

Competence-Based Approach in Teacher Education

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Abstract: This article discusses the competency-based approach to teacher education. For in modern conditions, the trend of transition to the competence-based model of a student in the field of higher education, the development of a creative approach in the implementation of the competencies obtained in the educational process of learning is becoming especially important.

Keywords: education, competence, social and behavioral norms, practical skills and abilities.

Competence in translation from the Latin *competentia* means a range of issues in which a person is well-informed, has knowledge and experience. A competent person in a certain area has the appropriate knowledge and abilities that allow him to reasonably judge this area and act effectively in it.

Competences have been used in teaching methods for individual subjects for a long time, for example, linguodidactic competencies are used in languages, and communicative competencies are used in computer science. In recent years, the concept of "competence" has reached the general didactic and methodological level. This is due to its system-practical functions and the integration meta-subject role in general education. Increased attention to this concept is also due to the recommendations of the Council of Europe related to the renewal of education, its approximation to the order of society.

Allocate basic, key and subject competencies.

Basic competencies are seen as the basis of the activities of each person, society as a whole. The overall goal of education is to promote the harmonious development of students through the targeted development of basic competencies presented in the form of life roles: a benevolent person; caring family member creative individuality; responsible citizen; healthy and improving personality.

Key competencies are abilities that determine the readiness of students to integrate cognitive and practical skills and abilities to make successful decisions that do not contradict moral and ethical standards. Key competencies create the prerequisites for the formation of values and motives, as well as for the development of social and behavioral norms of human life; serve as the basis for determining the expected results for each educational area. Some scientists refer informational, communicative competence, problem-solving competence to key competencies.

It should be said that there are different points of view on the definition and list of key competencies. Since competencies are, first of all, the order of society for the preparation of its citizens, such a list is largely determined by the agreed position of society in a particular country or region. Reaching agreement is not always possible. So, in the course of the international project "Identification and selection of key competencies", implemented by the Organization for Economic Cooperation and Development and the National Institutes of Educational Statistics of Switzerland and the USA, a strict definition of key competencies was not developed.

Competence is not only an individual psychological feature, but also a general quality, standardized for many individuals, introduced as a general norm. In addition, the competence includes a range of real objects in relation to which it is set (for example, the traveler's competence is set to such attributes as geographical objects, maps, vehicles, etc.). To separate the general and the individual in the content of competence-based education, it is necessary to distinguish between the synonymously used concepts of "competence" and "competencies".

Competence is an alienated, predetermined social requirement (norm) for the student's educational preparation, which is necessary for his high-quality productive activity in a certain area.

Competence - possession, possession by the student of the relevant competence, including his personal attitude towards it and the subject of activity. Competence is an already held personal quality (a set of qualities) of a student and a minimum experience in a given field.

The concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral ones. That is, competence is always personally colored by the qualities of a particular student - from semantic and worldview (why do I need this competence) to reflective-evaluative (how successfully do I apply this competence in life).

Competence is not limited to knowledge or only to skills, but implies the presence of a minimum experience in the application of competence.

The following functions of competencies in training are distinguished:

are a reflection of the social order for the minimum readiness of young citizens for everyday life in the outside world; - are a condition for the realization of the student's personal meanings in learning, a means of overcoming his alienation from education; - set real objects of the surrounding reality for the target complex application of knowledge, skills and methods of activity; - set the minimum experience of the subject activity of the student, necessary for his "fitness" and practical preparedness in relation to real objects of reality; - have a presence in various academic subjects and educational areas, i.e. they are meta-subject elements of the content of education; - allows you to connect theoretical knowledge with their practical use to solve specific problems; - represent the integral characteristics of the quality of student training and the means of organizing a comprehensive personally and socially significant educational control.

Educational competence is a requirement for educational preparation, expressed as a set of interrelated semantic orientations, knowledge, abilities, skills and experience of the student in relation to a certain range of objects of reality necessary for the implementation of personally and socially significant productive activities.

A distinction should be made between mere "competencies" and "educational competencies". Competencies for a student are an image of his future, a guideline for mastering. Certain components of "adult" competencies are formed in the student during the training period. Educational competencies do not refer to all types of activities in which a person participates, but only to those that are included in general educational areas and academic subjects. Such competencies reflect the subject-activity component of general education and are designed to ensure the comprehensive achievement of its goals. Example: a student at school masters the competence of a citizen, but fully uses its components after graduation, therefore, during his studies, this competence appears as an educational one. The content of the concept of "educational competencies" is a set of structural components of competence:

the name of the competence; - type of competence in their general hierarchy (key, subject competence); - the range of real objects of reality, in relation to which competence is introduced; - socio-practical conditionality and significance of competence (why it is necessary in society); -

semantic orientations of the student in relation to these objects, the personal significance of competence (what and why the student needs to be competent); - knowledge about the given circle of real objects; - skills related to this range of real objects; - methods of activity in relation to a given range of real objects; - the minimum required experience of the student in the field of this competence (according to the levels of education); - indicators - examples, samples of educational and control-evaluation tasks to determine the degree (level) of a student's competence (according to the levels of education).

In the content of education, one can single out meta-subject (for all subjects), inter-subject (for a cycle of subjects or educational areas) and subject (for each academic subject) components.

Value-semantic competence. This is a competence in the field of worldview associated with the student's value orientations, his ability to see and understand the world around him, navigate in it, realize his role and purpose, creative orientation, be able to choose target and semantic settings for his actions and deeds, make decisions. The individual educational trajectory of the student and the program of his life as a whole depend on it.

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