



ESSENCE AND CONTENTS OF PROFESSIONAL COMPETENCE OF LABOR PROTECTION SPECIALISTS

Elviza Abiltarova,

PhD in Pedagogy, Associate Professor Labour Protection in Engineering and Social Sphere Department Crimean Engineering and Pedagogical University
<http://orcid.org/0000-0001-9747-3303>
e-mail: elviza2008@gmail.com

Abstract. The paper is devoted to the problem of professional competence formation in educational practice. The author emphasizes the relevance and necessity of training labor protection specialists, who should have such qualities as: professionalism, responsibility, communication skills, moral stamina, self-organization and impartiality in the modern labor market.

The purpose of the paper is to substantiate the essence of the concept "professional competence of the specialist in the field of labor protection", the definition of the main types of professional competence of the specialist in the field of labor protection and their contents.

The following types of scientific research are used in the work: analysis of scientific and pedagogical, psychological literature on the research problem, classification and systematization of scientific works, practical experience, questionnaire, statistical method of ranking, expert assessment.

The paper presents the theoretical analysis of scientists' views on the problem of competence-based approach in education. The results of studies on the definitions of "competence", "competency", "professional competence" are presented. The concept "professional competence of the specialist in the field of labor protection" has had further development. The types of professional competence of the specialist in the field of labor protection are determined empirically: legal, organizational and managerial, information-analytical, monitoring, expert, labor protection, communication, pedagogical. The substantial characteristic of the specified types of competences is presented.

The suggested approach will be of interest to instructors of higher educational institutions in the field of labor protection and life safety. The study does not exhaust all aspects of the problem of forming professional competence of future specialists in the field of labor protection. The prospect of further research requires the development of the model that provides the principles, approaches, forms and methods for the formation of professional competence among future specialists in the field of labor protection.

Keywords: *competence, professional competence, competency, labor protection, training of specialists in the field of labor protection.*

Introduction. The Convention on Occupational Health Service, No. 161, adopted by the International Labor Organization in Geneva in 1985, defines the broad responsibilities of labour protection specialists (Article 5), namely: the identification and assessment of the risk from the effects of hazardous health factors which arise in the workplace; observation of the factors of the production environment and production operations that can negatively affect the health of workers; counseling on planning and organization of work; participation in the analysis of accidents at work

and occupational diseases, etc. In view of this, the high level of safety requirements is provided for labor protection specialists who are responsible for the protection of the lives and health of workers. So, today, the labor protection specialist must have professionalism, responsibility, sociability, moral stability, self-organization, impartiality. The above-mentioned interpretation actualizes the problem of formation of professional competence of future specialists in the field of labor protection.

Materials and methods. The analysis of recent publications shows an increased interest of scientists in the problem of competence formation. The results of researches of V. Bolotov, E. Zeyer, I. Zimnya, A. Markova, G. Selevko, V. Serikov, A. Khutorskiy, G. Tsukerman and others. show that the existing problem develops in the following areas: the definition of the essence and features of the competence approach in education; clarification of the concepts of "competence" and "competency"; definition of the structure and contents of competence; development of a model of competence formation; creation of innovative methods of competence formation. In addition, among contemporary scholars (O. Kovalenko, V. Lugovy, P. Luzan, M. Mikhnyuk, N. Nichkalo, V. Radkevich, L. Tarkhan, V. Yagupov, etc.) attention is paid to the question of the classification of professional competence. Despite the existing research in pedagogical science in the field of competent approach to solving educational problems, the problem of the formation of professional competence of future specialists in the field of occupational safety requires a more in-depth analysis.

The aim of the paper is to clarify the essence of the concept of "professional competence of the specialist in the field of occupational safety", to identify and characterize the main types of professional competence of the specialist in the field of occupational safety.

Results and discussion. The results of the analysis of scientific and pedagogical literature on the problem of the competent approach in education (Zimnya, 2013; Radkevich, 2012) make it possible to conclude that the professional competence of the future specialist in the field of occupational safety is his ability to perform functional responsibilities within the framework of engineering activities, in particular – to ensure the development, implementation and effective use of the system of management of labor protection at the enterprise, organizations, institutions (on the basis of the formed set of knowledge, skills on issues of labour protection, professional qualities of the personality and professional experience). Structural elements of the professional competence of the specialist in the field of occupational safety are competencies (knowledge, skills, ways of action) in various fields of knowledge that he must master for the qualitative implementation of the professional activity. Concerning the organization and labour safety, some scientists use the term "professional competence in ensuring the labour safety", which is considered as the possession of professional knowledge (requirements of rules, norms, instructions on labour safety), skills (from the safe performance of certain industrial operations), and the presence of personal qualities of labour safety

(understanding the priority of labour safety, the desire to work safely, the desire to work without accidents, care for the health of workers nearby, search for new, safer work methods and techniques) that allow you to save the lives and health of workers.

In modern theory and practice of vocational education there is a steady interest in the problem of classification of professional competence. Researchers distinguish different types of competences of the future specialist: communicative, technological, pedagogical, didactic, ecological, informational-analytical, reflexive, cognitive.

In the context of state educational standards for higher professional education I. Zimnya (2013, pp. 12-13) proposed three main groups of social competences for graduates of the institution of higher education. In the first group, she distinguished competences related to the person as a personality, subject of activity (competencies of health preservation, competencies of valuable-semantic orientation in the world, competencies in the integration of knowledge, competencies of citizenship, competencies of self-improvement, self-regulation, self-development, personal and objective reflection). The second group includes competencies related to the social interaction of man and the social sphere (competence of social interaction, competence in learning). The third group includes competencies related to human activity (competencies of cognitive activity, competencies of professional activity, competencies of information technologies). For the professional activity of future labour protection specialists to be humanistically oriented, V. Radkevich (2012) proposes to form the following types of key competencies of specialists: valuable-semantic, general-cultural, educational-cognitive, informational, communicative, social-labor, personal self-improvement.

V. Slastonin (2004, pp. 34-35) believes that the professional competence of a specialist of any profile should include the following types: practical (special); social psychological; informational; ecological valeological. Investigating the problems of the theoretical and historical aspects of school educational practice, G. Selevko (2004) identifies the following key supercompetences: mathematical; communicative; informational; autonomous; social productive; moral

In our study, attention was paid to the search for scientific works devoted to the formation of different types of competences for future engineers, engineers-educators (teachers). Thus, L. Tarkhan (2011, p. 86) emphasizes that it is essential to develop technological competence for the formation of design and technological knowledge and skills of engineers-educators (teachers).

In the modern world, in the conditions of widespread use of information technology, various

types of appliances, household electrical devices, the problem of energy conservation is very acute. In this regard, E. Zeyer (2014, p. 59) and a group of his co-authors introduce the concept of "energy-saving competence". Since the activity of the specialist in the field of occupational safety is related to the normative provision of the system of management of labor protection, V. Yakovlev (2015) singles out the legal competence. At the same time, N. Yakovenko and I. Komov (2016) substantiate the necessity of forming informational and analytical competence for future ecologists-engineers. Abolina (2012, p. 140) believes that the formation and development of communicative competence is relevant for the modern person, and I. Shmigirilova (2014, p. 142) introduces the concept of "cognitive competence".

In order to establish the types of professional competence of the specialist in the field of occupational safety, and, also, to identify experts' opinions on the mentioned problem, we conducted a questionnaire in which 25 specialists on labor safety of leading enterprises and organizations of Crimea participated. When selecting experts, the following criteria were taken into account: qualification; work experience; frequency of familiarization with legislative and normative-legal acts on labor protection; knowledge in the field of occupational safety; participation in seminars, conferences devoted to issues of labor protection. Experts were asked to arrange the presented types of competence in order of their importance: The first rank was assigned to the most important type of competence, the last one – to the the least influential one. An analysis of the results of the expert assessment made it possible to determine the following set of competences, which are part of the structure of professional competence of specialists in the field of occupational safety (Figure 1). We draw attention to the fact that the sequence of location of the type of competence corresponds to its rating, set by experts.

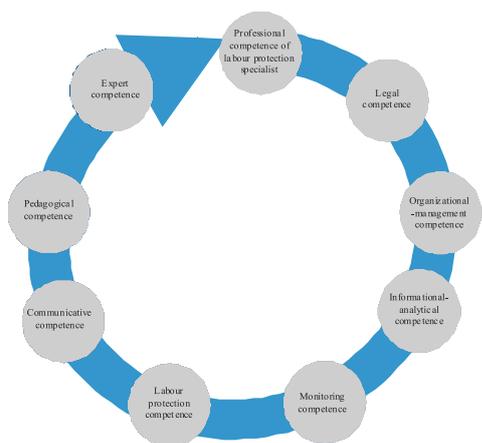


Fig.1 Types of professional competence of the specialist in the field of occupational safety (labour protection)

The legal competence takes the first place in significance. It should be noted that the activity of the specialist in the field of occupational safety is related to the development of enterprise policy in the field of occupational safety and other local regulatory legal acts of the organization. In addition, the specialist in the field of occupational safety should control over the workers' observance of laws and other regulations on labor protection, collective agreement, labor protection agreements, and other local regulations of the organization. Taking into account the above mentioned provisions, the issue of legal competence is acute. V. Yakovlev (2015, pp. 180) characterizes legal competence as a component of professional competence, aimed at: providing the necessary level of systematized knowledge of law, the process of its application in legal reality; development of legal interests, legal culture, legal thinking and consciousness, legal feelings, cognitive and practical skills; formation of the scientific legal world outlook and other related qualities – moral, aesthetic ones, etc.; the formation of the ability to legal self-education, the need for skills in improving the legal knowledge. It is also important for the occupational safety specialists to be aware of approaches to jurisdictional and non-jurisdictional protection of copyright and related rights to models and products created in the process of professional activity (Radkevich, 2015, p. 4).

In our study, the legal competence of the specialist in the field of occupational safety is considered as an integral characteristic, which is expressed in the ability and readiness of the specialist in the field of labor protection to apply legislative and regulatory acts on labor protection; to carry out normative activity on development of local normative acts of an enterprise, institution, organization; to make managerial decisions in the framework of the existing legislation.

The second place, according to experts, belongs to organizational and managerial competence. Intergovernmental Standard of the International Labor Organization' ILO-OSH 2001 "Guidelines for Occupational Safety and Health Management Systems (ILO-OSH 2001), proclaims a systematic approach to forming a system for managing occupational safety in the organization, the main elements of which are: policy, organization, planning and implementation, assessment and improvement actions. The occupational safety specialist, as a manager of this system, as a manager, should have an imagination about the organization's principles and basic management functions. In this regard, the organizational and managerial competence of the specialist in the field of occupational safety is represented as a personality characteristic, which is expressed in the ability to develop policies in the field of occupational safety; to carry out the organization of work on the provision of

labor protection; implement planning activities, apply and implement labour protection management systems; analyze the effectiveness of labour protection policies and measures; motivate and stimulate employees to achieve a high level of occupational safety. This competence is expressed in the readiness of the specialist in the field of occupational safety to organize the work of the team and workers, taking into account the necessary requirements of occupational safety; in the ability of the workforce to distribute functions, duties and powers of labor protection; in readiness to choose, substantiate, accept and implement managerial decisions concerning improvement of working conditions, prevention of occupational injuries and occupational diseases.

The next type of competence, which ranked the third place in the rating of experts, is informational and analytical. The activity of the specialist in the field of occupational safety involves the processing and preparation of a large amount of information related to the accounting and analysis of the state and causes of occupational injuries, compilation of reports on occupational safety and working conditions. One of the labor functions is the drafting of documents on: issues of training in occupational safety, investigation and analysis of accidents at work and occupational diseases, medical examinations, provision of workers with personal protective equipment, and exploitation of high-risk objects. For successful performance of professional activity, the specialist in the field of occupational safety must be able to navigate without difficulty in the flow of information, have certain skills in the search for the necessary information, work with computer technology efficiently, use modern information technologies and various software products skillfully. Therefore, we believe that informational and analytical competence is the level of knowledge, skills and personal qualities of the specialist in the field of occupational safety, which enables him to navigate in the informational space quickly, take an active part in its formation. It is also the experience of searching, collecting, processing, analyzing, evaluating, designing and communicating information about the state of labor protection, the level of occupational injuries, possible occupational risks through the use of information and communication technologies and various management means.

According to experts, an important type of professional competence of the specialist in labour protection is a monitoring competence. In the protection of labor, monitoring involves a comprehensive assessment of the factors of the production environment and labor process, as well as the state of conditions and labor protection. The monitoring includes the control over the

implementation of programs to improve working conditions and prevention of occupational injuries, timely testing of equipment, organization of training in occupational safety, medical examinations, and the provision of personal protective equipment. On the basis of the above-mentioned provisions, the monitoring competence of the specialist in the field of occupational safety is considered to be a set of continuous control actions aimed at assessing the state of occupational safety, the effectiveness of the functioning of the labor protection management system and developing appropriate measures to improve working conditions. Formation of the mentioned competence is possible due to the accumulation of experience in conducting various types of labor safety control, including: the ongoing control over the implementation of planned occupational safety measures; constant monitoring of the state of the production environment; multi-level control of working conditions in the workplace; verification of organization's readiness for work in the autumn-winter period; internal audit of the management system, etc.

In our study, the key component of the professional competence of the specialist in the field of occupational safety is an occupational competence, which is based on the concept of "culture of safety". Statistical data on occupational injuries testify about the overwhelming role of the human factor in creating the preconditions for life-threatening situations. For example, the International Nuclear Safety Advisory Group of the International Atomic Energy Agency concluded that the main cause of the Chernobyl accident was determined by the influence of the human factor. Such factors as inadequate training of operational personnel and industrial negligence led to serious consequences. The number of accidents caused by fatigue, neuropsychiatric overload, stress, depression, monotony of labor, unhealthy psychological state of the worker, unfavorable psychological climate in the team has increased lately. There are a number of psychological factors related to the low level of responsibility of the employee, the adaptation or habituation of a person to danger, the deliberate neglect of the employee safety rules, risk aversion, impunity for creating dangerous working conditions. The occupational safety specialist, as an official, who is responsible for the health and life of workers in the course of their labour duties, must be able to foresee and warn about the danger of a personality character, the source of which the person may be. Thus, the formation of a culture of security (as a key element of labor protection competence, an integral personality-professional quality of a person) is characterized by a high degree of responsibility and expressed in the person's conscious attitude to the

preservation of life and health in the process of labor activity, understanding of the need for compliance with and ensuring the regulatory requirements of occupational safety, the conviction of the priority of prevention of accidents at work and occupational diseases.

To fulfill the tasks of professional activity, future specialists need to know the peculiarities of the communicative environment, the principles of business communication and business ethics, the rules of documentation. In this regard, it is important to form the communicative competence for specialists in the field of labor protection, which takes the sixth place in the ranking of the expert group. In pedagogical science, communication is characterized as a form of active interaction between people through oral and written messages, speeches of body movements and language parameters. According to N. Abolin and O. Akimov (2012, p. 140), communicative competence is a system of internal resources necessary for constructing the effective communication in a certain range of variations of personal interaction. Conventional means of formal communication are written and spoken speech. This is the main mechanism by which human thinking is realized, its experience, thoughts and feelings are transmitted, the character is manifested. Without the ability to use the word to organize the mental process, man can neither develop nor think or socialize. In order to choose the verbal means correctly to create the necessary communication system of relations, according to the situation, it is necessary to know their semantics, understand their contents well. The communicative competence is expressed in the ability of the specialist in the field of occupational safety to form a business communicative interaction with state security supervisory authorities, public labour protection management bodies, government officials, who make decisions, workforce for optimizing conditions and occupational safety, the employer, and also for the purpose of propaganda for labor protection issues.

In accordance with the legislation on labor protection, all employees of organizations, including officials, must undergo training and examination of knowledge on occupational safety requirements, as well as instructions on occupational safety issues. The specialist in the field of occupational safety is responsible for the organization of timely training; participates in the work of the commission on verification of knowledge on occupational safety issues; develops training programs on labor protection, training programs for occupational safety issues; carries out the promotion of labor protection issues using information and communication technologies; provides methodical assistance to the heads of

structural units in the development of instructions on occupational safety. Taking into account the above mentioned sayings, it is relevant for the specialist in the field of labor protection to have knowledge about the principles and patterns of education, methods, forms and means of teaching occupational issues; possession of pedagogical skills. All this brings us to the need for the formation of pedagogical competence, which, according to experts, is part of the professional competence of the specialist in the field of occupational safety. In our study, the pedagogical competence of the specialist in the field of occupational safety is defined as the willingness and the ability to use his potential (knowledge, skills, experience and personal qualities) for the effective implementation of professional activities aimed at conducting training and verification of knowledge on occupational safety issues among employees of an enterprise, organization; as well as the development of methodological provision of training and verification of knowledge on occupational safety issues, registration of relevant documents.

The activity of any specialist should have the opportunity of professional growth, development and self-improvement. The prospect of a career development of the specialist in the field of occupational safety is considered by us through the work in public administration, state supervision of labor protection. It should be noted that the term "security expertise" is widely used in labor protection, which includes a state examination of working conditions, industrial safety expertise, environmental expertise, sanitary and epidemiological expertise. The occupational safety specialist can realize himself as an expert on conducting a special assessment of working conditions, a security expert. In view of this, an important aspect of professional competence is an expert competence. On the basis of the analysis of scientific works, technical literature, legislative and normative documents, we defined the contents of the concept of "expert competence", which implies the presence of profound knowledge, skills, extensive experience of professional activity and professional experience of the specialists in the field of labor protection, which contributes to the implementation of expert labor safety research.

Conclusions. On the basis of the analysis of scientific and pedagogical literature on the problem of competence approach in education, the professional competence of the future specialist in the field of occupational safety as the ability to perform functional duties within the framework of engineering activities is determined: to ensure the development, implementation and effective use of the system of management of occupational safety at the enterprise,

organizations, institutions on the basis of the developed complex of knowledge, skills on occupational safety, professional qualities of the individual and experience of professional activity. On the basis of the conducted questionnaire, the main types of professional competence of specialists in the field of occupational safety are defined and characterized, namely: legal, organizational and managerial, informational-analytical, monitoring, law enforcement, communicative, pedagogical, expert.

The study does not exhaust all aspects of the problem of the formation of professional competence of future specialists in the field of occupational safety. The prospect of further research is determined by the necessity of developing a model that will define the principles, approaches, forms and methods for the formation of professional competence of future specialists in the field of occupational safety.

List of references

- Аболина, Н. С. и Акимова, О. Б., 2012. Формирование коммуникативной компетентности в процессе профессионального обучения. *Образование и наука*, 9 (98), с. 138-157.
- Зеер, Э.Ф., Лебедева, Е. В. и Федорова, С. В., 2014. Структурно-содержательная модель формирования энергосберегающей компетентности учащихся профессиональной школы. *Образование и науки*, 4 (113), с. 55-68.
- Зимняя, И. А., 2013. Компетенция и компетентность в контексте компетентного подхода в образовании. *Ученые записки Национального общества прикладной лингвистики*, 4, с. 16-31.
- Радкевич, В.О., 2012. Професійна компетентність – складова професійної культури. В: *Педагогічна і психологічна науки в Україні: зб. наук. пр.: у 5 т.: Т. 4: Професійна освіта і освіта дорослих*. Київ: Педагогічна думка, с.63-74.
- Радкевич, В. О., 2012. Компетентнісний підхід до забезпечення якості професійної освіти і навчання. В: *Науково-методичне забезпечення професійної освіти і навчання. Всеукраїнська (звітна) науково-практична конференція*, Київ, Україна, 23 Березень 2012. Київ: Інститут професійно-технічної освіти НАПН України. Вип. 1, с. 9-15.
- Радкевич, О.П., 2015. *Розвиток правової компетентності педагогічних працівників професійно-технічних навчальних закладів: методичні рекомендації*. Павлоград: ООО "ІМА-Прес".
- Селевко, Г. К., 2004. Педагогические компетенции и компетентность. *Сельская школа*, 3, с. 29-32.
- Сластенин, В. А., 2004. *Теория и методика профессионального образования: учебно-методическое пособие*. М.: Академия.
- Тархан, Л. З., 2011. Профессиональная компетентность будущего инженера-педагога: технологический аспект. *Ученые записки Крымского инженерно-педагогического университета*, 32, с. 85-89.
- Шмигирилова, И. Б., 2014. Познавательная компетентность в аспекте познавательной самостоятельности и познавательной активности. *Образование и наука*, 7 (116), с. 134-146.
- Яковенко, Н. В. и Комов, И. В., 2016. Информационно-аналитическая компетентность как профессиональный компонент подготовки экологов-инженеров в условиях педагогического вуза. *Вестник Воронежского государственного университета. Серия: География, геоэкология*, с. 75-79.
- Яковлев, В. Н., 2015. О правовой компетентности в системе подготовки специалистов в области охраны труда. *Вестник Пермского Национального исследовательского политехнического университета. Безопасность и управление рисками*, 2, с. 172-182.

Translated & Transliterated

- Abolina, N. S. i Akimova, O. B., 2012. Formirovanie kommunikativnoy kompetentnosti v protsesse professionalnogo obucheniya [Formation of communicative competence in the process of vocational training]. *Obrazovanie i nauka [Education and Science]*, 9 (98), s. 138-157, [in Russian].
- Zeer, E. F., Lebedeva, E. V. i Fedorova, S. V., 2014. Strukturno-soderzhatelnaya model formirovaniya energosberegayushey kompetentnosti uchaschihsya professionalnoy shkoly [Structural-content model of formation of energy-saving competence of students of vocational school]. *Obrazovanie i nauka [Education and Science]*, 4 (113), s. 55-68, [in Russian].
- Zimnyaya, I. A., 2013. Kompetentsiya i kompetentnost v kontekste kompetentnostnogo podhoda v obrazovanii [Competency and competence in the context of the competence approach in education]. *Uchenye zapiski Natsionalnogo obshchestva prikladnoy lingvistiki [Scientific notes of the National Society for Applied Linguistics]*, 4, s. 16-31. [in Russian].
- Radkevych, V. O., 2012. Kompetentnisnyi pidkhd do zabezpechennia yakosti profesiinoi osvity i navchannia [Competency approach to ensuring the quality of vocational education and training]. V: *Naukovo-metodychne zabezpechennia profesiinoi osvity i navchannia. Vseukrainska (zvitna) naukovo-praktychna konferentsiia [Scientific and methodological provision of vocational education and training. All-Ukrainian (Reporting) Scientific and Practical Conference]*, Kyiv, Ukraina, 23 Berezen 2012. Kyiv: Instytut profesiino-tekhnichnoi osvity NAPN Ukrainy. Vyp. 1, s. 9-15, [in Ukrainian].
- Radkevych, O. P., 2015. *Rozvytok pravovoi kompetentnosti pedahohichnykh pratsivnykiv profesiino-tekhnichnykh navchalnykh zakladiv: metodychni rekomendatsii [Development of legal competence of pedagogical workers of vocational and technical educational institutions: methodical recommendations]*. Pavlohrad: ООО "ІМА-Прес", [in Ukrainian].
- Selevko, G. K., 2004. Pedagogicheskie kompetentsii i kompetentnost [Pedagogical competencies and competence]. *Selskaya shkola [Village school]*, 3, s. 29-32, [in Russian].

Slastenin, V. A., 2004. *Teoriya i metodika professionalnogo obrazovaniya: uchebno-metodicheskoe posobie [Theory and methodology of vocational education: methodical manual]*. M.: Akademiya, [in Russian].

Tarhan, L. Z., 2011. Professionalnaya kompetentnost buduschego inzhenera-pedagoga: tehnologicheskii aspekt [Professional competence of the future engineer-teacher: technological aspect]. *Uchenyie zapiski Kryimskogo inzhenerno-pedagogicheskogo universiteta [Scientific notes of the Crimean Engineering and Pedagogical University]*, 32, s. 85-89, [in Russian].

Shmigirilova, I. B., 2014. Poznavatel'naya kompetentnost v aspekte poznavatel'noy samostoyatel'nosti i poznavatel'noy aktivnosti [Cognitive competence in the aspect of cognitive autonomy and cognitive activity]. *Obrazovanie i nauka [Education and Science]*, 7 (116), s. 134-146, [in Russian].

Yakovenko, N. V. i Komov, I. V., 2016. Informatsionno-analiticheskaya kompetentnost kak professionalnyiye komponent podgotovki ekologov-inzhenerov v usloviyah pedagogicheskogo vuza [Information and analytical competence as a professional component of the training of environmental engineers in the conditions of the pedagogical university]. *Vestnik Voronezhskogo gosudarstvennogo universiteta. Seriya: Geografiya, geoekologiya [Herald of the Voronezh State University. Series: Geography, geoecology]*, s. 75-79, [in Russian].

Yakovlev, V. N., 2015. O pravovoy kompetentnosti v sisteme podgotovki spetsialistov v oblasti ohranyi truda [About legal competence in the system of training specialists in the field of labor protection]. *Vestnik Permskogo Natsionalnogo issledovatel'skogo politehnicheskogo universiteta. Bezopasnost i upravlenie riskami [Herald of the Perm National Research Polytechnic University. Safety and Risk Management]*, 2, s. 172-182, [in Russian].

УДК 378:371.134:331.4

Суть і зміст професійної компетентності спеціалістів з охорони праці

Ельвіза Абільтарова,

кандидат педагогічних наук, доцент кафедри охорони праці в машинобудуванні та соціальній сфері Кримського інженерно-педагогічного університету
<http://orcid.org/0000-0001-9747-3303>
e-mail: elviza2008@gmail.com

Реферат. Стаття присвячена проблемі формування професійної компетентності в освітній практиці. Підкреслено актуальність і необхідність підготовки фахівців у галузі охорони праці, які на сучасному ринку праці повинні якісно володіти професіоналізмом, відповідальністю, комунікабельністю, моральною стійкістю, самоорганізацією, неупередженістю.

Метою статті є обґрунтування суті поняття "професійна компетентність фахівця в галузі охорони праці", визначення основних її видів та змісту.

У роботі застосовано такі види наукового дослідження: аналіз науково-педагогічної, психологічної літератури з проблеми дослідження, класифікація та систематизація наукових робіт, практичний досвід, анкетування, статистичний метод ранжування, експертне оцінювання.

Наведено теоретичний аналіз поглядів учених з проблеми компетентнісного підходу в освіті. Представлено результати досліджень щодо визначення дефініцій "компетентність", "компетенція", "професійна компетентність". Подальшого розвитку набуло поняття "професійна компетентність фахівця в галузі охорони праці". Емпіричним шляхом визначено й охарактеризовано види його професійної компетентності, а це: правова, організаційно-управлінська, інформаційно-аналітична, моніторингова, експертна, працезохоронна, комунікативна, педагогічна.

Запропонований підхід буде цікавий викладачам вищих навчальних закладів у галузі охорони праці та безпеки життєдіяльності. Дослідження не вичерпує всіх аспектів проблеми формування професійної компетентності в майбутніх фахівців у галузі охорони праці. Перспектива подальшого дослідження потребує розробки моделі, котра передбачає принципи, підходи, форми і методи формування професійної компетентності в майбутніх фахівців у галузі охорони праці.

Ключові слова: компетентність, професійна компетентність, компетенція, охорона праці, підготовка фахівців у галузі охорони праці.

Received: 02 May 2019

Accepted: 10 June 2019