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COMPETENCE APPROACH IN THE TRAINING SYSTEM FORMATION FOR THE PROJECT MANAGER DURING TEACHING THE ACADEMIC DISCIPLINE "INTELLECTUAL PROPERTY"

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Competence Approach in the Training System Formation for the Project Manager During Teaching the Academic Discipline "Intellectual Property"

A number of factors, which form a certain algorithm of educational activity and the process of formation of specialist professional competencies are considered in the article on the analysis of scientific papers. The importance of the development of monitoring tools for the knowledge assessment of the specialist and the achieved level of the professional qualities and competencies of person is emphasized in it also.

Key words: competence, competentive approach, system of training, education, project manager, intellectual property.

Competence problems in education arise due to insufficient qualification of new personnel in key competencies in modern labor-market. If you work at enterprises you should have not only the ability to work with existing technologies and knowledge but also be ready for some changes and accommodate with new labor-market requirements, work actively and make efficient decisions, manage an information and be responsible. But the most important thing is to be open for a new knowledge and study over the period of your work. For example, in developed countries employee financial stimulation system is spreading. It is called "payment for knowledge". The basis of this system is the employee reward for mastering of additional skills or knowledge. According to personnel category, which includes project managers, whose functional feature is the process of independent creative thinking, realization of new achievements in scientific and technical progress in the production or the organization and realization of new management technologies and

industrial engineering. For them the remuneration of labour system for the level of personnel competence is applied. This system takes into account not only the level of existing and mastering of new knowledge and skills, but also the level of their effective use during professional duties. This system is “a payment for the result”.

All these factors and transformation processes that show themselves in social activity influence on the educational sphere because it is a fundamental component of personality outlook. It forms new educational goals and changes strategic points. Along with the existing paradigm: knowledge, ability and skills (KAS) there appears the concept “student competence in his/her future professional activity”.

In modern educational system the goals of learning are not only mastering of the science basics and the transfer of professional oriented knowledge system, but also creating the conditions for self-determination and self-realization, because only under these conditions the society will receive a full-fledged member and the enterprise will have a skilled worker. That’s why, the teacher’s goal is both transferring the objectively existing and scientifically proved facts and also forming in a student of subjective-personal values of received information that correlate with its personal learning goals and self-improvement motives.

Noticed factors in the competency building approach [1] define the forms of organization of educational activities which relate to the formation of student conscious knowledge. It can be achieved by changing the sign information to student’s personal thoughts and then – to activity. Such changing can be realized when the information is learnt by a pupil as a practical means of his/her future actions, being a kind of resource and a powerful tool of the technological, sociocultural and professional goals.

To sum up the above mentioned, we should note that the relevance of the contextual learning and integration of competency building approach in educational process is caused by problems of adapting to educational system in modern society in Ukraine. It is also caused by its correspondence with the standards of Bologna process, in connection with its integration into the European educational space.

Analyzing different publications about competency building approach we can make a conclusion that the terms “competency (jurisdiction)” and “competency” are not identical and characterize the various aspects of the process.

Jurisdiction, if we define it as a standard, is a system of clearly written indicators of specialist’s activity, his rights, duties and responsibilities associated with his official qualifying characteristic.

As for competence, it is subjective integrated indicators of personality that characterize his ability and readiness for professional activity. These qualities are based on knowledge, experience and socialization that you have during training activities and focused on independent and successful their application for work.

The listed factors indicate on the complexity and polystructuredness of these multicomponent terms. From the point of view of social relations, we can identify important social competencies that promote self-realization and assimilation of person in a dynamic-transformational modern environment.

The analysis of socio-productive relations shows its own criteria in estimation of the competency of a person. They are based on certain qualifying requirements and subjective aspects of worker activity, because every professional group requires its own set of competencies, the formation of which involves an analysis of representatives’ activities of the profession in order to identify the important and concrete professional competencies.

Educational sphere is forming from the side of society and transforming from the side of subject or industrial direction, component and defines its jurisdiction based on cognitive, volitional and emotional aspects. There we take into account both potential qualities and student’s abilities, and acquired skills to solve tasks in the process of his training, analyze substantive issues and choose approaches to their solution.

From the point of view of educational process, the competency of a man is specially structured and organized sets of knowledge, ability, skill and attitudes that you have in process of training. Competencies acquired during training allow a person to define, identify and solve problems that are specific to a particular activity

despite the context of a particular situation. Competency, as a subjective student characteristic, is a set of integrated components that characterize the qualitative indicators of human activities in problem solving. These indicators have a dynamic nature and ability to change under the influence of educational technologies during educational process.

Process of professional competency forming consists of number of factors and forms a certain algorithm of educational activity the realization of which is associated with the following steps:

– The first step, is the identification of important competencies that have universal qualities and general personal abilities needed to effective activities in various professional and social spheres.

– The second, basic professional competencies of the future specialist are determined on the basis of the analysis of members' activity of exact professions and on the importance of competencies.

The competency of the project manager is characterized by a number of the following professional qualities:

– ability to manage projects of limited complexity within the existing elements of knowledge of project management;

– responsibility for all aspects of project management;

– using the processes, methods, techniques and tools in project management.

Depending on the type of project organization and certain powers, the main tasks of the project manager include: project planning, management, participation and control over the realization of this project [2].

These tasks appear from the goals of the project activity, forming the content and structure of action pointed at project management. The Japanese standard of project management P2M splits project activities into three components:

1. Component: Actions pointed at creating project products.

2. Component: Management actions pointed at project execution based on agreement and harmonization of production processes and elements of management, in accordance with the purposes of the project.

3. Component: Actions of permanent organization that consist of the management resources activities and general management actions.

All project activities are interrelated, happen simultaneously, have a complex structure and require from project manager a number of qualitative characteristics, such as: the ability to analyze, make responsible decision, understand the role of project activities processes and their influence on the project product result. Most of these characteristics can be obtained only during professional activities. But the main base of the future competencies should form during training work. That's why the main tasks of project manager profession are reflected in the components of educational qualifying characteristics and have an effect on formation of educational program for training the specialists of this specialty content.

– In the third step the educational goals and content based on identified professional competencies are formed. Educational-qualifying characteristic (EQC) [3] establishes requirements to socioproduction activities of the graduates who specialize in project management and has educational qualifying level and state requirements to a certain educated level. Standard of EQC 'Educational qualifying Masters Characteristic by specialty 8.1001813 – "Project Management" defines four production functions of the project manager: designing, organizational, technological and control. Each of them includes a set of common activities, tasks, and skills.

– The fourth step is the development of standards of specialities, educational plans and programs of each discipline. They are mastered by a student during his training and take into account the professional important qualities of future specialists.

On the basis of certain components of the educational qualifying characteristics an 'Educational qualifying program in training the Master by specialty 8.1001813 – "Project Management" was built [4]. It consists of the following blocks:

a) Block of humanities and socio-economic disciplines that teach politically and economically full-fledged man;

b) The fundamental disciplines that give knowledge for future professionals. It is basic higher technical education;

c) the professionally oriented disciplines that give students the knowledge and skills needed to understand the objects, entities, processes and tools of project management, economic–mathematical modeling, the basic principles of construction and operation of business system in project management and their individual components;

d) Special disciplines which include disciplines that provide the most universal knowledge and skills to work by your specialty.

Training content and methods of constructing the disciplines that are in these blocks should meet the criteria of the context learning and form a system of professional training of project managers. Thereby, during the development of the curriculum system base and logic of the subject disclosure based on the building principles of relationships and certain subject competences in professional tasks of specialist are laid into foundation of the discipline.

Discipline “Intellectual property” is a pre-requisite subject and is a part of special discipline in the training of project managers. During training the place of this discipline is caused by professional activity content because manager faces the necessity to handle the processes of using and protection of intellectual property or with creation of intellectual product if it comes out of the project goals.

The aim of teaching student this discipline is to create a common understanding of intellectual activity in Ukraine, its place in the civil-law relations, the disclosure of the basic concepts in intellectual property as an economic category and management process of lifecycle, also the identification and formalization of objects and subjects of intellectual property rights.

The goals of this discipline are:

– learn the general functional principles and methodological ensuring of government control system of intellectual property;

– form the skills to use your knowledge in management processes of lifecycle objects of intellectual property;

– form the skills in organization the introduction of intellectual property in economic goodwill;

– learn the estimation procedure and protection of intellectual property.

This discipline is the theoretical basis of knowledge and skills of intellectual property that form professional management projects in the making, using and protection of intellectual products.

Knowledge and skills that students obtain while studying "Intellectual Property" discipline in the future will be used in studying the related disciplines with professional and practical training and also when writing the diploma.

In developing of the "Intellectual Property" content there were taken into account interdisciplinary connections, important educational and professional competences of the project manager with the goals of the context learning. The basic components of the object competence identified as knowledge, skills and attitudes. We can form objective competences of 'Intellectual Property' discipline in the training system as following:

– Cognitive: understanding the legal aspects of intellectual property and ability to use the knowledge in the process of project management;

– Methodological: manage the process and project environment during organization of innovation, decision-making and action in business estimation, the acquisition of rights and intellectual property introduction in economic circulation;

– Technological: using the management technologies in creation, protection and using the intellectual property objects;

– Control: implementation of control for project activities of scheduled terms and compliance with processes of established rules and regulatory requirements in intellectual property.

– The fifth step. Educational technologies in the context system of specialists training integrate into the process of education. The important component is a method of constructing a school subject, in the content of which not only the concepts, laws, theories and facts of science, but also systemic basis of the subject and its logic disclosure should be reflected. That's why when you plan your subject as learning activity you should link the fundamental discipline blocks in the integrative unity with professionalization. It can be divided into three main sections: legal, in the

context of the foundations and sources of intellectual property rights; economical, in the context of intellectual property concepts as an economic category and management, in managemental context of lifecycle stages of intellectual property in implementation of project activities. The structure formation of each block must be made with a glance of logic beginning and based on the logic of science; semiotics; psychological requirements and logic of the professional activity. Also, in formation of these blocks one should be guided by a model of activity of the future specialist because system where its major professional functions and tasks are reflected, orienting theoretical content of the subjects, allowing each of them to put stresses and matching accents of professional activity.

– Sixth step estimation of integrated indicators of student qualities that include his knowledge, abilities and skills, also subjective personal description of his creative ability and readiness for profession activity. This indicator describes the level of his future and professional competency. In the training context, one of the most effective systems is tests. Developed and interrelated tasks (tests) form a multi-level system of testing control. It makes possible to estimate quickly and accurately the degree of student's understanding the role of the educational subject in the system of education and also major component of the cooperation knowledge and skills with others disciplines.

Conclusion. The training content of "Intellectual Property" discipline is formed in a multi-level, interconnected and forming structure. Every level has its own educational goals and during the learning process forms subject competencies related to professional activities.

Training content and methods of their construction of "Intellectual Property" discipline correspond to the context of preparation. If combined with other standard academic disciplines it forms a system of training project managers.

The knowledge and skills that students obtain while studying "Intellectual property" discipline can be used in the future in order to explore issues of professional and practical training and also for writing a master and diploma works.

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Казарінов Ю. І.

Компетентнісний підхід у формуванні системи підготовки менеджера проекту під час викладання навчальної дисципліни „Інтелектуальна власність"

У статті на основі аналізу наукових праць розглядається фактори, які формують визначений алгоритм освітньої діяльності та процес формування

професійних компетенцій фахівця. Важливість розробки інструментів моніторингу для оцінки знань фахівця і досягнутого рівня професійних якостей та компетентності особи підкреслюється в ній також.

Ключові слова: компетенції, компетентнісний підхід, система підготовки, освіта, менеджер проекту, інтелектуальна власність.

Казаринов Ю. И.

Компетентностный подход в формировании системы подготовки менеджера проекта при преподавании учебной дисциплины „Интеллектуальная собственность”

В статье на основе анализа научных трудов рассматривается факторы, которые формируют определенный алгоритм образовательной деятельности и процесса формирования профессиональных компетенций специалиста. Важность разработки инструментов мониторинга для оценки знаний специалиста и достигнутого уровня профессиональных качеств и компетентности человека подчеркивается в ней также.

Ключевые слова: компетенции, компетентносный подход, система подготовки, образование, менеджер проекта, интеллектуальная собственность.

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