment;

- At the level of culture expressiveness criteria - the availability, depth, breadth of humanitarian knowledge; content and development of cultural needs; a system of value orientations and social norms that are standards in various fields of activity; ideals; degree of involvement of students in educationally- cognitive, culture-forming and socio-cultural activities (Mukhametzyanova, 2008; Mukhametzyanova, 2012).

The logical structure of vocational training humanitarian component development as a factor in raising the cultural level of student youth is presented in the form of a four-stage algorithm: 1. Motivationally-value stage, where the student personal motivation is formed; a professionally-motivated analysis of one's own capabilities and an active search for necessary information are carried out. 2. The initial stage, where the analysis of the initial data (state order, FSES of HPE, the existing pedagogical situation, student learning opportunities) is carried out; identification of problems in the organization of student professional training in Humanities; search for forms, methods and means for their solution. 3. The operational-activity-based stage, where the content of student professional training on Humanities in the university is determined; the private tasks of student professional training process with the orientation to the required level of mastering the educational material, the formation of common professionally significant qualities, etc. are formulated. 4. Control-corrective stage - the analysis of the achieved, the reflection of the results is carried out.

The following principles of the pedagogical projecting of university professional training humanitarian component are defined: - the principle of personality priorities, that is, the orientation toward the personality of the educational process subjects; the principle of diagnostic goal setting, which allows students to project professional training in Humanities as a predictable, reliable and purposeful interaction of the educational process subjects; the principle of staged nature, presupposing a sequence of actions in the organization of student professional training; the principle of self-development, meaning the creation of dynamic and flexible projected processes; the principle of productivity, denoting a significant result obtaining; the principle of reflexivity, which means continuous adjustment of student professional training on the analysis basis of the needs and capabilities of the educational process subjects; the principle of multifactor nature, taking into account the factors that influence this process; the principle of accessibility assumes that the knowledge system reported to students should be based on their previous knowledge and their life experience; the principle of fundamentality implies the use of science latest achievements in the process of student professional training in the Humanities; the principle of multi-variance involves the use of a spectrum of techniques, pedagogical technologies and various forms of training.

In the process of solving the tasks posed, the following methods were used:

- Theoretical: a comprehensive analysis of domestic and foreign psychological, pedagogical and methodical literature on the research problem; system analysis of Federal State educational standards of higher professional education, curricula, dissertational research; theoretical modeling;
- Empirical: analysis and generalization of pedagogical experience; observation; conversations with teachers and students; interviewing; questioning; testing; pedagogical experiment (ascertaining and forming); processing of research results.

Experimental base of the research was the universities of Kazan.

At the first ascertaining stage the analysis of the investigated problem was carried out, during which the goal, object, subject, hypothesis, tasks, conceptual research apparatus were formulated and refined; the state of the problem was revealed in the theoretical and methodological aspects. This stage included the analysis of psychologically- pedagogical, didactic and methodical literature on the problem of scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth.

At the second stage the forming stage of the pedagogical experiment was conducted, during which the hypothesis and directions of activity were specified; the content was tested; the organizational and pedagogical conditions of the scientific and methodical provision of vocational training humanitarian component were determined as a factor in raising the cultural level of student youth; the scientific research apparatus was refined; techniques of experiment were developed. During this period, culture-forming educational modules were designed for humanitarian education programs.

At the third stage the experimental test of the organizational and pedagogical conditions effectiveness of scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth was conducted; systematization, generalization and processing of research results were carried out; final conclusions were formulated. This stage included the working hypothesis testing of the research in the course of the pilot study; formulation of work and implementation of its findings in the educational process

Experimental research base: In the process of experimental research, 162 students, 35 teachers of Kazan universities were interviewed.

The opinions of the educational community on the needs for humanitarian competencies and the opportunities for their acquisition in the university were monitored: how does the community understand the actual needs for humanitarian knowledge and skills; how does it assess the degree of satisfaction of these educational needs with the cycle of Humanities and what changes in the structure of this cycle it considers desirable and justified? The most practically-oriented part of the community, directly involved in interaction with the disciplines of the humanitarian cycle in its educational and professional activities (students and university professors) was chosen as the target audience.

The overwhelming majority of students (73.2%) and the majority of teachers (72.8%) noted the importance of the education humanitarian component of a specialist, bachelor, and master. The results of the study as a whole, showed the existence of the formed needs of student youth in humanitarian training.

3. Results

Scientific-methodical maintenance of vocational training humanitarian component as factor of increasing a cultural level of student's youth is developed, the basic key concepts of which are:

- Provision - creating the necessary conditions for culture-forming processes functioning;
- Methodical provision- a set of methods and techniques for the subject-matter activity of the teacher and students in mastering the system of culture-forming competences and methods of their application;

- Scientifically- methodical provision - the process of creating organizationally- pedagogical and methodical mechanisms for the practical application of scientific results in the activities of education subjects at the methodological, theoretical and methodical levels;

- Educational and methodical provision - a set of normative and educational and methodical documentation that affects the implementation of goals, the content of training, the development of students, the formation of their respective culture-forming competencies;

The key provisions that determine the initial position in the SMP development of vocational training humanitarian component as a factor in raising the cultural level of student youth:

The first provision is the realization of a variation approach based on the consideration of objective and subjective factors. Objective factors: the culture-forming content of the Humanities, the level of requirements for mastering the educational material, the availability of successive or interdisciplinary links, the teaching technique. Subjective factors: the individual style of the teacher, the student readiness for independent work on the teaching material, culture-forming motivation of Humanities study.

In the modeling of methodical provision, all the factors mentioned are taken into account, which is expressed in the variation representation of the same culture-forming components corresponding to the manifestation of the above-mentioned characteristics.

The target component is the presence of personal for individual students, personally significant goals of the culture-forming activity for them that are oriented toward culture-forming self-development in the general target program of the discipline under study. The implementation of this aspect provides the definition of a set of benchmarks for students in the form of schemes for individual programs of culture-forming self-development, self-diagnostic tools for culture-forming qualities, and culture-forming competences for the development of a targeted component of the methodical provision for the culture-forming learning process. The variability of the target component of methodical provision is conditioned by additional ones to the general attitudes of individual culture-forming values orientations of students, which are determined independently or with the help of a teacher.

The content component is the presence of indications of additional sources of educational, scientific and methodical culture-forming information, elective assignments, schemes and patterns of processed information, algorithms that students can use if they want and selectively; activity-based component - a description of the various organizational culture-forming capabilities of the educational process, including the use of different ways and forms of independent activity of students, as well as didactic and technical means of teaching.

The evaluation (reflexive) component is the availability of the opportunity to conduct culture-forming self-assessment by students of their own educational achievements with the help of the presented evaluation criteria, indications on culture-forming priorities in mastering the teaching material.

The second position is unity, the interrelation of professional, general cultural and subject competencies. Independent activity of students, carried out on the basis of specific provisions, instructions, algorithms, schemes and other methodical materials, contributes to the development not only of knowledge and skills in the field of the studied discipline, but also of culture-forming abilities, skills to work with information, cognitive processes, student culture-forming motivation, as well as culture-forming competences, which are socially and professionally significant for the future specialist. In this regard, it is important to provide for the scientific-methodical provision for the implementation of a holistic approach to the development of tasks, questions, exercises that have culture-forming capabilities, as well as comprehended perception by students of the proposed educational information as personally significant from the point of view of the cultural and competence-based approach.

The third provision is the mastering of the professional normative base by students (the requirements of the Federal State Standard for the volume and level of mastering the training material, the organization of the training process, the qualification characteristics for the graduate in a particular specialty, etc.) and program documents (curriculum, work programs, teaching materials and other). Student knowledge of cultural norms, requirements, evaluation criteria promotes the development of culture-forming self-

awareness, value orientations, responsibility, culture-forming competencies. In this regard, it is necessary to single out from the entire regulatory legal documentation those culture-forming provisions that should be presented to students for study and assimilation. At the same time, it is important to identify those aspects of future professional activity, within which they should be given the opportunity for cultural projecting of their professional qualities.

The fourth position is the choice of scientific concepts and the definition of a scientific base. The projecting of the scientific and methodical provision of the culture-forming training process should be carried out on the basis of innovative pedagogical and psychological concepts, theories, and approaches. When solving this problem, it is necessary to pay attention to scientific knowledge reflecting the culture-forming patterns of the training process and development of the student learning activity and personality in conditions of independent work. Such scientific concepts should involve the variability of teaching, problem-based training, project training, computerization of training, unit-modular and culturally-competence-based approaches.

These provisions allowed to form an author's vision of the scientific and methodical provision characteristics of the culture-forming training process: the essence of scientific and methodical provision as a systemic culture-forming component of the training process is that it is a complex, systemic formation reflecting one or several culture-forming technologies for mastering program material adequate to professional activity (its methodical aspect), realizing the laws of formation of student culture-forming competencies, performing a set of pedagogical functions (processing educational information for the purpose of culture-forming motivation for professional development.)

The structural components of the scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth include:

- 1) Scientific foundations and methods of control of organization, implementation and results;
- 2) Scientific foundations and technique for improving the culture-forming content of humanitarian training (selection and structuring);

The technology for the development of SMP of vocational training humanitarian component as a factor in raising the cultural level of student youth consists of several stages:

1. Determination of the actual needs of the educational process in the SMP, which are determined on the basis of the available scientific and methodical provision analysis, the study of teaching practice.
2. Prioritization of SMP's different types on the comparison basis of the practice needs and the SMP capabilities. Most effective types of SMP are identified on this basis.
3. Introduction and correction of the SMP effectiveness on the basis of the identified criteria.
4. Forecasting based on the selection of the main directions of SMP and an adequate evaluation of its implementation results.

Scientific and methodical provision of the process of vocational training humanitarian component as a factor in raising the cultural level of student youth is carried out on three levels: methodological, theoretical and methodical.

The methodological level is represented by the system-forming factors of vocational training humanitarian component as a factor in raising the cultural level of student youth (the requirements of the HE FSES of for the training of a highly qualified specialist with professional competences, competitive within the domestic labor market and in the labor market of European cooperation countries; innovative multicomponent algorithm of methodological, targeted, organizationally-methodical, didactic, content and process-technological components of culture-forming training modules.

The theoretical level is represented by the basic ideas of a culturally competence-based approach to the development of vocational training humanitarian component as a factor in raising the cultural level of student youth:

- the goal is the formation of the personality of the student as a citizen -competent, with humanitarian-literacy, highly qualified specialist prepared for using cultural patterns and standards of life of any level, a class of complexity in his own activity that outstrips the really existing level of development of society culture, capable of tolerant cooperation with other people and other cultures;
- Pedagogical conditions - the basic components of the culture-forming educational environment of educational institutions, the culture-forming nucleus of the program-methodical provision of Humanities;
- Principles – problem-based nature, modularity, cultural appropriateness, predictive nature;
- didactic contents of Humanities, which is rethought and with taking into account of the leading principles of problem-based-development training, enriched with ideas of culture-forming activity, content of basic culture-forming educational modules, project technologies and criteria for determining the result of activities, expressed in materialized products of culture-forming activity.

The methodical level includes the normative and educational and methodical documentation, the structure and content of the teaching and modular components (modular programs, the content of the culture-forming training modules in the disciplines of the humanities cycle, the content of the basic culture-forming training modules: "Methodological Culture of the Student", "Cultural Identity of the Person of the Future Specialist", "Cultural and Humanitarian Universals of Students"; "Culture of modern student communication"; variants of culture-forming modules for the disciplines of the humanitarian cycle: methodical and didactic materials to help students and teachers, master classes, advice on the design of modular projects, assignments for independent research work, glossaries, computer presentations, slides; recommendations to teachers on the implementation of the structure and content of culture-forming educational modules and project technologies) and means of input, current, boundary and final control on paper and in electronic form.

The priority conditions for the effectiveness of scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth include:

- The SMP development, which makes it possible to implement the cultural competency-based approach in the process of teaching the academic disciplines and elective courses of the humanitarian profile;
- Selection and implementation of innovative technologies that reflect the projecting, research, problem-based developing, creative, personality-activity-based nature;
- Identification of criteria for the effectiveness of scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth;
- Teachers' special training for the development of the SMP of vocational training humanitarian component as a factor in improving the cultural level of student youth.

At the methodical level of the SMP of vocational training humanitarian component as a factor in raising the cultural level of student youth, art technologies and, in particular, drama pedagogy, that contribute to reducing the gap between the rational and emotional components in learning are used. K.S. Stanislavsky (2015) as a result of many years of artistic, pedagogical and research work discovered such patterns that underlie any professional communication of speech activity. He discovered the nature of the drama art and formulated its patterns, through the prism of which it is possible to comprehend the features of communicative competence formation in the emotional-figurative plan (3.) based on the realization of humanitarization ideas, when the goal and meaning of the educational process are the development and self-development of the individualization, self-actualization of the future specialist's personality.

So, for example, in the process of studying the culture-forming educational module "Culture of Communication of a Modern Student", 51% of students identify intuition, instinct and inspiration as the main sign of communicative interaction effectiveness; 55.4% - emphasize

the importance of professional-personal expression, and 45.4% - the importance of communicative interaction, 31, 25% - artistic and emotional expressiveness of speech, speech artistry.

Speech artistry is a bright personal direction of communication; it is its energy, intensity, associativity, expressiveness, subtle and appropriate use of non-verbal language. In the pursuit of artistic speech students use "rhetorical tools", whose practical purpose is to impart to communicative communication a soul-penetrating influence and thought-forming influence. This rhetorical tool acts in the form of a number of communication effects: the effect of the visual image, the first phrases, argumentation, quantum information ejection, pause, relaxation, dispersion, imagination, discussion, and ellipse.

In the educational practice of experimental schools, the following criteria indicators of scientific and methodical provision effectiveness of vocational training humanitarian component as a factor for improving the cultural level of student youth are used:

Level 1 - the ability to identify the object of study, to give its qualitative description, to formulate characteristic properties (culture-forming competences are not developed);

Level 2 - the ability to reproduce the studied material with the required degree of scientific character (culture-forming competences are not sufficiently developed);

Level 3 - readiness to use the acquired knowledge in the sphere of professional activity with the possible use of reference literature (culture-forming competences are well developed);

Level 4 - the ability independently to perform actions in the sequence studied, including in new conditions, within the new content (a strong level of culturally-forming competences development).

The correspondence of the result to the initial design was carried out in the process:

Self-assessment and evaluation of independent experts (from control groups of students) in accordance with selected criteria;

- In the course of reflection on the success and integrity of projecting as a joint activity, including its objectives, content, forms, ways of implementation;
- In the course of reflection on the projecting of technology, built according to certain rules.

The introduction of criteria and diagnostic toolkit in student culture-forming activity in the process of studying the basic culture-forming modules of Humanities confirms the effectiveness of using a set of pedagogical conditions for the scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth. The dynamics is confirmed by the following quantitative data:

- Operating culture-forming knowledge - 20.4% -29.8%;
 - Projecting a culture-forming strategy of actions - 12.4% -25.0%;
 - The selection of culture-forming alternatives - 15.8% -29.0%;
 - Self-identification in culture-forming activity - 17.9% -28.0%;
 - Readiness for culture-forming activity - 55.0% -72.0%
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4. Discussion

The problem of vocational training humanitarian component as a factor in raising the cultural level of student youth and its scientific and methodical provision is considered in the studies of many scientists. The opinion of V.L. Kurguzov (2007) can be considered the correct one that the humanitarian component is a deliberately formed humanitarian orientation of curricula and specific disciplines that represent the unity of material and spiritual factors that contribute to the formation of personality. S.A. Magaril (2012) notes that the humanitarian component is a part of the sociocultural space, which is a zone of interaction between educational systems, their elements, educational material and subjects of the educational process. According to N.D. Nikandrov (2009), the humanitarian component is a set of conditions that can have an impact on human education. We consider the right one also the opinion of O.L. Kolonitskaya (2012) that the humanitarian component of the educational

space is a pedagogical phenomenon, the structural components of which are used by subjects of the educational process to assimilate and broadcast humanitarian values in the course of inter-subject interaction and transformation of objective activity. By humanitarian component, we mean a cultural, social and pedagogical phenomenon that is a set of specially created conditions that affect the continuous development, the development of key competencies and personal qualities of a competitive specialist. The humanitarian component functions within the university based on the use of state standards in the sphere of higher professional education, the needs of society and the modern specialist.

The importance of scientific and methodical provision for vocational training humanitarian component as a factor in raising the cultural level of student youth is reflected in the work of a number of authors (Borovik, 2011; Denisova & Yakupov, 2007; Kolesnikova, 2012), which reduce basically the composition of scientific and methodical provision for the educational and program documentation, including such components as the list of technologies and techniques for conducting course, diploma projecting and attestation of students, etc. A number of authors offer an expanded structure of educational and methodical provision system (EMPS) and identifies the main didactic functions of its components (Matskailova, 2008; Medvedev & Denisova, 2009; Meskov, 2006; Oleynikova et al., 2005).

We have developed a scientific and methodical provision for the humanitarian component of vocational training as a factor in raising the cultural level of student youth on the basis of the conceptual ideas of a cultural competence-based approach expressed in the structure of culture-forming educational modules and humanitarian technologies that correspond to educational strategies and the goals of humanitarian training and create comfortable conditions for the emergence of a modern specialist. The use of this approach provides ample opportunities for the individual to rise to a new level of cultural identity, whose important characteristics are: understanding the importance of culture and humanitarian education for realizing life plans, self-identification in society and at work; striving for a conscious and worthy choice of cultural values; the formation of tolerant consciousness and behavior, the ability to intercultural communication as a set of skills for productive interaction with people in a multicultural world.

5. Conclusion

1. The leading idea of the research is defined, related to the author's position that humanitarian knowledge is an objective cultural phenomenon of social reality that determines the possibilities of world cultural and communicative phenomena intensification that require increased attention to its qualitative humanitarian characteristics, especially in demand in conditions of pragmatization and blurring spiritual orientations of modern student youth.

2. The research made it possible to form the author's vision of the scientific and methodical provision of the culture-forming learning process as a complex, systemic formation reflecting one or more culture-forming technologies for mastering program material on Humanities, adequate professional activity (its methodical aspect); which realizes the regularities of student culture-forming competences formation, performing a set of pedagogical functions (processing of educational information for the purpose of culture-forming motivation for professional development).

3. The scientific and methodical provision of integration mechanisms for the formation of student professional and humanitarian competencies at the methodological, theoretical and methodical levels has been substantiated and implemented.

The methodological level was reflected in the conceptual foundations of the personality-oriented, competence-based and cultural competence-based approaches in the process of researching the system-forming factors of vocational training humanitarian component as a condition for raising the cultural level of student youth in accordance with the requirements of the FSES of HE for the training of a highly qualified specialist that competes in the domestic labor market and the labor market of European cooperation countries.

The theoretical level was reflected in the development and implementation in the

pedagogical practice of the basic ideas of a cultural competence-based approach to the scientific and methodical provision of vocational training humanitarian component as a factor in raising the cultural level of student youth: goals, principles, pedagogical conditions, regularities, criteria-evaluation grounds.

The methodical level ensured the development and implementation of culture-forming educational modules in the disciplines of the humanities cycle: "Methodological Culture of the Student", "Cultural Identity of the Person of the Future Specialist", "Cultural and Humanitarian Student Universals "; "Culture of communication of a modern student", options for culture-forming modules for special courses in the humanities cycle.

Forecast of application: The results of this study can be used to further study of developing the problems of vocational training humanitarian component as a condition for improving the cultural level of student youth, depending on the profile and level of student training in today's dynamic social and cultural changes. It is possible to use humanitarian technologies as a cultural form of educational innovations that provide a humanitarian and personality trajectory for the student development, built on the basis of specially organized educational situations with the aim of forming cultural and value models of students' life activity.

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