

The Role of University Branches in the Formation of Common Cultural Competences of Students

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Abstract

The present study describes the capabilities and potential of educational institutions in the formation of common cultural competences of students studying at regional municipalities of the Russian Far East. The study offers the directions and methods of interaction between government and local self-government authorities and training institutions through the system of educational process. Education of moral attitude to social and political activity can be achieved in the process of interaction, on the one hand, between non-government organizations (NGOs), government or municipal authorities and university departments, on the other hand, between public organizations, state or municipal authorities—and student activists of the higher education institutions.

Keywords: student youth, university, common cultural competences, education, regional municipalities

1. Introduction

This article focuses on studying a problem currently important for education—determination of the role of university branches in the formation of common cultural competences as an integral part of future professional identity.

An objective of this study is to detect significance and roles of educational institutions in the formation of youth's common cultural competences.

An object of the study is represented by educational institutions of towns and cities of the Russian Far East in the formation of student youth's common cultural competences and a subject of the study is the role of universities branches in the formation of student youth's common cultural competences.

In the study of the formation of common cultural values of students of regional municipalities the general scientific and specific subject methods are used, such as theoretical methods of cognitive approach, according to which the professional choice is mediated by beliefs, values, attitudes and orientations of the individual consciousness; interaction method that considers establishment of a future specialist through his/her social interaction. The present study is based on functional, systematic and comprehensive approaches, analysis and synthesis, comparison and generalization, abstraction. Study materials are the results of a survey carried out among the students studying at the branch of “Vladivostok State University of Economics and Service” (hereinafter—VSUES) in Nakhodka city (Kalugina, 2010).

2. Methods

We assume that in order to be included into the world education system, in evaluating education quality the Russian system should shift to the competence-based approach, the main criterion of which is an extent of formation of educational institution graduate's competences (Fomin & Ivlev, 2012).

Within the Conception of Russian Education Modernization a competence-based model is considered as the most effective means of achieving the main education aim—training a qualified employee of an appropriate level and specialty, competitive on the job market, with excellent professional skills and familiar with related fields, ready for constant professional growth, social and professional mobility.

First of all, the competence-based approach in education implies creation of conditions for students to acquire a complex of competences which will enable them to reach their full potential and ensure high living standards in the context of current social, economical and political development.

Solving the problem of the role of universities branches in the formation of common cultural competences within the scope of the competence-based approach, we rely on ideas contained in works dedicated to the problem of competences/competency by such researchers as Baidenko, Khutorskoi, and Zimnjaj. Formation of conceptions of the competences/competency phenomenon in the education system is provisionally divided into three stages. The first stage, 1960-1970, is described by introduction of competence notion into the scholarly apparatus, predetermination of dividing competence/competency notions and introduction of communicative competence notion. The second stage, 1970-1990, is marked by the use of competence/competency notion in theory and in practice of learning language (particularly, non-mother), professional behavior in administration and management, learning to communicate, as well as by development of social competences/competency scope. Starting from 1990 the third stage of studying competency as a scientific notion in education is characterized by the works where professional competency is subject to special comprehensive examination and competences and competency are the fundamental notions of the new approach to the modern education content (Baidenko, 2004; Khutorskoi, 2002, 2003; Zimnjaj, 2003, 2006).

According to the three-layer hierarchy of competences/competency by Khutorskoi, the common cultural competences belong to extra-subject competences which involve the general knowledge, skills and methods of work which refer to meta-subject education content and enable an individual to have success in the modern dynamic world. Indicating that competency is always demonstration of the current competence and the competence-based approach is characterized by intensification of pragmatic and humanistic tendencies in the education process, Zimnjaj, I.A., proposes to consider the problem of key competences interpretation, dividing them into three groups:

- 1) Competences applying to an individual as he is, as a party involved in some activity or communication;
- 2) Competences applying to social interaction of an individual and social sphere;
- 3) Competences applying to individual's activity.

The common cultural competences feature something general, a common requirement to a higher educational institution graduate regardless of a professional field. This is a social expectation that a young professional beginning a social life would share values dominating the society: patriotism and civic consciousness, high moral character, common, linguistic and legal culture, humanity values and environmental consciousness. Therefore, it can be supposed that the problem of forming graduate's common cultural competences should be solved integrally. Both the common system of educational and extra-curricular activity in an educational institution and economical and social institutions engaged in the educational activity but not associated with the educational system, such as business or local authorities, should be focused on the solution of this problem.

3. Main Body

In many Russian regions regional municipalities play a significant role in politics, socio-cultural and economic spheres. They often functionally complement the economic base of the regional centers, developing as transport and communication facilities, specialized scientific and education centers.

Regional municipalities as socio-cultural environment of personal and professional development of the student youth have a number of significant characteristics.

Firstly, universities (university branches) of regional municipalities admit graduates of schools, colleges or training schools, many of these graduates do not have the required minimum concepts of citizenship and human rights, they do not have an active civic position (Rimskaya, 2011).

Development of common cultural competences is understood as an activity aimed at acquisition of self-development values, development of the capacity to solve personal and professional tasks by means of educational activities with due regard to complying with diverse communication needs, as well as opportunities and abilities of an individual, relations in the process of its implementation. It is stated that the radical socio-economic transformations in Russian society, intensification of national identity, the change in a role of an individual in the system of socio-productive relations actualize the need for a highly cultured specialist. Under these conditions, there occurs a change of priorities, it becomes possible to strengthen the culture-forming role of the education, occurs a new ideal of the student—"a man of culture" who has common cultural competence. It is the common cultural competence which defines an active life of a man, his ability to orient in various spheres of social and professional life, harmonizes his inner world and the relations with society.

The inclusion of the Russian system of professional education in the European and global systems requires a change-over to the competence-based approach to assessing the quality of education, in which the main criterion is the formation of professional competences of graduates of educational institutions (Fomin & Ivlev, 2012).

Using the potential of educational institutions of higher and secondary professional education allows to do the following:

- Improve the process of transfer and acquisition by students of common cultural values and norms of modern Russian society;
- Encourage students to share the goals and objectives of the state, economic and cultural development, associate these goals with their projects of life, be an active participant of the social process (Sapozhnikov, 2012);
- Form in the student youth the necessary personal, educational and professional qualifications and competences for the possibility of their actual use in social practice. In the context of common cultural competences the educational purpose is also of interest. The student is a person with opinions that have been already formed. Each (student) has those psychological characteristics, concepts, hobbies, interests that are relevant to his/her age. Therefore, among the number of education methods the concept of persuasion seems to be most appropriate and democratic. Persuasion in the educational process is the most effective. The opportunity provided for teachers can be used for students' internalization of moral norms. (Fomina & Skvortsov, 2012);
- Fill the social consciousness of students with moral, patriotic content, as well as form the values of the healthy lifestyle (Ovchinnikov, 2013).

According to the Federal State Education Standard of Higher Professional Education (FSES HPE) and the Federal Institute for Educational Development, the competence means the ability and willingness to apply the knowledge and skills in solving professional problems. The competency, in turn, is defined as a set of competences, knowledge that the student not only has, but can also to fully apply them in professional activities. Particular importance is given to the combination of personal qualities of the specialist, which provide successful development of a professional career.

According to FSES HPE the competences are divided into professional (PC) and common cultural (CCC) competences. In the interpretation of the FSES HPE the professional competence means the ability to act successfully on the basis of skills, knowledge and practical experience in implementation of professional tasks. Cultural competence is the ability to act successfully on the basis of practical experience, skills and knowledge in the process of solving problems regardless of the chosen professional sphere. Common cultural competences are formed much earlier than professional ones and represent the basis for the formation of professional competences.

Common cultural competence as a part of basic competences performs as a certain primitive and fundamental component for such concepts as professional readiness and competency, professionalism, mastery, individual creativity, etc. (Sinyakova, 2010). Common cultural competences, unlike other competences, are more stable and living in nature. So if professional competences may be short-term (due to increasing change of activity technologies, depreciation of the applied knowledge, etc.), then these are basic competences that a man brings throughout the life, each time having an opportunity to build a new professional image on their basis. Thus, common cultural competence can be considered as a basis for the formation of professional mobility of a specialist.

Competence model is the most efficient way to achieve the main goal of education: training of a skilled worker of an appropriate level and profile, competitive in labor market, competent, having skills necessary for his/her profession and orienting in the adjacent spheres of activities, ready for continuous professional growth, social and professional mobility. Common cultural competence presents a range of issues of which the specialist must be well informed, have the knowledge and experience of the professional activity. These issues include the special aspects of national and universal culture, mental and moral foundations of human life and humanity, certain peoples, cultural foundations of family, social, public events and traditions, the role of science and religion in human life, and their impact on the world, as well as competences in the household, cultural and leisure spheres. According to research carried out by the leading Russian business schools, the most important personal competences of future specialists can include positive influence, stress management, creativity, emotional intelligence, systemic thinking. The content of personal competence on the basis of analysis of pedagogic research is related to the effective implementation of the professional activity, determines the potential for professional growth, includes attitudes and motivation, aimed at maintaining mental and physical health, as well as it provides the integration into the surrounding reality and implies behavioral skills used in specific situations.

Secondly, in comparison with large towns and cities, where the brightness and frequency of social events are commonplace, and the student youth actively demonstrates their social position, the students of the municipalities under our consideration are often deprived of the opportunity to demonstrate this activity. This is due to the relative socio-political stability in regional municipalities; conflicts between different political and economic interest groups are resolved here in a latent form and often without the involvement of the population. This tradition of solving socio-economic problems generates passive-contemplative and sometimes indifferent attitude of the student youth of regional municipalities of the Russian regions to the public process and the changes that occur both in Russia and in the world.

The historical experience of the formation of education environment in cities with large industrial enterprises shows that along with the establishment of such enterprises the professional education institutions were opened – secondary and higher ones. This was primarily due to the training. Higher education institutions are also responsible for the scientific support of the industrial process. At the same time on the enterprises existed research departments working closely with scientists of the region. With the transition to a market economy, such a close relationship was to a greater extent due to the weakening of the industrial sector, connected with the fall of the economy in the nineties, weakening of the system of professional education in technical and natural-mathematical sciences, associated with a decrease in the prestige of the profession, as well as in connection with the previous factor of shortage of professional staff in the manufacturing sector and a decrease in funding of scientific research for the industrial sector (Tymoshenko, Medvedeva, & Shiro, 2012).

Student youth of regional municipalities of the Far East of modern Russia is considered as a socio-age group, which has a number of specific features—the youth as a source of social initiatives and innovations is most likely to ensure socio-economic development of the region. In adolescence, which includes the age of studentship, socio-cultural norms and values are developed, the foundations of a future specialist are laid. The active process of cognitive activity takes place in adolescence. The most important intellectual acquisition of this period is the ability to operate with hypotheses that means the formation of theoretical or verbally logical thinking. At this age, young people take only that seems to them reasonable, appropriate and useful. School graduates, residents of provincial cities—municipalities, when entering higher education institutions, often move to another larger town and cease to be under the constant supervision of their parents. They get the opportunity to independently determine their choice. While still not being burdened neither with a family nor a job, students perceive and take only those ideas that are important, valuable and interesting to them. Formation of common cultural competences as a moral basis of social and political activity of modern student youth, can and should be ensured in the process of teaching and professional activities of educational institutions of secondary professional and higher education (Smirnova, 2010; Ignatyeva, 2011).

The main goal of functioning of Nakhodka city district is to achieve a high level of well-being, health, education and culture, complete and effective implementation of the intellectual potential of the population. The development of Nakhodka city district for mid-term and long-term prospects implies an increase in the demand for skilled and highly qualified specialists in economics, management, design, tourism and service up to 15,000 people by 2020.

The analysis of the results of the study conducted by a group of authors, has showed that the students are defined by the lack of integrity, i.e. a systematic perception and understanding of the socio-economic reality, their perceptions of the social process are indistinct, imprecise and often present some basic knowledge and objectives with regard to the social structure and social development. Students are marked by the fragmentation of knowledge about the events taking place both in the region and the country as a whole; family-selfish attitudes, a decrease in the prestige of working professions, consumer attitude to life are widespread among them. Students more often resort to mechanical simulation of behavior models, unconsciously choosing their life and professional trajectories.

Activities of public youth organizations, which city committees and youth affairs divisions interact with, are mostly aimed at the development of the healthy lifestyle. Financing which is laid in municipal budgets, does not allow to attract public organizations to educational work in the framework of the state youth policy, thus within the total expenditure, under budget allocations of the budget of Nakhodka city district of Primorsky Krai of Russia in 2013 they diverted 9,540.00 thousand rubles under the article “Youth policy and health improvement of children”. This situation is typical for almost all regional municipalities of the Russian Far East.

One of the most problematic issues is the imperfection of the organizational models, which allow accurately determining on what resource base and institutional framework they can form a system of continuous education in the lack of cultural and educational potential, which is typical for the vast majority of municipal Russian

districts (Dolgova, 2006). VSUES branch in Nakhodka city is one of the key participants in the socio-economic development of Nakhodka city district in the sphere of education, science and culture, providing training of highly qualified personnel necessary for a balanced and rapid improvement of economic and social development of the south of the Primorsky Krai. In order to improve the quality of professional innovation-oriented education the branch provides the transition to modern bachelor applied programs with effective involvement of enterprises and city organizations into the system of practice-oriented teaching of students. Within the framework of the major investment projects of Nakhodka city district JSC “Eastern Petrochemical Company”, CJSC “PO “Primorneftegazprom” and JSC “East Port” in 2012-2013 years concluded with the VSUES branch situated in Nakhodka city, agreements on long-term cooperation on target staff training in economics and management. Within the framework of bilateral cooperation agreements, including the issue of organization and conduct of industrial practice, the university branch has signed more than seventy agreements.

One of work areas of youth committees is to work with the student youth of the city: study of student activists, the conduct of all sorts of leisure activities, participation in regional, regional and international events. They arrange seminars with participation of student activists, aimed at the formation of student councils, coordination of university student councils, creating conditions for the development of the student movement in the cities and student self-governance in the universities. In order to develop responsibility and independence of the student youth, develop student self-governance, attract the attention of the youth to the state and municipal service in a number of cities, “Days of Self-Governance” are conducted at the city level and the youth parliaments begin to work. Despite the fact that the work with the youth carried out by these committees can be considered as diversified, it focuses only on the student activists, and it is no more than 5-7 % of all the student youth. Thus, their work on the formation of common cultural competences of the student youth is not effective enough and requires the inclusion in this process of that socialization agent, whose work in this area will focus on the most of the students. It is also should be noted the importance of completion of the list of common cultural competences that are formed among bachelors, conflictological competence, in accordance with which the graduates should know the nature, content and structure of the conflict; the subject and object of conflict study; objectives and structure of conflictology; the foundations of a tolerant attitude towards each other. Conflictological competence will enable a young specialist to predict the behavior of participants during the conflict in order to choose his/her own position and role in the situation and reduce the level of conflict in the staff at the expense of self-education, self-improvement and self-development (Golovkina, 2014).

In cooperation with the Duma of Nakhodka city district the VSUES branch in Nakhodka city organizes the annual scientific-practical conference called “The Future of Nakhodka city is in the hands of the youth”. This activity of the branch is of great importance for the city, since it allows to create a special research and production urban environment of a new type necessary for improving the quality of training of young specialists and the formation of an innovative approach in the economic activity of Nakhodka city district.

It has been noted that the student’s academic mobility contributes to the development of his/her personality and the importance of the formation of competences is stressed: knowledge and understanding of international systems (linguistic, political, educational, professional); the ability to understand other cultures; ability to respond to changes; knowledge of foreign countries and cultures; the ability to interact with people—representatives of other cultures and establish international contacts and interpersonal relationships; the ability to communicate in foreign languages, the ability to work in the staff (Stavruk, 2011).

Favorable geopolitical position of Nakhodka city district (NCD) forms a certain attitude of the population to the importance of its native city, and therefore the development of society is perceived through the prism of the economic potential of the city, which lies in the fact that Nakhodka is a large ice-free port of the Far East, the city has a developed infrastructure, large free areas, which can be used for the construction of industrial facilities, recreation centers, international business development. These characteristics of the economic potential of the city contribute to the development of the open type of consciousness that allows both using the experience of development of other countries and forming the tolerance in inter-ethnic relationships as an element of common cultural values.

The type of consciousness as the basis for formation of common cultural competences, manifests itself in the positions, value orientations, motivations, in the paradigms of behavior of people living in different socio-cultural communities. Each of these communities differs by expressed local specificity of historical traditions, images and way of life of the population, the presence of persistent attitudinal and behavioral stereotypes. On this basis, it should be assumed that the regional factor is the basis of the deep heterogeneity of the mass consciousness, and the inhabitants of different regions of Russia have not only different interests, but also differences in the political consciousness.

Primorsky Krai, one of the remote developed Russian territories, is a unique and challenging region. Primorsky Krai, occupying a special geopolitical position, is characterized by the following features of mass behavior and consciousness: the collective way of life and long-term distancing of the citizens from the real levers of power, low political role of self-government and self-organizing mechanisms of the population, own views on the political parties, their role and purpose, low susceptibility to the use of consensus technologies of domination, etc.

As a result of the features of migration processes taking place in the east of the country for more than a decade, there has been formed the unique population behavior pretentious by professed values and elected paradigms. The motivation for moving to the area that had been “preferential” before, only exacerbates the pragmatic orientation of values of the life in the Far East, reinforces the importance of the material aspect in people’s perceptions of processes occurring in the country and their lives in general.

Geopolitical position and prospects of Nakhodka city district in the development of the Russian Far East involves close economic, educational and cultural cooperation with the countries-partners in the Asia-Pacific region, that, in turn, develops the open type of consciousness of the younger generation, its readiness for international cultural cooperation. The city administration supports initiatives of VSUES branch to establish international links with the University of Sang Myung, the Pacific Asia Society, the Republic of Korea and Heylundzyanskiy University, the People’s Republic of China. The opening of the international Russian-Chinese Center on the cultural and educational site for VSUES branch is one of the priority directions for international cooperation of the city. The study of the Chinese language and Chinese culture promotes to cultural relations of NCD with an important partner of the Russian Federation – the People’s Republic of China.

Special three-party cooperation between the administration of Nakhodka city district, VSUES branch and the Autonomous Non-Commercial Organization (ANCO) “Japan Center in Vladivostok” is aimed at the implementation of programs of technical assistance, including training, the transfer of Japanese experience and know-how. ANCO “Japan Center in Vladivostok” has conducted training seminars in Nakhodka for over five years together with the city administration. Such meetings help the businessmen in Nakhodka to understand better the special aspects of conduct of business in Japan, learn modern methods and technologies that result in the expansion of trade and economic relations between two countries.

VSUES branch is a modern educational, scientific and cultural center, which includes an academic building with spacious classrooms, laboratories, equipped with computer and multimedia equipment, Pre-University Training Center, library, museum, sports halls, sports ground, student cafes, dormitories. The university branch has the best material and technical base among the educational institutions of Nakhodka city district, which provides carrying out all types of academic and extracurricular activities, laboratory, practical and research work of students both in qualitative (classrooms, a library, a sports complex, Information Technology Service Department) and quantitative terms (the total area of the 5-storey building is about 10,000 square meters, while the adjacent area is 24,374.63 square meters (2,437 hectares).

For the formation of Nakhodka city district as a modern and investment attractive city, a decrease in the city population is the most urgent problem, primarily it means the outflow of the youth, the annual average decrease in the population in Nakhodka city amounts to 1,660 people. VSUES branch in Nakhodka city, playing a significant role in the staff training for the formation of the permanent population in the region, allows to successfully solving one of the strategic objectives—the termination of the outflow of active and talented youth from the city and the region. The youth policy of the branch, its material and technical base, including a sports complex, are the basis for retaining the talented youth in Nakhodka city. The Club of the Cheerful and Quick-witted and other creative teams of the branch is traditionally the winners of various competitions, while the athletes are prize winners of different championships.

The analysis of the evaluation of public youth organizations as one of the main agents of formation of common cultural attitudes and values, shows their low potential. Community-based youth organizations are not actively supported by the majority of the student community. The theoretical vacuum, which is observed among students in relation to the knowledge of the state, society, socio-economic development, the absence of a conscious desire to the group identity, contradictory perception of the social process and the role of Russia in international relations, great importance of the emotional and sensory perception, rather than rational understanding, do not allow to speak about the high level of common cultural competences of the student youth.

The organization of modern educational process is characterized by using the oriented approach, based on the teacher’s focus on the whole personality of the student, concern on development of not only his/her intelligence, civil responsibility, but also a mental personality with emotional, aesthetic, creative talents and opportunities for

development. The aim is to form the readiness to independently and consciously create and improve their professional and life prospects throughout the life (Lobanova, 2012). In practice, mental and moral education as the basis for the development of common cultural competences on the part of the state may not always be systemic in nature that reduces its effectiveness and does not affect positively the content of the culture of the student youth, the content of their self-identity and the nature of social and economic behavior. Currently, in the territory of Nakhodka city district there are about 20 active youth associations. These are the Club of the cheerful and quick-witted, Urban volunteering team, National history club “CLIO”, Youth association “Nica”, Parliamentary debates club “GEBO” and many others. The Youth Council has been created in order to unite proactive and progressive youth of the city as a part of the youth parliamentary movement in Russia. The branch management in the person of the director Rimskaya T.G., the candidate of historical sciences, was one of the first universities that supported the Duma of Nakhodka city district in the formation of the Youth Council and provided six worthy candidates for inclusion in the Council. The student from the university branch was elected as chairman of the committee on social policy and ecology.

Authenticity, reflexivity and the ability to take responsibility are considered as indicators of social identity. Authenticity, in turn, is characterized by self-acceptance, positive self-attitude, the emotional comfort. Reflexivity is expressed through self-control over behavior in the current situation, the understanding of its elements, the analysis of what is happening, the ability of the subject to the correlation of his/her actions with the situation and their coordination in accordance with the changing conditions and his/her own status, the tendency to analyze past behavior and its results, the ability to recognize and analyze mistakes, the ability to plan upcoming activities, behavior, predict possible results (Rakhimova & Ahatova, 2014). The main characteristics of the ability to take responsibility are good conscience, fortitude of moral principles, a sense of duty. Indicators of the dialogueness are communicativeness, empathy and tolerance. Communicativeness is characterized by the ability to establish and maintain contacts, request and respond to the request, accept compliments and respond to criticism. Empathy is expressed through the capacity for emotional identification, emotional responsiveness, sensitivity and attention to the others, longing for provision of assistance and support. Tolerance is characterized by the ability to take another person in his/her identity with all advantages and disadvantages, loyalty in the evaluation of others, the ability to take into account the opinions of others, the ability to sacrifice own interests for the sake of another person, the ability to forgive mistakes (Vasilieva, 2011).

Mentioned features of formation of common cultural competences of students of regional municipalities impose a special responsibility on the education system as a key social institution that can provide real assistance in the development of integrated student’s personality. It is the education system that shall help students acquire their knowledge and practical skills, develop their ability to act in the real socio-economic conditions, lay their own path in life.

The transition to the two-level system of professional training is associated with the change of the culture type—from humanistic to mosaic culture of the modern society. The objectivity of the occurring process can be formulated through the ways of solving the problem of preparedness of the pedagogic community for education under such qualification standards as “bachelor” and “specialist”/“master” (Vlasova, 2014).

Complex characteristics of common cultural competences are socio-cognitive in nature, so they can be represented as the competences of any humanitarian (and even non-humanitarian) disciplines, such as:

- The ability to implement education and pedagogic activities in the sphere of public and private life;
- Possession of the culture of thinking, the ability to synthesize, analyze, organize;
- Readiness for cooperation with colleagues, work in the staff (Sidorova, 2012).

One of the objectives of the education system is the formation of socio-educated moral personality having legal knowledge. The outcome of the educational process and development of the student youth shall be their social literacy, i.e. the ability to independently orient in the world of socio-economic and socio-political relations, act honestly, and in accordance with the state development strategy rationally and consciously implement their life choice.

In order to effectively solve the problem, the following points should be considered.

- 1) Formation of socially active students with a high level of common cultural competences is possible only through an integrated approach to the educational process in the university: the interaction of faculty members with the bodies of the student self-governance and student centers.
- 2) The primary task of the university student organizations should be an educational program on the formation of morality and active life position of the students.

3) Based on the differences in the moral attitudes of students, teaching socially important disciplines should be focused on the moral approach to understanding of the society, on the one hand, and on the usefulness of the knowledge and the ability to use this knowledge to build own careers, on the other hand.

4) Taking into account a certain passivity, which is exacerbated by the traditional form of lectures delivery, it will be necessary to use an experience of delivery of educational material in the direction of increasing the number of practical exercises, but not the traditional seminars “question-answer”, but problematically oriented round tables or business games.

5) In the modern developed society, the use of the democratic form of knowledge delivery, allowing freedom of choice and pluralism of opinions, becomes the basis for the formation of common cultural competences of the integrated personality of the student. Knowledge obtained this way is easier projected onto the real life.

6) The university as a center for professional training of the specialists of a modern level and the generator of development of new ideas plays a significant role in the formation of the conditions for future development of the country as a whole and its separate territories. Universities become economic subjects, able to make a profit in all areas of its core educational activity on the basis of constant innovations. There occurs an integration of scientific, educational and entrepreneurial activities through the creation of new structures for the promotion of created intellectual products (Koshkina, 2008).

4. Conclusion

The education of moral attitude to the social development, the elimination of “negative” stereotypes in the perception of the city, region, country, the acquisition of basic knowledge both theoretical and practical can be achieved in the process of interaction of public youth organizations, state, municipal and management authorities, on the one hand, with the faculties and departments of universities, on the other hand, with student activists of universities.

The interaction of public youth organizations, government and management authorities with university departments can be implemented under the following aspects:

- Conduct of studies in order to identify content characteristics of common cultural competences of students for correcting the list and the content of joint activities;
- Conduct of socially important actions, the result of which also depends on the activity of the students;
- Conduct of round tables, competitions, exhibitions, theme parties, supervisory hours on socially important state and public matters with representatives of ngos, the business environment, political parties, government and municipal management.
- The interaction of representatives of public youth organizations, government and management authorities with university students directly in the educational process includes the following:
- Involvement in university educational activities of omsu officials, leaders of political parties and public associations as guest speakers, which, by using the theoretical material and practical lectures, can form the students’ active perception of the social process, contribute to the development of their potential socio-political and socio-economic activity;
- Defense of individual or group projects on socio-political, cultural, environmental and economic infrastructure of the city, region, country should be the basis of research activity of students;
- Future professional activity as a whole is represented as hyper-communicative process that requires solving communication strategies and interpersonal interactions (Shul’zhenko, 2011).
- The organization of joint annual seminars for teachers of humanitarian and social sciences for promotion and coordination of the content of the educational process in accordance with the national strategy of the youth policy of the Russian federation.

In our opinion, universities and their branches in modern conditions of the educational environment have every opportunity to ensure the competence approach to the formation of professional identity of the student in the process of higher education acquisition. The competence approach proposes to use active methods of integrated development and the establishment of socially developed and professionally oriented personality of the future specialist/bachelor. The development of competences of the social interaction, management activity and self-organization along with the technical literacy of the university graduate promotes the practical implementation of skills to organize the staff, manage and competently perform the orders of the director, improve the socio-psychological climate in the staff, be able to be a part of the staff.

Thus, taking into the account the characteristics of the personality of students of regional municipalities, the universities as scientific and education centers in cooperation with state and municipal management authorities have a high potential for the development of socially oriented students with formed common cultural competences, active participants in modern society.

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