



## **Management of Students Professional Competencies Formation on the basis of Interdisciplinary Integration**

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### **ABSTRACT**

The relevance of the study is conditioned by the modernization of professional training the leading strategy of which is the formation of professional competencies. Professional education is characterized by the desire to overcome the professional isolation and to develop a more democratic and effective professional training systems focused on competitive creative professional. The purpose of the article is to provide a control mechanism for the formation of professional competencies of future specialists on the basis of interdisciplinary integration. The leading method has become the method of action research, which allows gaining of new knowledge about the future specialists' professional training, focused on the formation of entity-entity relations, personal meanings and life values on the basis of interdisciplinary integration. The article reveals leading trends in the development of future specialists' professional training (reforming, accessibility, solidity and continuity); structure-forming components of professional competencies are allocated (epistemological, normative and functional); the peculiarities of future specialists' professional competencies formation on the basis of interdisciplinary integration are clarified (focus on holistic education throughout life; upbringing of sustainable civil qualities of the person; the relationship of academic disciplines, ensuring complementarities of content, forms, methods and means of professional training and the creation of common educational modules for various logical reasons); the idea of case-method implementation in the training process is suggested. The paper submissions can be useful for teachers of research universities; centers to enhance personnel training and retraining while selecting and structuring of the content for professional development of the research universities' teaching staff.

**Keywords:** Interdisciplinary Integration, Professional Competence, Professional Training, Case Method

**JEL Classifications:** A23, I23, I26

## **1. INTRODUCTION**

### **1.1. The Relevance of the Study**

Formation and development of the world educational environment, priorities' change in the socio-economic and educational policies, the magnitude and variability of reforms in specialists' professional training require conceptualization and forecasting of the development of future lawyers' professional training system. The radical change in higher legal education can be achieved only within the framework of innovative education, characterized by a change of the fundamental bases of traditional pedagogy, from its philosophical paradigm, towards the creation

of a new pedagogy, new educational processes, formation of professional competencies of future legal profile specialists based on interdisciplinary integration (Abdeeva, 2010; Sadovaya et al., 2016a, 2016b; Kalimullin and Masalimova, 2016; Asadullin et al., 2016). In the Russian Federation, the modernization of vocational education is designated as one of the components to ensure innovation development of economy and social development, national security, the strengthening of Russia's positions in the world community. It demands the update process of vocational education, including legal. In May 2009, the President of the Russian Federation issued a decree "on measures to improve higher legal education in Russia," which included improving

of the curricula quality of higher professional legal education, strengthening of control over the activities of higher educational institutions that train legal staff. Currently an active work on the implementation of this Decree is carried out, with the participation of the Russia Association of Lawyers on social assessing of legal education's quality and the legal commission for science, as well as regional offices directly (Lunev et al., 2014; Zaitseva, 2013; Sabirov et al., 2015; Chiknaverova, 2012; Asaphova and Golovanova, 2015; Gazizova, 2009). The purpose of the paper is to provide a managerial mechanism for professional competencies' formation of future legal profile specialists based on interdisciplinary integration.

## 1.2. The Essence of Interdisciplinary Integration

It is found that interdisciplinary integration is the relationship of the various academic disciplines. To date, the pedagogy has accumulated a rich practical and theoretical experience in vocational training providing on interdisciplinary basis (Danyluk, 2000; Prichinin, 2012). Pedagogical concepts of interdisciplinary connections' establishment are developed in order: (1) To form the trainees' complete picture of the world, the valuable attitude to knowledge and social reality, the systematic ideas about the interaction of various sciences; to develop common to a number of disciplines abilities and skills on the basis of didactically systematized differently-subject knowledge (Borisenko, 1971); (2) to develop integrated courses, allowing to provide order, the integrity of the educational material, and representing a local educational system, aimed at the study of well-defined and therefore limited process or phenomenon and combining forms, methods, concepts and content of the various academic disciplines (Zverev, 1974).

It is revealed that the teaching tasks of interdisciplinary connections are as follows. Firstly, to establish between the relatively independent to each other academic disciplines the content, conceptual, methodological and other communications and to create integrated training courses and interdisciplinary modules (Gabdrakhmanova et al., 2016; Khairullina et al., 2016; Levina et al., 2015). As it is known, each academic discipline is a classic didactic system, separated from other disciplines and localized in the educational environment and time, having a very clear timing, content, methodological boundaries, containing a large amount of structure-forming components (knowledge, terms and concepts, facts, abilities, skills, competencies). Accordingly, the aggregate of all disciplines greatly increases the amount of structure-forming components. This leads to the fact that between the n-quantity of components of the n- quantity of teaching structures, belonging to n-quantity of disciplines, an infinite number of inter-subject communications can be established. In his study, Danyluk notes that there are three types of inter-subject relations in the domestic pedagogy: Content-information, operational - activities, organizational - methodical, which in turn are divided into 14 classes, including 44 species of interdisciplinary connections. If the number of species of interdisciplinary connections is close to fifty, then what will be their number, wonders the respected author (Danyluk, 2000). That is why interdisciplinary communications cannot function as a special didactic system serving one of the components of the educational process, but as the general

form of the whole educational process. To establish the limit to applicability of interdisciplinary connections is very difficult, and, by definition, they are designed precisely to overcome boundaries within the educational environment of vocational training.

The second didactic task of interdisciplinary connections can serve to justify the selection and structuring of educational material on specific academic disciplines. Addressing the basis of organization of the whole training process, interdisciplinary communications can determine not only interdisciplinary, but also the Intra-learning modules. In the study of Danyluk this problem of interdisciplinary linkages is defined as their didactic erosion, i.e., the lack of defined boundaries that can turn interdisciplinary communications into a special, different from other ones a didactic system (Danyluk, 2000). Didactic erosion of interdisciplinary connections, says Danyluk, not only as a didactic structured, can lead to the fact that the concepts "educational process" and "interdisciplinary communications" are considered to be associated ones (Danyluk, 2000). Indeed, interdisciplinary communications can meaningfully "to fill up" not only training modules of the taught subjects, but the whole process of vocational training as a whole. However, in practice of vocational training, most often, the algorithm of inter-subject relationships' implementation is as follows: The teacher organizes the study of the topic, updates the previously learnt material (following links) refers to the topics that are being studied in other subjects (related links) and prepares students for the perception of new material (preliminary communications. However, if the establishment and application of interdisciplinary connections is considered as a basis for management of the formation of professional competencies of students, it is necessary to use interdisciplinary analysis and synthesis not only of the content of knowledge for didactic consolidation of increasing scientific information and systematic updating of educational curricula, but also of the abilities and skills to modernize forms and methods of vocational training.

## 2. MATERIALS AND METHODS

### 2.1. Methods of the Study

During the research the following methods were used: Analysis of regulatory documents, generalization of pedagogical experience, content analysis, foresight, systematization and generalization of facts and concepts, action research method, the method of expert assessments, observation, questioning, pedagogical experiment.

### 2.2. Experimental Base of the Study

Experimental work was carried out on the basis of the Kazan Federal University. In the experimental work 330 teachers and 410 students participated.

### 2.3. Stages of the Study

The study was conducted in three stages:

- In the first phase of the study the analysis of the current state of the problem in the pedagogical theory and practice was carried out; the study program was developed;
- In the second phase the leading trends in the development of professional training of future law specialists were

revealed; structure-forming components of the professional competencies of future law professionals were allocated; the features of professional competence's formation of future law specialists based on interdisciplinary integration were clarified;

- In the third phase, the systematization, interpretation and synthesis of the research results were carried out; theoretical conclusions were refined; processing and presentation of the obtained research results was carried out.

### 3. RESULTS

The main results of this study are: (1) The major trends in the development of professional training of future law specialists (reforming, accessibility, solidity and continuity); (2) structure-forming components of the professional competencies of future law professionals (epistemological, - the integrity of knowledge, regulatory scope of authority, functional - professional duties); (3) features of professional competence's formation of future law specialists based on interdisciplinary integration (focus on holistic education throughout life; educating of sustainable civil personality traits; the relationship of academic disciplines, ensuring of complementarity of content, forms, methods and means of professional training and the creation of common educational modules for various logical grounds).

#### 3.1. Leading Trends of Development of Future Law Specialists' Professional Training

The following leading trends in the development of professional training of future law specialists are established:

1. Reforming of higher law education in the past recent years in all developed countries, has led to a change in its philosophical paradigm. The legal education is characterized by a desire to overcome the professional isolation and cultural limitations, the search for a more democratic, diversified and efficient systems of professional training, a focus on a more widely educated, highly cultured, creative and harmonious personality. Attempts to modernize higher law education led to the educational paradigm, aimed at the revision of targets and priorities. The new educational paradigm considers as a priority the focus on the interests of the individual, adequate trends of social development. In this regard, the democratization and humanization of higher education become its major trends. Search of ways by universities to solving these problems is carried out both through the optimization and intensification of academic disciplines teaching and through the development of flexible training systems, taking into account the individual cognitive characteristics of students, their interests and propensities. Today we can talk about such sustainable directions of higher law education as the integration of professional and cultural training in unity with the development of students' personal qualities; introduction in educational process of open learning systems, allowing to organize the students' training on individual curricula, offering everyone the opportunity to build that educational trajectory which is better corresponded to his or her educational and professional abilities.

2. Accessibility of higher law education. Education of the XXI century is designed to be education for all. The new educational policy is a policy of equal opportunities for citizens' access to education as a necessary prerequisite for social and personal development. Therefore, the infringement of the right to education is not compatible with the sustainable development of society and leads to the degradation of the individual, to the brink of ousting its living conditions and dignity. As the main directions of education's accessibility policy in Russia may be mentioned: A multi-level nature of higher education; diversification of forms of higher education and its additional educational services; support for poor and other socially vulnerable groups of the population.
3. The solidity of higher law education. The pace of new knowledge's emerging has increased to such an extent that the initial education may become obsolete in 2-3 years. Therefore, the need to move to a new educational concept, which is based on the idea of education' solidity is urgent task of the theory and practice of professional educational pedagogy. It provides a qualitatively new goals of professional training, the new principles of content's selection and systematization of educational material; the creation of integrated interdisciplinary courses to achieve a new quality of education of the individual and society.
4. Continuity of education: "From education for whole life to education throughout life" - this idea has also become a priority for the new educational policy. Education acquires a total character: It lasts the whole life and it possesses the accessibility, continuity and sustainability to all skill levels. And it is the higher education system is the basis for the realization of the idea of continuing learning.

It is obvious that the above mentioned global trends have defined the current state of professional education and indicate the outlines of higher law education of the XXI century, in which the Russian system has to be fitted.

#### 3.2. Structure-forming Components of Professional Competencies of Future Law Professionals

It is found that the structure of professional competence of the future law experts, it is possible select multiple components: Epistemological (integrity of knowledge); standard (scope of authority), functional (professional duties).

Epistemological component requires a certain knowledge and skills needed to perform their professional duties, the ability for the selection of the information of the legal nature, the formation of information and law data banks, their continuous updating and improvement. The basis of the professional knowledge is information and communication support, since the scope of the rights' application at the present stage are so varied and versatile, that the acquisition of law education is no longer sufficient for effective law activities' carrying out.

The normative component involves the scope of authority of a lawyer established by law and manifested in curricula activities aimed at crimes' prevention, detection and establishment of persons, who are preparing it.

The functional component is expressed in a lawyer's ability to act, to perform professional duties on the basis of law expertise to carry out the selection of objective information, confirming the correctness of extended version and correctness of investigational activities.

The isolation of epistemological, normative, functional components in the structure of the professional competencies of future lawyers is conditioned by the orientation of the capacity and resources of higher law education on the end result: The professional training of specialists, (1) Possessing a broad philosophical outlook, a high level of personal and professional culture; (2) possessing a modern system of law knowledge; (3) able to navigate freely in the global information society, and to work constructively in problem situations, combining the professional competence with civil liability; (4) characterized by a set of emotional and volitional, moral, ethical, civic qualities.

The moral foundations of activities of the modern lawyer when making critical decisions become equivalent or even superior to the technological, economic and environmental justifications. That is why it seems necessary to form future lawyers' combination of qualities: Emotional and volitional (tolerance, prudence, respect, humility, consistency, balance and psychological endurance, teamwork, discipline and punctuality, accuracy in work), moral and ethical (solidity of moral foundations, high ethical views, conscience, responsibility, humanity, common sense), civil (legitimacy, justice, duty). Thus, the purpose of higher law education has the nature of the three components: In the professional field - professional competencies; in public life - a successful socialization, formation of common cultural competencies; in personal sphere - awareness of their own self-worth, the manifestations of reflection and activity in the definition of objectives and activities in general, self-identification. This necessitates the formation of professional competencies of future lawyers of international affairs on the basis of interdisciplinary integration.

### **3.3. Features of Professional Competencies' Formation of Future Law Specialists Based on Interdisciplinary Integration**

It is found that the process of professional competencies' formation of future law specialists based on interdisciplinary integration is conditioned by a number of features: Focus on holistic education throughout life; raising of sustainable civil qualities of the person; establishment of disciplines' relationship, ensuring complementarities of content, forms, methods and means of professional training and the creation of common educational modules for various logical reasons. Customer and direct consumer of education is a person, whereas society forms the main socially significant requirements to the quality of education in the form of federal and regional components of the curricula, representing enterprise customers and potential consumers who receive competent professional socialized member of society. These peculiarities allow us to formulate the following requirements to the process of professional competencies' formation of future law specialists based on interdisciplinary integration: (1) Conditions quality (curriculum, semester schemes, schedule, material and

technical equipment, and so on), which is determined on the basis of the federal state educational standards. At the same time, priority should be given to individual students' ability to live in the learning process, taking into account their personal needs; (2) the quality of implementation of the federal state educational standard (control and estimation parameters, the organization of active forms of learning, the use of innovative technologies and the other). At the same time considering the formation of professional competencies, one cannot forget about their dialectical relationship with the general cultural competencies. It is a system integrity of common cultural and professional competencies that allows us to consider professional training as a process of personality's self-projecting, which can be divided into three main stages: Self-determination, self-expression and self-realization. It is on the last stage the human life philosophy is formed in general, the meaning of life is realized, social position is approved, value standards are implemented, integrated personality characteristics are developed (orientation, competence, emotional and behavioral flexibility), the need for change, transformation of inner world and the search for new opportunities of self-fulfillment in their work is recognized; (3) the quality of the results of professional competencies' formation (implementation of diagnostics students' development, stimulation system of learning motivation, reflective-evaluation stage of each session, the inclusion of students in co-management, etc.). The core backbone component of profession-gram is personality. Therefore, the process of professional competencies' formation should be anthropocentric, that is aimed at the formation of the personality of the future specialist - the carrier of general and professional outlook, values and beliefs. And this is possible only on the basis of interdisciplinary integration, which mediates the integrity and unity of the personal and professional development of the individual.

### **3.4. Stages of Managerial Mechanism's Implementation of Future Law Specialists' Professional Competencies' Formation based on Interdisciplinary Integration**

Managerial mechanism's implementation of future law specialists' professional competencies' formation based on interdisciplinary integration involves the following stages of experimental work: Ascertaining, forming and control.

#### *3.4.1. Ascertaining stage*

In the frame work of the ascertaining stage it is found that the formation of future law specialists' professional competences based on interdisciplinary integration has several levels: Basic, preparatory and professional. At a basic level, in the process of professional competencies' formation the epistemological component was dominant (integrity of knowledge), at the preparatory one- standard (scope of authority), at the professional - functional (professional duties). In order to implement the mechanism of management of future law specialists' professional competencies formation based on interdisciplinary integration at this stage the application of case-method was justified. The case method is based on the acquisition of sets (cases) of text teaching materials and their transferring to students for independent self-study. Features of case-method are: (1) Analytical procedures (2) method of collective learning, the most important components of which are teamwork, mutual

exchange of information; (3) synergistic activities, which implies to prepare groups' immersion procedures into a situation, the formation of knowledge multiplication effects, insight, sharing of discoveries, etc.; (4) kind of project activities in which there is the formulation of the problem and ways to solve it on the basis of the case, acting as a source of information for understanding of the options for effective actions; (5) it contributes to the enhancement of cognitive activities of students, encouragement of their success; (6) It is the process of formation of an information area, its activating, the organization of information communications, pushing positions, replenishing of informational area and using of the information accumulated in it.

#### 3.4.2. Forming stage

At this stage the case method was applied on the basis of interdisciplinary integration. As part of the case-method were used: Situation analysis method, case studies and exercises, case studies analysis (case studies), the method of analysis of business correspondence, game design, the method of situational role-plays, discussions method. Case studies are of particular interest. Case study - specially designed problematic situations. According to the complexity such situations may have the level character: Simple situations (work on the reproductive level), the situations of a higher level of complexity, non-standard situations (creative level). The peculiarity of the situation is in the fact that they are designed on the basis of real-life problems, available for students' personal meaning.

#### 3.4.3. Control stage

In the control phase, it is noted that the case method is an effective means to develop and consolidate the knowledge acquired on the basis of which the students make their own decisions. Case method allows performing of the following tasks: To make the right decisions in the face of uncertainty; to develop a decision-making algorithm; to master the skills of situations' research: To develop the plan of actions focused on the intended result; to apply the theoretical knowledge obtained, including the study of other disciplines to solve practical problems; to take into account the point of view of other experts on the matter under consideration in the final decision making. The method of cases contributes to the development of ability to analyze situations, evaluate alternatives, to choose the best solution and plan of its implementation. For this purpose, the following kinds of activities are used such as learning of new material, problem tasks' solving, learning in the problem-solving process and consolidation of new material. The case may contain both as printed so electronic student books. It is necessary to take into consideration the didactic properties and functions of every training tool included in this system, on the one hand, and on the other, - the specificity of the didactic task, solved with its help and on the third, - common learning concept, which guides the whole system.

## 4. DISCUSSIONS

Important theoretical and practical significance have for the study works of Abdeeva (2010), Anisimov and Potapova, (2003), Boiyo (2009), Bychkov and Garmayev (2010), Lunev et al. (2014)

which reveals the forms and methods of professional training of a lawyer. Works of Borisenko (1971), Danyluk (2000), Eremkin (1984), Zverev (1974), devoted to the nature of interdisciplinary connections are of great interest to achieve the objectives of the study. However, the analysis of scientific works shows that the problem of professional competencies' formation of future law specialists based on inter-subject integration has discussion nature. In the special literature the question of the managerial mechanism of professional competencies' formation of future law specialists on the basis of interdisciplinary integration is not solved.

## 5. CONCLUSION AND RECOMMENDATIONS

It is established that the managerial mechanism of professional competencies' formation of future law specialists on the basis of interdisciplinary integration involves: (1) The relationship of academic disciplines that ensure the complementarity of the content, forms, methods, means of professional training and creation of common educational modules on various logical grounds; (2) the use of the case method; (3) the formation of students' sustainable interest in the integration of professionally important knowledge, abilities, skills.

The paper submissions can be useful for teachers of research universities, providing training of future law specialists; for the employees of centers for professional skills upgrading and staff retraining in selecting and structuring of the content of professional development of law specialists and scientific-pedagogical specialists of scientific-research universities.

Taking into account the obtained results of this study a number of research challenges and promising directions that require further consideration can be allocated: The creation of an innovative scientific and methodological support, as a system of interrelated activities that are based on science achievements and the best practices aimed at the formation of professional competencies of future law specialists on the basis of interdisciplinary integration; development of monitoring of professional competencies' formation of future law specialists.

It is found that the effectiveness of managing of professional competencies' formation of future law specialists on the basis of interdisciplinary integration will be promoted, in case of professional training's organization according to the "entity-entity" type contributing to the formation of personal meanings and life values.

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