

УДК 316.614.6

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SOCIAL-PROFESSIONAL COMPETENCE OF THE FUTURE GRADUATE, AS A CRITERION FOR SUCCESSFUL CAREER STRATEGY

Obtaining key socio-professional competencies that are demanded by employers is a key criterion for building a successful career strategy. Assimilation of key socio-professional competences of graduates is important, because the level of their learning depends on the future of the graduate in the labor market, the success of the recruitment of new employees in organizations and institutions, the expansion of employers' experience regarding the availability and quality of cooperation, as well as the ability and form cooperation between employers and jobseekers. A credible career strategy must be in line with the interests, values and life priorities of the future graduate; it must be based on key socio-professional competencies, strengths and weak qualities of the individual.

In modern conditions, sometimes graduates are not well prepared to build a successful career, this is especially reflected in graduates from the field of study, where the degree of mastery of socio-professional competencies is usually perceived as inadequate. One of the possible solutions to this problem is the organization of an excellent educational process in educational institutions, namely the qualitative teaching of disciplines that directly affect the formation of socio-professional skills. The basis of the content of the formation of the socio-professional competence of the future graduate is the idea of in-depth stage-by-stage development of its components (cognitive, effective, behavioral, personal) during the training of students by means of disciplines of the university curriculum. Each training cycle has a basic (compulsory) part and a variant (profile), which is set by the educational institution. The profile part enables the expansion and deepening of the knowledge, skills and skills that are defined by the content of the basic (compulsory) disciplines, enabling the future graduate to acquire in-depth knowledge and skills for building a successful career strategy. Significant potential opportunities for the formation of socio-professional competence include the basic part of the humanities, social and economic cycle of academic disciplines, such as

«History», «Philosophy», «Foreign Language», «Economic Theory». Studying these disciplines gives a wider orientation of the creative activity of the future graduate, thanks to them students also develops a consistent formation of social and professional competence for the development of such qualities of personality, as a sense of novelty, realism, courage in the formulation and resolution of various issues, that is, during the process of developing a culture of thinking , the most important content of culture as a whole. One can not but mention the decisive influence of the philosophy itself on the process of creative self-development of the individual and the formation of the social and professional competence of the future graduate through the formation of his needs to reflect on the basic moral values of human existence.

In the sequence of studying the disciplines of different cycles, the possibility of their mutual complement and amplification is realized. At the same time, humanities and socio-economic disciplines are studied through the prism of the knowledge gained from special disciplines, and the latter, in turn, find support in students already studied in the disciplines of the humanities and socio-economic cycle. In the process of studying the courses «Fundamentals of social and professional personality» and «Introduction to the specialty», «Self-management of the individual», a future graduate is formed to realize his own role as the subject of creativity of his life, mastering the practical skills of analysis and evaluation of complex problems of the formation of his own «I », Overcoming possible life difficulties and crises. Thus, in an individual, an active life position and awareness of their role in the new socio-professional reality are formed. The content of the programs of the special courses and their teaching methods will contribute to the formation of affective, consolidating the cognitive and creating preconditions for the development of behavioral components of the social and professional competence of the future graduate.