

The views of employers on the maturity of universal professional skills of young specialists of the Russia's agricultural sector (an example of Stavropol Territory)

Valentina Anatolievna Ivashova, Tatiana Nikolaevna Dukhina, Svetlana Ivanovna Tarasova, Elena Nikolaevna Kalugina, Evgeniya Vladimirovna Taranova

Stavropol State Agrarian University, Zootekhnichesky lane, 12, Stavropol, 355000, Russia

Abstract. The article gives an idea of the universal professional skills of Russia's higher educational institutions graduates and the views of employers on these skills maturity among young professionals of Russia's agricultural sector through the example of Stavropol Territory. To actualize the social and professional competences in accordance with the current requirements of the labor market Stavropol State Agrarian University regularly conducts analyses of rating, opinions, judgments of managers and senior specialists of regional agricultural enterprises. Segmented results of the study allow making changes in the University's educational programs, thereby influencing the maturity of key competencies, providing versatility of graduates' professional activity in various social and professional communities.

[Ivashova V.A., Dukhina T.N., Tarasova S.I., Kalugina E.N., Taranova E.V. **The views of employers on the maturity of universal professional skills of young specialists of the Russia's agricultural sector (an example of Stavropol Territory).** *Life Sci J* 2014;11(9s):326-329] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 69

Keywords: Competitiveness, professional skills, academic abilities, skills of self-management, self-discipline, team work abilities

Introduction

In the National Education Doctrine of Russian Federation until 2025, in Federal Law "About Education", in Federal Grant Program of Education Development for 2011-2015 [1], and in other normative legal documents has been mentioned a significant increase in the importance of the personality in society, the presence of multiple decisions in all spheres of activities, requiring prognostic after-effect assessment, there is also the society demand in specialists with active humanistic oriented thinking, requiring formation of their innovative transformative mental capacity.

Agro-industrial complex (AIC) is the most important sphere of Russian economy; it is complex, open, multicomponent, polystructural, probabilistic, dynamic system comprising objects of animate and inanimate nature, which results is influenced by both internal, managed factors and external, unmanaged factors. The main feature of agriculture is its essential dependence on climatic conditions causing instability in industry development, scarce resources' costs variability for its normal functioning. The current level of agrarian reform imposes special requirements for industry's staff, due to the need of overcoming the crisis. The high importance of the industry has identified the urgency of the national project "Development of agriculture", the Federal Law "About the development of agriculture", which is aimed at providing agrarian sphere by highly-skilled professionals, socially mobile, capable to implement the task of agribusiness development.

Training optimization of the competitive, socially mobile professionals with humanistic oriented thinking, able to define strategic development of agriculture is the major problem not only for the institution of agrarian education, but also for the whole agricultural region.

Responding to the challenges of the world community, modern professional education offers new educational competence paradigm [2], [3]. The term "competence" means integral quality of the person, which is realized in the ability and willingness to professional activities. An individual's ability to use knowledge, skills and experience in a particular professional situation characterizes its professional skills [4]. Professional skill is a result of graduate's training, his/her knowledge of professional activity's means and methods, creative solution of professional problems connected with the transformation of social and economic reality. Key professional skills are versatile, multidimensional, and interdisciplinary. Researchers note that the main value is "the ability in updating of professional skills" (A.G. Asmolov). Analysis of state educational standards of the third generation shows that graduates should possess general, cultural, and professional skills. Maturity of core skills provides versatility of graduates' professional activity in various social and professional communities.

To update social-professional skills in accordance with the current requirements of the labor market, Stavropol State Agrarian University regularly conducts researches of estimates, opinions, judgments

of managers and senior specialists of region's agricultural enterprises.

Methodology

Professional skill is defined by a combination of mental qualities, mental status that allows to act independently and responsibly (effective skill), and person's ability to carry out certain work functions [5, C. 31].

Each employee is skillful to the extent that the work performed meets the requirements of the final result of this professional activity.

Competence should be distinguished from professional skill which is a certain area, the range of issues that a person is authorized to deal with.

A.K. Markov suggests distinguishing between different types of professional skills [5, pp. 34-35]:

- *special skills* imply professional activities at a high level, they also mean ability to design further professional development;

- *social skills* include joint (group, cooperative) professional activities, cooperation, and professional communication techniques accepted in the profession, social responsibility for the results of their work ;

- *personal skills* imply possession of personal expression methods and self-development means of person's professional deformations confrontation;

- *individual skills* include ability to use methods and approaches for personal development within the profession, commitment for professional growth, individual willingness of self-preservation, freedom from professional aging, the ability to organize their work efficiently without time and effort overload to carry out work unstrained, without fatigue and even refreshing effect.

So far, there are many definitions, reveal the essence of the concepts "competence" and "professional skill". Some authors describe competence in terms of the result of competence formation, others describe its structure. Consensus on the competence structure does not exist, as the authors originally based their researches on different methodological approaches. Applying multiparadigmatic principle as a modern one for research of reality, which becomes more and more complicated, it can be concluded that almost all definitions are "rational"; their ideas do not contradict, but complement each other.

The most important definitions for our study were grouped into several groups:

1) definition group, which emphasizes the ability of the young specialist to solve specific business challenges by extrapolation of knowledge and skills in new areas of application, autonomy in decision-making. These include the following definitions: competence is a person's ability to operate outside of educational subjects and situations (V.A.

Bolotov) or the ability to transfer knowledge and skills beyond the conditions in which these knowledge and skills were initially formed (V.V.Batyshev), the ability to make qualified judgments, to make appropriate decisions in problem situations, reaching the goals, as a result. (A.L.Busygina).

2) Definitions, in which we can distinguish the structural components of competence: competence is the possession of professional skills including ability, willingness and knowledge of the relationship (the images of behavior) necessary to perform an activity (V.I. Baydenko), human skills and abilities to perform certain labor function (A.K.Markova), willingness and ability to work, as well as a number of personal qualities (O.M.Atlasova).

3) Definitions, which clearly reflect the author's view on the structure of competence (related mainly to professional competence): G.M. Kodzhaspirova characterizes professional competence as the specialist's possession of required amount of knowledge and skills that represent the basis of professional activity formation, communication, and personality of specialist who is a bearer of certain values, ideals, consciousness [6]; L.M. Mitina defines competence through a combination of knowledge, skills, methods and techniques of their implementation in activities, communication and personal development; it indicates that competent leader should also know, possible consequences of a particular action, practical experience in the usage of different methods of management [7]; E.P. Tonkonogaya, defining professional competence of a manager, define it as an integral quality of personality, a fusion of experience, knowledge and skills [8].

Out of professional universal competence can be defined from the standpoint of key professional skills that are the subject of scientific study and research of the world community [9, 1].

At the international level, the issue of competence is reflected in the materials of UNESCO, which outlines a range of professional skills that have to be regarded as the desired outcome of education. In particular, in the report of the International Commission on Education for the XXI Century "Learning: The Latent Treasure" Jacques Delors identified major, global professional skills, identifying "four pillars" upon which education based: learning to know, learning to do, learn to live together, learn to live " [10, pp. 37].

The wording given by Jacques Delors shows the globality the targets: "Learn to do in order to get not only professional skills, but also competence in a broader sense, which enables to cope with many different situations and work in a group" [10, pp. 37].

Theoretical studies in the field of universal professional skills, which are actualized now, have

their practical application in the field of study of the situation on the labor market. Forming the skills of self-management, educational institution increases the chances of graduates' successful employment on the labor market, which is an important criteria indicator of the university.

The main part

In the South of Russia, in 2012 conducted a survey of managers and senior specialists agricultural enterprises. The study surveyed 250 people.

Structure of universal professional competences is represented by the following elements (subsystems): academic skills, skills of self-management, self-discipline, group and team work skills, which form a set of indicators of their manifestation.

Academic skills: to understand and speak the language of work process; read, understand and use written material, including graphs, charts, tables; to write literate in the language which is used for communication, to understand and solve problems using mathematics and to use the results computing; to use modern technical equipment, tools and instruments; to find and apply specialized knowledge of medicine, social sciences, technology, etc.; to be able to think logically and act according to the situation, to be able to solve problems, make decisions, to continue learning.

Self-management skills: self-esteem and confidence, honesty, integrity and ethics, a positive attitude toward learning and professional growth, the ability to adapt to changing conditions, recognition and respect for individual differences among people, a sense of responsibility and the ability to select and to propose new ideas for the job; initiative, energy and perseverance to do the work.

Group and team work skills: to understand and accept goals, norms, values, customs and traditions of the organization (team), to participate in decision-making and support the work of the group, to respect the opinions of other group members, to seek an appropriate approach to the group in appropriate conditions assume the role of leader.

During the research mentioned indicators were assessed on a five-point grading scale by employers; the main priorities in the ideal model of universal professional skills, skills with low level of maturity, the greatest deviations between the actual and the required levels of skills maturity were identified by the average score and ranking data.

In the field of academic skills employers identified the following most important qualities that young professional should possessed: "To be able to use information from several sources " - 4.8 points; "To be able to use computer data" - 4.8 points; "To be able to think and act logically depending on the

situation, to be able to solve the problems, make decisions"- 4.8 points; "To understand and speak the language which is used during the work" - 4.7 points; "To write literally in the language in which business is conducted"- 4, 7 points; "To use modern technical equipment, tools and instruments" - 4.7 points ; "To be able to use computers, gauges, meters, scales, etc." - 4.7 points; "To identify the major problems in the work" - 4.7 points; "Participating in various forms of training and studying" - 4.7 points.

Among the least matured skills of young professionals, employers identified the following: "To understand and speak foreign language" - 2.8 points; "To find and apply specialized knowledge of medicine, social sciences, technology, etc." - 3.2 points, "To develop and evaluate approaches and solutions to the problem"- 3.4 points;"To be able to make decisions and to assess its effectiveness"- 3.4 points;"To participate in various forms of training and studying"- 3.4 points.

The difference between the need for quality of their future professional activity and existing of the quality gives the opportunity to possible areas for improvements of academic skills: "To participate in various forms of training and studying" - 1.3 points; "To be able to think and act logically depending on the situation, to be able to solve problem, make decisions "- 1.2 points; "Highlights the major problems in the work"- 1.2 points; "To develop and evaluate approaches and solutions of the problem"- 1.2 points ; "To be able to produce solutions and evaluate their effectiveness"- 1.2 points; "To be able to use information from several sources"- 1.1 points; "To understand and speak the language of work " - 1.1 points ; "To understand and evaluate written material"- 1 score.

Among the skills of self- management employers named the following the most important qualities of young professionals: "The sense of responsibility" - 4.9 points ; "Honesty, integrity and ethics" - 4.8 points; "The ability to use knowledge and skills" - 4.8 points, "Reliability during working hours " - 4.8 points; "Quality of the work" - 4.8 points.

The least important qualities that were distinguished by the employer are the following: "The ability to perform manufacturing tasks in conditions of stress" - 3.3 points, "Recognition and respect other people's priorities" - 3.3 points, "Recognition and respect for the needs of subordinates" - 3.4 points.

The difference between the required level of quality of young professional "Responsibility" - 1.2 points; "Understanding of legal and regulatory responsibilities of employees and employers" - 1.1 points; "Recognition and respect for the needs of subordinates" - 1.1 points; "Punctuality in the workplace during working hours "- 1.1 points;

"Quality of the work " - 1.1 points; "Effective work with minimal supervision"- 1.1 points; "The ability to work without bumping "- 1.1 points; "The ability to perform manufacturing tasks in conditions of stress" - 1.1 points; "The ability to plan and manage the task" - 1 point "Recognition and respect of individual differences between people" - 1 point "Honesty, integrity and ethics" - 1 point.

Among the number of skills in the group or team work, the most important qualities of the young specialist are: "To take the goals and objectives of the organization" - 4.7 points, "To represent the organization in a positive way (to form a positive image)" - 4.7 points; "To follow the regulations and order of work"- 4.7 points; "To show the interest in the development of the organization" - 4.7 points.

Least significant qualities which were identified by the employers are "Involve experts from other groups to work on the project"- 3.3 points;"To identify when to be a leader, and when to be a subordinate"- 3.3 points.

The difference between the need of young professional's quality is: "To identify when to be a leader, and when to be a subordinate" - 1 point; "To understand and set goals, norms, values, customs and traditions (of a collective)" - 0.9 points; "To represent the organization in a positive way (forming a positive image)" - 0.9 points, "To show the interest in the development of the organization"- 0.9 points; "To accept constructive criticism of the work " - 0.9 points;"To take a leading role in appropriate circumstances"- 0.9 points.

Conclusion

Aggregate estimates of experts allow a comparative analysis of the actual and the required level of professional competence of young specialists of the agricultural sector of the Stavropol Territory. (See data in Table 1)

Experts did not identify the priority in the structure of universal professional skills. The first place with some small advantage is given to the skills of self-management. Notably that the greatest difference between required and actual level of specialists who start work after training at high school, according to experts, are just at this group skills.

Table 1. Comparison of actual data and the level of professional competence of young professionals

Name	The level of young specialists' professional quality or skills, A, points	The actual level of young professionals' quality or skills, B, points	The difference between required and actual level of quality in professional activities, (A - B), points
1. Academic skills	4,48	3,65	0,83
2. Self-management skills	4,55	3,65	0,9
3. Group and team work skills	4,49	3,71	0,78

6/7/2014

The reason of the problem goes far beyond the professional education system and connected with the transformation of basic social institutions of modern Russian society and their impact on the process of socialization.

Table 2. Comparative data of the actual and required level of professional skills of young specialists on a number of training courses

Courses	Academic skills			Self-management skills			Group and team work skills		
	A	B	(A - B)	A	B	(A - B)	A	B	(A - B)
Economics, accounting	4,51	3,14	1,37	4,58	3,64	0,94	4,38	3,7	0,68
Agronomy, plant protection	4,38	3,43	0,95	4,84	3,57	1,27	4,74	3,62	1,12
Veterinary, zootechnics	4,44	3,81	0,63	4,62	3,69	0,93	4,60	3,50	1,1

Referring to the research data it should be mentioned; that the situation in different courses is not equal and it requires specific impact. According to the experts' calculations, the most problematic area in the training of economists and accountants are academic skills, in the training of agronomists the most problematic area is self-management skills, in veterinarians' and zootechnics' courses it is group and team work skills.

Conclusions

Thus, regional studies of experts' assessments of young specialists' universal professional skills maturity allow well-timed improving of educational process at the university.

Corresponding Author:

Dr. Ivashova Valentina Anatolievna
Stavropol State Agrarian University
Zootekhnichesky lane, 12, Stavropol, 355000, Russia

References

1. Governmental Decree 07.02.2011 N 61 (edited 27.12.2012). Federal Grant Program for the development of education for 2011 – 2015.
2. OECD. Problem Solving for Tomorrow's World: First Measures of Cross-Curricular Competencies from PISA 2003 (Paris: OECD, 2004), p. 47. www.conferenceboard.ca/hcp/details/education/student-low-level-problem-solving-skills.aspx
3. Askin, S., M. Tatar, 2013. Effects of employment planning with professional education on expectation and personal development. *Economy of Region*, (4): 43-53.
4. Kitagawa, Kurtis. Teaching and Learning Employability Skills to Develop the Whole Person at Bow Valley College: The Personal Employment & Academic Competencies Initiative. www.conferenceboard.ca/e-library/abstract.aspx?did=289
5. Markov, A.K., 1996. Psychology of professionalism. M., pp: 31.
6. Kodzhaspirova, G.M., 2004. Pedagogy: Textbook. M. Gardariki.
7. Mitin, L.M., 2002. Psychology of personality competitiveness development. Moscow. Moscow Psycho-social institution; Voronezh. Publishing NGO "MODEK".
8. Tonkonogaya, E.P., 1989. Problems of schools managers' training. L.: IOV.
9. Smeby, J.-C., Heggen K., 2014. Coherence and the development of professional knowledge and skills. *Journal of Education and Work*. Volume 27. Issue 1: 71-91.
10. Delors, J. Learning: The Latent Treasure, 1996. Delors. UNESCO.