

## TRAINING BACHALORS AT UNIVERSITIES OF CULTURE ON THE BASIS OF APPROVING EDUCATIONAL AND PROFESSIONAL STANDARDS (ON THE EXAMPLE OF THE DIRECTION 072300 "MUSEOLOGY AND PRESERVING THE OBJECTS OF CULTURE AND NATURE HERITAGE")

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**ABSTRACT:** ON THE EXAMPLE OF THE DIRECTION 072300 «MUSEOLOGY AND PRESERVING THE OBJECTS OF CULTURE AND NATURE HERITAGE», «BACHELOR» QUALIFICATION, THE POSSIBILITY FOR SOLVING CONTRADICTIONS OF DISCREPANCY RESULTS IN PREPARING COMPETITIVE SPECIALISTS AND STANDARD JUSTIFICATION TENDENCIES FOR PROFESSION DEVELOPMENT IS CONSIDERED.

**KEYWORDS:** PROFESSIONAL STANDARD, COMPETENCES, MUSEOLOGY.

The bachelors' training in the conditions of the university education is carried out taking into account development not only the system of higher education and labor market, but also according to the tendencies of developing the world of jobs. In the research we allocate two groups of tendencies for profession development in modern conditions: professionally and graphic caused and standardly caused.

The following tendencies belong to the professionally and graphic caused group:

- changing in the tasks, contents and technologies of the existing jobs, that makes them variable, differentiated and poly-functional;
- appearing new jobs [ 1].

The following tendencies belong to the standard justification group:

- updating job nomenclature;
- job activity standardization.

Bezrukikh M.M., Zhdan'ko N.V. believe, that «the main characteristic of the last years is not appearing new jobs, but changing the old ones, connecting with new tasks, technologies and work methods, new resulting demands and efficiency evaluation » [4; c.3]. Anyway, whether there is a question about emerging and developing new jobs or about differentiation and variability (diversification) which already exist, interdisciplinary approach is necessary to solve contradiction between development of jobs and insufficient study of this phenomenon in the science [3].

Applying to the university education this contradiction is concretized in discrepancy results of training future specialists within the tendencies of professionally and graphic caused and standardly caused for job development.

Let's consider the possibilities of solving the above mentioned contradiction on the basis of interdisciplinary approach applying to the direction 072300 «Museology and preserving the objects of culture and nature heritage».

The modern educational program concept for training specialist in the sphere of museum studies has got a long development way [10; 8]. Nowadays the issues of museum specialist nomenclatures are widely discussed. And it is reflected in the professional standards. Now in museum sphere there are two approved professional standards, such as «Keeper of museum values» and «Specialist in accounting museum subjects». [6] Besides the professional standard «Guide» is approved. Today it is actual for higher educational culture institutions to train specialists for the direction «Museology and preserving the objects of culture and nature heritage», (bachelor), training profile «Cultural tourism and excursion activity». However the requirements to education and training put in this professional standard include only training direction «Tourism».

There is a special attention is paid to knowledge, abilities and actions put in three specified professional standards corresponding to the knowledge, abilities, possession, common cultural and professional competences put in the Federal State Educational Standard of Higher Professional Education in training direction «Museology and preserving the objects of culture and nature heritage».

For ensuring the quality of training future museum specialists not only according to the Federal State Educational Standard of Higher Professional Education, but also taking into account tendencies for developing jobs in museum sphere, the work in the field of coordinating educational and professional standards is necessary.

New state educational standard of the third generation in the «Museology and preserving the objects of culture and nature heritage», 2009 [11] substantially overcomes a lack of estrangement of the museum from practice of active influence onto social and cultural, information and even economic processes. This document is devoted to an embodiment into life the ideas, put in the concept of a new museology [5]. Therefore, implementation of this standard assumes projecting the process of training taking into account tendencies for developing museum specialists according to the new concept of museology.

The analysis of the competences, the bachelor standard shows, that they aimed into organizing the museum work of a new type in modern environment, for example, to take part in developing regional projects for preserving and studying cultural and nature heritage, including touristic sphere (professional competence-14); to implement modern information technologies developing new cultural products (professional competence-15); to use standard justification documents, defining frames and cost of the work for different social and cultural activity spheres (professional competence -15) etc. [11; P. 8-9].

All this, in our opinion specifies that the modern museum needs the specialist independently guided in quickly changing environment, ready to take the responsibility for the decisions within non-standard situations, making maximum efforts for achieving good result. The higher education of the museum sphere is faced by the task – to satisfy needs of museum community for new, qualified specialists possessing professional competence, mobility and competitiveness.

We believe, that the professional competences must be the objects for special evaluation according to the training profile in the direction 072300 «Museology and preserving the objects of culture and nature heritage», profile «cultural tourism and excursion activity»: to be able to implement all types of work, connected with evaluating and ensuring safety of museum collections and objects of cultural and natural heritage; to be ready to participate in

developing exhibition and exposition projects; to be ready to participate in developing social and cultural programs for museums, cultural centers, excursion and travel companies. In the approved professional standards necessary abilities, knowledge, and also labor actions are directed on disclosure of these profile focused competences which in our opinion demand a special assessment when carrying out final state certification. It will allow further, at approving the following standards in the field of museum business to develop museum jobs.

According to the revealed tendencies on developing jobs and the results of professional standards, we believe that highlighting professional and graphic and resulted approaches for training future museum specialist at the universities of culture are very important. Professional and graphic approach assumes implementing bachelor training according to the content and tasks of their future work and the list of cultural and professional competencies, necessary for realizing their professional activity. Resulted approach provides the quality of future museum specialists training. The quality is understood as correspondence of the process and result of bachelor training in the direction «Museology and preserving the objects of culture and nature heritage» and professional standards, that provides its competitiveness.

We think, the both indicated approaches reflect such peculiarity of the modern education, as its project character. «Project approach (project strategy) is organizing educational systems, educational programs, methodical education systems, and also educational process and educational methodic on the basis of perspective and continuous planning, researching and developing » [2].

At the Museology department, the Institute of Social and Cultural Technologies, Kemerovo State University of Culture and Arts the model for the direction «Museology and preserving the objects of culture and nature heritage» taking into account combination of the educational and professional standards was developed in some stages. The algorithm of developing the model represents sequence of the certain stages.

At the first stage the ontological model of cultural and professional competences of students was created. At the second stage the profile competence model was developed, in which the key competences for training profiles were revealed. At the third stage the cultural and professional competences were grouped according to their educational and professional aims.

Cultural competences were divided into subgroups of the basic and instrumental competences. The general professional competences (having general meaning for the activity in general) were divided into professional group and the profile competences (reflecting the peculiarity of education according to the profile training).

The ontological model demonstrates interaction between the groups and subgroups of the revealed competences, being formed during the educational process, and competences, defined by the Federal State Educational Standard of Higher Professional Education on the above mentioned training direction for measurement and assessment at final exams.

At the fourth stage the model reflecting competence clusters was developed. The competences formed the cluster were defined. These competences (professional competences 10, 13, 17) are not formed the clusters for competence educational process, but they are backbone for the main types of professional activity, approved by the corresponding standard.

The development of the above mentioned models for the direction 072300 «Museology and preserving the objects of culture and nature heritage» became possible due to the approved corresponding professional standards. Therefore this model is not only the basis for the project process of competence education, but for the methodical work the Museology department, Kemerovo State University of Culture and Arts on coordinating educational and

professional standards. The quality training assessment of the graduates can be most fully received only at determination of their competence of the chosen professional area. In the museum as the social and cultural phenomenon there was an imperative need for the fastest rotation of outdated experts and their replacement with young specialists owning not only modern museum technologies, but also adequately apprehended occurred in the changing society. In this regard there is a big task to arm young museum specialists with a new outlook, to create steady valuable orientations for further professional activity, to create and develop general cultural and professional competences which are determined by the Federal State Educational Standard of Higher Professional Education and which will be shown in professional activity and professional communication, that is actually to create a new formation of experts.

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