A TRANSDISCIPLINARITY APPROACH TO THE FORMATION OF GRADUATE STUDENTS COMPETENCE VALUE-SEMANTIC ORIENTATION IN THE EDUCATIONAL AREA OF SOCIETY

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ABSTRACT
Problem and purpose of the article. The article deals with the problem of applying a transdisciplinary approach in the preparation of master's students and the formation of their competence value-semantic orientation in the educational space of society. The purpose of the article is to identify and substantiate the psychological and pedagogical conditions of the transdisciplinary approach to the formation of students' master's competence value-semantic orientation in the educational space of society.

Methodology and methods of research. The methodological basis of the study was: system approach; activity approach; personality-oriented approach; acmeological approach; subjective approach; competence approach; cultural approach; axiological approach; transdisciplinary approach; philosophical and psychological concepts of the integrative nature of man as a subject, personality, personality; concept of personality-oriented education; theory and practice of the organization of educational process in high school; theory of the relationship of all structural elements of value-semantic sphere. Theoretical: analysis of philosophical, pedagogical, psychological, scientific-methodical literature on the problem of research, synthesis and analysis of knowledge about the subject of research, construction of logical schemes-notebooks. Empirical: survey (questioning), testing, ascertaining, forming and control pedagogical experiments. Statistical: ranking, scaling, mathematical processing of the data, calculation of the coefficient of efficiency of experimental work. Prognostic: methods of modeling and design. The

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characteristic and structure of competence of value-semantic orientation in educational space of society is opened. The model of pedagogical meta module including metacourse "Modern problems of psychological and pedagogical science and education" and research activity of students is presented. Criteria-diagnostic indicators of determination of formation of competence of value-semantic orientation in educational space of society are developed. As criteria the indicators of formation of the studied competence are defined: motivational, cognitive-activity and reflexive in personal and professional interpretation. Levels are defined as: basic, sufficient and advanced. The educational practice-oriented metamodel on the formation of the competence of value-semantic orientation in the educational space of society on the basis of transdisciplinary approach has been created. The developed experimental program of metacourse "Modern problems of psychological and pedagogical science and education" and methodological recommendations for the implementation of educational coworking technology can be applied in higher educational institutions, training courses, in the training and retraining of specialists of psychological and pedagogical direction.

The problem and purpose of the study

Problem the research consists in the identification of psychological and pedagogical conditions of formation of competence of value and semantic orientation in the educational space of society in master's students on the basis of a transdisciplinary approach. The aim of the study is to theoretically substantiate and experimentally test the model of formation of the competence of value-semantic orientation in the educational space of society on the basis of transdisciplinary approach.

Research methodology

In the theoretical and methodological aspect, the search for regularities in the formation of value-semantic orientations is carried out in a number of domestic and foreign studies. Kiryakova [20], V. A. Slastenin [22], Liu Ch., Luo Ch., P. g. [6] reveal the content of basic concepts: "value-semantic orientation", "competence", "competence", etc. Various aspects of the formation of value-oriented orientation are devoted to the work of modern teachers and psychologists (A.V. Seryy, M. S. Yanitsky, E. V. Kharchenko [21], etc.). the category of "value-semantic orientation"is also considered. In recent years, there have been studies in the field of formation of competence value-semantic orientation of master's students in the educational process (VI Baidenko [16], VI Zhukov [19], 7. Shaw, M. E., Clowes, M. C. [7], Shvetsova O. A. [8], Wakefield M. A., M. B. Walker [9]). Competence approach as the main teaching methodology in the University and the importance of competence formation of value-semantic orientation of the research topic of A. G. Asmolov [15], V. I. Slobodchikov [23], T. Hryhorova[2], Lapenok M. [4], Lashmanova N. V., Fedorova E. S., M. A. Kossukhina [5]. Leading research in the field of transdisciplinarity has been made by scientists Deguchi K. [1], Kogtikov N., A. Dukhanov, Bochenina K. [3], Wang Z., Gong Y., Wu F., Li Y. [10].

The diagnostic complex included the following methods adapted to the subject of the study: to determine the level of the motivational component of competence, we used a questionnaire of personal orientations Of E. Shostrom, adapted by Y. E. Aleshina, L. ya.Gozman, M. V. Zagika, M. V. Kroz ("self-Actualization test"). To determine the level of cognitive activity component of competence, we used rapid diagnosis of social values of the individual (Fetiskin N. P. Kozlov V. V., Manuilov G. M. [24]), a test questionnaire to determine the level of professional orientation (UPN) of students (author T. D. Dubovitskaya [18]), "Unfinished sentences" (author's development). To determine the level of the reflexive component, we used the technique of "Level of self-development and professional-pedagogical activity" (author L. N. Berezhnova [17]).

Research result

In the context of the development of higher education, implementing the principles of the Bologna Declaration, there was a need to find innovative approaches to teaching students in graduate school. In this context, the formation of students ' master's competence value-semantic orientation in the educational space of society, should be revealed in the design process as a complex and multifaceted phenomenon based on theoretical approaches that ensure the consistency of its theoretical construction and study of the main characteristics. Our work substantiates the provisions of the transdisciplinary
approach, interpreted by domestic and foreign scientists as a way to expand the understanding of the scientific picture of the world, the creation of a comprehensive synergetic model of the research object as a complex phenomenon and allows to overcome the disciplinary, interdisciplinary (multidisciplinary) approaches to the study of pedagogical phenomena and to implement their knowledge in unity with the social environment. This approach responds to the demands of modern pedagogy, where pedagogical phenomena are considered as complex organized and self-developing systems that require the integration of scientific disciplines, where a person is included in the network of relationships.

Applied in pedagogical research scientific approaches disciplinary, interdisciplinary (multidisciplinary) and transdisciplinary have their own specifics. The disciplinary approach reflects the way of formation of the scientific worldview within the local picture of the world and is a reflecting model of the surrounding reality that arose during the structuring of knowledge. Interdisciplinary (polydisciplinarity) allows you to combine two or more disciplines, which leads to their transformation and is the basis of integrated courses and allows you to consider the subject from different points of view and a variety of methods. Interdisciplinarity does not violate disciplinary boundaries, and Director, Institute of the Association is the methodological and conceptual tools in various fields of science.

With the introduction of two-level training of specialists in the field of education, it became necessary to determine and choose a methodological approach that ensures the quality of higher education in the conditions of master's degree.

The choice of transdisciplinary approach is justified by the following provisions: strengthening of integration processes in the study of objects of pedagogical science, as a complex and self-developing systems that require the integration of various scientific disciplines, where the network of relationships includes people; research in the field of vocational education goes to scientific research with the inclusion of the social environment, where theoretical knowledge is complemented by innovative practice of education; the competence-based approach has determined the possibility of linking the educational space of the University with the social space, in the center of which is the subject of training – the student.

Master's student in transdisciplinary understanding as a subject of the educational process appears as part of the cognizable world and those who create this world in the design and communication activities, acting as a complex integrity, implementing in the educational space of society personal value-semantic orientation [13].

From the perspective of transdisciplinary approach we have revealed the competence of value-semantic orientation in the educational space of society. The analysis of the basic concepts of competence-based approach "competence", "competence", allowed to identify significant manifestations of these phenomena: orientation to practical application, ability, readiness and commitment to activity in the pedagogical sphere; in their characteristics there are both theoretical and practical components [12]. Based on the classifications proposed by many authors, the competence of value-semantic orientation in the educational space of society is assigned to the key competences. This competence is a semantic dominant because it represents the system of education in the universal integrity of the individual and society in the system-synergetic development. The value-semantic component is inherent in all competencies, which gives them a transdisciplinary content. To define the concept of competence of value-semantic orientation in the educational space of society, we have analyzed its main attractors: value, meaning, orientation, space [11].

The concept of "educational space" is defined as a holistic structure of ordered social life, which is based on the system of education, the main purpose of which is the formation of personality, its value development [14].

The structure was based on the theoretical model developed in the national pedagogy and including: motivational, cognitive-activity and reflexive components. The motivational component expresses the degree of self-actualization of the individual in society, based on our definition that the value-semantic orientation is the process of exaltation of needs as a manifestation of value self-knowledge and self-development of the individual.

The cognitive-activity component of the competence of value-semantic orientation in the educational
space of society acts as a form of social-humanistic, design-constructive rationality. As a projected element, it is based on the admission of the potential possibility of a polylogue between different subject areas, united on a value basis. Knowledge climbing is performed in level order. The first level-disciplinary, fixed subject representation of the space of society with a linear process of development in it. The second interdisciplinary (polydisciplinary) reveals the spatial connections of the educational space of society with other spaces, forming value orientations without differentiated knowledge of each type of space. The third level – transdisciplinary – is the representation of the educational space of society in a single continuum of spaces, in their synergetic interaction, providing freedom of expression of value orientations, rising to the level of meaning.

The reflexive component of the competence of value-semantic orientation in the educational space of society was considered by us as a process of conscious axiological self-knowledge. The analysis allowed us to formulate the definition of competence of value-semantic orientation in the educational space of society as the ability in a single continuum of cultural, social and subjective educational spaces to identify synergetic value constructs that determine the interdependent process of development of value-semantic sphere of personality and education in society.

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Transdisciplinary technology of integration of the process of formation of the studied competence and educational space of society was educational co-working (co-working-collaboration), as a way to unite students, University teachers and teachers-practitioners in a specialized educational and professional community, acting on the basis of common values and meanings of innovative pedagogical activity.

The study involved 114 master's students, which is sufficient to ensure the applicability of the data used in the work with statistical methods and representativeness of the results. To determine the level of formation of competence of value-semantic orientations in the educational space of society, master's students summed up the number of points scored by undergraduates for each component of the competence (Figure 1, 2).
In General, the analysis of the results obtained on the basis of the use of diagnostic tools allowed to establish that a significant part of the undergraduates of the experimental group has the level of formation of the components of competence of value-semantic orientation in the educational space of society, in terms of motivational, cognitive-activity and reflexive components, expressed insufficiently, and lower than that of the control group, which indicated the need for further work on the development of these components of the competence in this group.

At the forming stage of pedagogical experiment, when developing a model of formation of competence of value-semantic orientation in the educational space of society, we aimed to create conditions in the educational space of the University for the formation of this competence of master's students in the direction of "Psychological and pedagogical education.

The implementation of the developed model was carried out in stages in the process of development of pedagogical metamodule, providing for the study of metacourse "Modern problems of psychological and pedagogical science and education" and research activities of students. Correlation of educational needs of the student in value-semantic orientation, perspective changes of value bases of educational space of society, has led to transformation of the content of the research module.

In the metacourse "Modern problems of psychological and pedagogical science and education" the content, establishment of interdisciplinary paradigms and methods is presented as a new knowledge, not only of the present, but also of the future educational space of society, ensuring the development of the studied competence of students in a non-linear educational environment. The assimilation of this level of axiological content in the model is provided in the process of learning metacourse.

Technologies of formation of competence of value-semantic orientation in the educational space of society were made at the global educational level: webinar; skype technology; video conferencing; master classes; Balint session. At the Federal-local level: video training; training in cooperation; group
discussions; blended learning. At the subject educational level: re-training; cases; electronic portfolio; mixed student teams; self-presentation. At the same time, the end result of the research work was the implementation of: network regional project, final qualifying work (master's thesis) and the implementation of an individual master's plan, with the writing of reports, abstracts and articles. The technology of evaluation was controlling, including intra-University control (current, intermediate, final), social and educational (public examination, reviews, reviews) and self-certification (individual master's plan). Summary data at the final stage of the pedagogical experiment are presented in diagrams 3, 4.

The comparative analysis of the data obtained at the ascertaining and final stages of the pedagogical experiment showed that the majority of master's students of the experimental group had significantly increased the level of formation of the components of competence of value-semantic orientations in the educational space of society, in terms of motivational, cognitive-activity and reflexive components, the participants of the control group had no significant changes. This fact testifies to the effectiveness of the work done, the correctness of the choice of methods and means in achieving the stated goal, confirmed the validity of the proposed hypothesis of the study.

### Conclusion. Summary.

In the course of the study, a transdisciplinary approach was chosen to solve the problem, with the help of which the goals, content, structure and technologies of forming the competence of value-semantic orientation in the educational space of society could be considered as an integral system of interrelated and interdependent subsystems in the form of a global educational space, Federal-local educational space and subject educational space. The concept of competence value-semantic orientation in the educational space of society as the ability in a single continuum of cultural, social and subjective educational space to identify synergistic value constructs that determine the interdependent process of development of value-semantic sphere of personality and education in society. The content and structure of competence of value-semantic orientation in the educational space of society (motivational, cognitive-activity and reflexive components) are revealed, which contributes to the understanding of the essence of this phenomenon. The model of formation of competence of value-semantic orientation is presented in the diagrams 3, 4.

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**Figure 3. Comparative analysis of levels of competence components formation value-semantic orientation in the educational space of society for master’s students in the control group on ascertaining and final stages**

**Figure 4. Comparative analysis of levels of competence components formation value-semantic orientation in the educational space of society for master’s students in the experimental group on ascertaining and final stages**
semantic orientation in the educational space of society, which acted as the theoretical basis of the learning process of master's students, identified an innovative approach to the formation of the studied competence. Levels (basic, sufficient and advanced) and criteria (personal and professional) and their indicators of formation of competence of value-semantic orientation in educational space of society at students of a magistracy are defined. Levels and criteria were a set of indicators characterizing the necessary manifestations of the phenomenon under study.

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