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THE MAIN COMPONENTS OF PROFESSIONAL COMPETENCE FORMATION OF FUTURE ARCHITECTURAL DESIGNERS

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У статі проаналізовано ключові компоненти, що формують професійну підготовку майбутніх дизайнерів архітектурного середовища. Розглянуто зміст і ближні перспективи розвитку гуманітарної освіти, від якої головним чином залежить спрямованість, характер і світогляд майбутніх спеціалістів профільних вищих технічних навчальних закладів в умовах гуманітаризації навчального середовища.
Ключові слова: професійна компетентність, гуманітарна освіта, архітектурний дизайн, архітектурна освіта.

В статье проанализированы главные компоненты, формирующие профессиональную подготовку будущих дизайнеров архитектуры. Рассмотрено содержание и ближайшие перспективы развития гуманитарного образования, от которых зависит направленность, характер и мировоззрение будущих специалистов профильных высших в отечественной и зарубежной педагогической практике технических вузов в условиях гуманитаризации учебной среды.
Ключевые слова: профессиональная компетентность, гуманитарное образование, архитектурный дизайн, архитектурное образование.

The article deals with the main components of formation of professional competence. It analyses the architectural education in connection with Humanities. The perspectives of humanitarian disposition education development have a profound impact on the orientation, and outlook of future specialists trained at higher educational establishments. The role of professional competence in making the present day educational system in Ukraine more integrated, and improvement of the quality indicators of education in the context of European integration of the society.
Key words: professional competences, humanitarian educations, architectural design, architectural education.

An influx of information and new building construction and expansion of international relations have caused the globalization of architectural education. The actual professional capacity of an architectural designer implies not only professional knowledge, but also a number of social-humanities skills, which are alternative for an architectural education and fall into the category of soft skills while forming the professional competence of an expert [1, p. 54]. The significance of professional competences is set in the criteria of the international architectural design boards and organizations that provide accreditation for architectural education programmers. Education is not only aimed at meeting short-term professional and labor market needs and requirements. Education plays an important role in science and culture and for personal development. However, education has to provide access to qualifications and competences that facilitate a professional career.

The Ukrainian scientists are working on the problem of professional competence approach in the educational system. General classifications of competences are represented in the works of A. V. Hutorskoy, U. F. Zinkovskiy, G. O. Mirskih. Such scientists as N. G. Nichkalo, I. A. Zyazyun, L. M. Mitina, O. V. Ovcharuk discuss the problem of formation of the professional teachers competences. Scientific works of J. Ravin, R. White, B. Oscarsson, R. W. While, W. Hutmacher and others are devoted to the characteristics of some particular groups of competences in European educational environment.

But in spite of the existence of great number of scientific works, articles, documents belonging to the problem of the professional competence approach in education systems, we must press the point that today there is no single theoretical substantiation and unified classification of professional competences, essential for future specialists fulfilling their

professional functions successfully in a developed knowledge-based society changing very quickly in the nearest future of the XXI century [4, p. 28].

The future specialists in the sphere of architecture are the new generation of people in the field of architectural design, who will be professional employees and managers of architectural construction companies, who will be able to perform qualitative market research of architecture services and will organize effective development of the architectural design product. This generation of business people will have to undertake the function of change bearers, and thus one of the tasks of an establishment of higher education and humanities is to train business managers in such a way that they would understand the importance of innovative changes in the sphere of architectural design.

Architectural design is an activity that is essential to meeting the needs of people, economic development and the building provision of services to society. Architectural design involves the purposeful application of architectural and natural sciences and a body of engineering knowledge, technology and techniques. Architectural construction seeks to produce solutions whose effects are predicted to the greatest degree possible in often uncertain contexts. Architectural education therefore must be carried out responsibly and ethically, use available resources efficiently, be economic, safeguard health and safety, be environmentally sound and sustainable and generally manage risks throughout the entire lifecycle of a system. Typical architectural activity requires several roles including those of the architect, architectural designer, engineering technologist and recognized as professional registration categories in many jurisdictions. These roles are defined by their distinctive competencies and their level of responsibility to the public.

Developing a humanities program in professional education refocuses attention to what everyone recognizes as important, but rather than take it for granted, it makes it a part of the educational program and signals that the school takes it seriously and encourages activities related to the broad area of the humanities. The humanities cover many areas, including history, ethics, literature, philosophy, theology, art, music, language, law, and the social sciences as they apply to the profession [6, p. 78]. The humanities are distinguished by their focus on human values. Emphasis on human values is important in this age as we are increasingly at risk of being overwhelmed by technology and complex bureaucracy. History of the profession gives us an understanding of how we have come to be where we are, and how things change and progress. Literature can teach us about human hopes and aspirations, of suffering and loss, of relationships and life and death.

Competences should be understood as a complex combination of knowledge, skills and abilities/attitudes needed to carry out a specific activity, leading to results. Knowledge should be understood as a body of facts, concepts, ideas, principles, theories and practices related to a field of practice, work or study. Skills should be understood as a capacity learned or acquired through training in order to perform actions by applying knowledge. Abilities/attitudes should be understood as the physical, mental or emotional capacity to perform a task [5, p. 67].

The set of key competences is applicable for all professionals working in the architectural learning sector, by abstracting from the specific context in which professionals work. Moreover, it attempts to include all competences needed to support the activities carried out on an institutional level. This means that not only the building activities, but also other activities (for example management activities and program development activities) are supported by the set of key competences. It also means that not each professional is expected to acquire all the given competences, but that ideally all competences are available among the entire staff of an adult learning institute. The set of key competences can be used to develop competence profiles for particular functions or individuals in an architectural learning institute. In a competence profile three elements are brought together.

The first refers to the repertoire of activities, i.e. the actual actions someone is supposed to be able to execute. The second refers to the context in which the person is assumed to take the actions. Moreover, it deals with the level of responsibility to be attributed to the particular profile of the professional. This level of responsibility depends on the context in which the professional is working and the level of autonomy with which the activities should be carried out. The third and last refers to the competences needed to carry out these activities. By determining the context, selecting the activities one needs to carry out, and selecting the competences needed, a specific competence profile can be developed for a specific position.

Generic competences: These generic competences are competences that are relevant for carrying out all activities in the adult learning sector. Every professional working in the sector ought to possess these competences regardless of whether they carry out teaching, management, counseling or administrative activities:

• personal competence in systematic reflection on one's own practice, learning and personal development: being a fully autonomous lifelong learner;

• interpersonal competence in communicating and collaborating with learners, colleagues and stakeholders: being a communicator, team player and networker;

• competence in being aware of and taking responsibility for the institutional setting in which architectural learning takes place at all levels (institute, sector, the profession as such and society): being responsible for the further development of architectural learning;

• competence in making use of one's own subject-related expertise and the available learning resources: being an expert;

• competence in making use of different learning methods, styles and techniques including new media and being aware of new possibilities and e-skills and assessing them critically: being able to deploy different learning methods, styles and techniques in working with students;

• competence in empowering learners to learn and support themselves in their development into, or as, fully autonomous lifelong learners: being a motivator;

• competence in dealing with group dynamics and heterogeneity in the background, learning needs, motivation and prior experience of learners: being able to deal with heterogeneity and groups.

The first three competences deals with aspects in relation to being a professional, while the last four competences are more focused on creative / didactical competences.

Specific competences: These specific competences are competences that are needed to carry out a specific array of activities. These competences are needed for professionals responsible for a specific field of activity (e.g. facilitating learning, managing the institute, etc.). The specific competences are therefore not required for all the professionals working in the learning sector. The competences, which are directly linked to specific activities carried out by learning professionals in the learning process, consist of six separate competences:

• competence in assessment of prior experience, learning needs, demands, motivations and wishes of adult learners: being capable of assessment of adult learners' learning needs;

• competence in selecting appropriate learning styles, didactical methods and content for the learning process: being capable of designing the learning process;

• competence in facilitating the learning process for learners: being a facilitator of knowledge (practical and/or theoretical) and a stimulator of learners' own development;

• competence to continuously monitor and evaluate the learning process in order to improve it: being an evaluator of the learning process;

• competence in advising on career, life, further development and, if necessary, the use of professional help: being an advisor / counselor.

So, the major task of professional competence of future architectural designers in conditions of regional integration and development of knowledge-based societies is to define the professional competences of future specialists. Ukrainian pedagogical education is on the way of integration into the European educational environment. In this context, the important stage is to implement the competence approach which will be able to prepare future specialists for qualitative and efficient professional activities in a design-based society.

Concluding Remarks

The identified competences may serve as a basis, or rather a frame of reference for the improvement or change of existing learning practices in a variety of ways. Our research brings new approach to the problem of formation of the professional competence of future architectural designers in the system of education from the point of view of integration into the European educational environment. The importance of this problem determines the necessity of its continuous study. We think that special interest deserves the problem of methods of professional competences forming in the Ukrainian system of initial pedagogical education.

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