

PECULIARITIES OF COMPETENCE-BASED TRAINING OF CANDIDATES FOR PEDAGOGICAL HIGHER EDUCATION

PECULIARIDADES DA FORMAÇÃO BASEADA EM COMPETÊNCIAS DOS CANDIDATOS AO ENSINO SUPERIOR PEDAGÓGICO

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da formação das competências profissionais dos futuros professores é apresentado e as possibilidades da sua implementação numa instituição de ensino superior são reveladas. As condições e os meios de eficácia da gestão baseada nas competências da formação profissional dos estudantes de mestrado em pedagogia do ensino superior são atribuídos e caracterizados.

Palavras-chave: Ensino superior. Sistema de educação. Competência profissional. Formação orientada para a competência.

Abstract: The article reveals the current trends in educational institutions, substantiates the methodological features of competence-based training of applicants for higher pedagogical education. The model of management of future teachers' professional competence formation is presented and the possibilities of its implementation in a higher education institution are revealed. The conditions and means of effectiveness of competence-based management of professional training of master's students in higher education pedagogy are allocated and characterized

Keywords: Higher education. Education system. Professional competence. Competence-oriented training.

Resumo: O artigo revela as tendências actuais nas instituições de ensino, fundamenta as características metodológicas da formação baseada em competências dos candidatos ao ensino superior pedagógico. O modelo de gestão

1. Introduction

In contrast to the industrial society, the main factor in the development of which was production, post-industrial society puts scientific knowledge and technology first. Its main feature is the ability to produce and transmit information, that is why it received the name information: In the information society, information turns into a kind of metaphysical substance, a universal embodied form of capital, land and labor, the consumption of which, unlike from other resources, does not lead to its quantitative decrease. This information, which exists in the form of data streams, that is, objectively, independent of human consciousness and generally of the human mind, is the main element of the information production method.

The most characteristic feature of modern society is changes in all spheres of life, which today drive science, economy, industry, culture, influence the development of the information and educational space.

The development of higher education in Ukraine is aimed at ensuring the quality of training of highly qualified, competent specialists in accordance with the requirements of the state, society, needs and abilities of the person who is studying.

Orientation of the education system on the assimilation of knowledge, which was traditional and justified earlier, no longer corresponds to the modern social order, which is determined by the objective need of society for a new person, capable of independent, responsible, creative actions, an intellectual person, with critical thinking, freed from dogmas, who lives in a complex, contradictory, is ready for the modern world full of problems qualified to solve them. Today needs education independent, proactive and responsible members of society, able to effectively interact in the performance of social, industrial and economic tasks (Silva, Arruda, Zwierewicz, Stefenon, Ferreira, Klaar & Yamaguchi, 2020). The fulfillment of these tasks requires a significant improvement in the quality of professional training of future specialists, which is based on the formation of their professional competence and involves the development of personal qualities and creative abilities, the ability to independently acquire new knowledge and solve problems, orientate in the life of society.

The relevance of the problem of improving the quality of scientific and pedagogical activity is also due to the manifestation of a number of contradictions that characterize the modern space of higher education in Ukraine at the conceptual,

regulatory, organizational and methodological levels, namely:

- between the need for a gradual transfer of higher education into an open system and the lack of development of appropriate mechanisms for adapting the educational system to changes in the environment;
- between the declaration of the ideals and principles of the personally oriented educational paradigm, which implies creation of comfortable conditions for the harmonious development of the subjects of the educational process, and the predominance of cognitively oriented, forms and methods of training future teachers of higher education.

2. Literature review

The problem of personal competence in psychological and pedagogical science was reflected in the solution of a wide range of theoretical and applied issues aimed at mainly for the study of professional formation, development and self-improvement of the individual as a subject of professional activity in works (Koris, Mato-Diaz & Hernández-Nanclares, 2021), (Jiang, Du, Dong, 2017), (Grant, 2013).

The study of the phenomenon of professional competence of the individual is devoted to the work of many domestic and foreign scientists who are focused, first of all, on the issues of training educators - teachers and lecturers of higher educational institutions.

The fundamental foundations of the renewal of the higher education system, the professional training of teachers of higher education, the theoretical and methodological foundations of the formation of professionalism, professional culture, professional mastery and, in fact, the professional competence of teachers, are revealed in the works (Stoicheva, 2022), (Liu, Che & Zhu, 2022), (Mancini, Mamei, Biolcati, 2022), (Liu, Liang, Onuma & Rithkerd, 2022).

The object of the article is the process of formation of professional competence of graduates of higher education.

Methodological foundations were chosen as the subject of research, the content and technology of managing the formation of professional competence.

The purpose of the article is to develop a theoretically grounded, tested management system for the formation of professional competence of higher education

seekers to improve the quality of their preparation for future activities.

3. Materials and methods

Theoretical analysis of works on philosophy, psychology, professiology, pedagogy made it possible to choose a system-activity approach as a methodological basis for the study, which requires considering pedagogical education as a system, process and result, and the profession of "teacher" as a polystructural system, including a subsystem of human goals and values. In this system, various types of professional pedagogical activity are implemented and the abilities of the subject of activity to build a professional career are formed.

4. Results

Summarizing the interpretation of the essence of the competence approach to the training of future specialists, we believe that its main features are a combination of personal and activity orientation in the educational process; emphasizing the results of education, which are not only the sum of acquired knowledge, abilities and skills, but the ability of a person to act in various problematic professional and social situations. Competence-oriented education is aimed at forming the ability or readiness of the individual to mobilize all his resources (systematically organized knowledge, abilities and skills, abilities and mental qualities) that are necessary to solve various problems.

The competence approach is not opposed to the traditional knowledge approach, but strengthens it with personal and activity approaches direction, as it concerns the individual and can be implemented only in the process of activity (Liu, Che & Zhu, 2022). Not only the assimilation of knowledge, but also the mastery of the process and means of activity becomes an important component of the student's personality development in the course teaching.

The primary and system-forming component of the educational process is not the procedural one (teaching-teaching evaluation), which, at the same time, does not diminish its importance, but the effective one, expressed in terms of competencies. At the same time, the measurable result determines the process of its achievement (Mancini,

Mameli, Biolcati, 2022).

The implementation of the competency approach in higher education involves a transition from a qualification to a competency model of a graduate, which means that the goals of education should be related not only to the performance of specific professional functions, but also with integrated requirements for the result of the educational process. In the process of educational activity in higher education, there should be a transition from the assimilation of information as a subject of memorization to the school of thinking, action and development of personal abilities.

To a large extent, this should determine the individual's ability for practical activities, mastering the skills to work in new conditions, the desire to learn to live together with others in conditions of uncertainty, multiculturalism, and effectively and morally cope with life's problems.

The modernization of the domestic system of higher education, which is determined by the European integration aspirations of Ukraine, shows that strengthening its competence orientation. This gives grounds for asserting that the competence approach is moving from the stage of "self-determination" to a qualitatively new stage of development — mandatory regulatory implementation (Bystrova, 2015).

The introduction of a competency-based approach to the training of future specialists will mean a real transition to a new educational paradigm, as it will require significant changes in all links of the pedagogical system, and therefore in the whole system itself:

- in the values, goals and results of education and upbringing — from ensuring assimilation by those who study, to the formation of basic social and subject competences/competencies of a modern person;
- the content of education — from a set of abstract theoretical ones concepts that are scattered by subject, to systemic, intersubjective, suprasubjective, metasubjective, practice-oriented conceptual ideas about the world and means of practical action and deed, which are socially normalized;
- teacher's pedagogical activity — from monologic presentation of educational material for the pedagogy of creative cooperation and dialogue with those who are studying;
- educational and cognitive activity of students — from the reproductive position

of receiving and memorizing educational information to creating an image of the world in oneself by actively entering the world of intellectual, spiritual, social and subject culture;

- technological support of the educational process — from traditional to innovative technologies of activity of the type when the joint activity of both subjects is the basis principles of active creative interaction, unity of cognitive, research and future practical activities;

- the educational environment, which constitutes the internal context of the activities of teachers and students, as a system of influences and conditions for the formation and development of the personality contained in the social and spatial-subject environment (Koris, Mato-Diaz & Hernández-Nanclares, 2021);

- relations with the external environment, which determines the external context of the educational institution — with the family, the social environment of the city or village, one's own national and cultural community, production enterprises, mass media, cultural, recreational and sports institutions, the country and the world;

- a qualitatively higher level of financial, material, technical, organizational and personnel support of the education system.

. So, summarizing the theoretical research of relevance and the essence of the competence approach to the training of the future specialists, in particular, future teachers of higher education, we believe that it is a key methodological tool that makes it possible to build the goals and content of education in a different way, to determine the results of education. Competence-oriented education is aimed at improving the quality of education, systematic professional training of graduates, formation of their readiness to successfully solve the main tasks of professional and social activities (Keller, Kesberg, 2017).

Accordingly, a simultaneous transformation of the content and forms of organization of the educational process. Moreover, the new forms should provide students with not only and not so much knowledge, but the performance of activities based on them during the entire period of study, and the content should form the substantive basis of these activities. As a result, the student must "live" situations here and now, and not prepare for future professional activity by forming another set of skills.

5. Discussion

Thus, the conditions for the formation of the competence approach in education:

- knowledge is given as systemic, interdisciplinary, generalized in various forms of search, mental activity, productive creative process;
- the teacher takes the position of cooperation, democratic interaction, assistance, attention to the student's initiative and the development of his personality (Freudenberger,1975);
- the student is focused on active interaction with teachers and students, on creating a climate of mutual support and mutual responsibility;
- through group forms of organization of study, students are provided with conditions for practical assimilation of various forms of interpersonal relations and communication, the opportunity to experience the feeling of joy from joint cooperation and co-creation.

Therefore, in our opinion, the introduction of a competency-based approach to the training of future specialists means:

- strengthening the internal motivation of students to learn how sources of self-motion;
- self-organization in the process of educational activity as a condition for mastering a holistic activity;
- achievement of personally significant results by students;
- effective interaction of all subjects of the educational process.

The relevance of the orientation of modern higher education to the competence approach is due to the change of the educational paradigm from knowledge-oriented to personality-oriented, the need to harmonize the architecture of the European and Ukrainian higher education systems.

Conducted analysis of psychological and pedagogical research shows that the competence approach is dominant in determining the potential directions of innovative development of the professional training system. Given the fact that higher school teachers should become providers of competency-based training in the educational space of the future, the introduction of a competency-based approach to the training of higher

education pedagogics is particularly relevant.

At the same time, it should be noted that the problem of introducing the competency-based approach into the national education system is complicated, in our opinion, by the uncertainty and problematic nature of the terms "competence", "competence", "key competences", although they are becoming more and more widespread and more frequent are used when the pedagogical community discusses the problems of improving the quality of education. The analysis of psychological and pedagogical studies shows that the terminology of competence-oriented education is only fixed in the pedagogical thesaurus. In our opinion, the development of clear conceptual and methodological guidelines, the determination of the status of the basic concepts of the competence approach in the system of scientific knowledge should contribute to increasing the efficiency of the professional training of future specialists.

6. Conclusions

Thus, despite the difference in classifications, key competencies have the following characteristics:

- multifunctionality. Possession of key competencies enables a person to solve various problems in everyday, professional and social life, achieve important goals and solve various tasks;
- multidimensionality, that is, they include different mental processes and intellectual skills (analytical, critical, communicative, etc.);
- supra-subjectivity and interdisciplinarity, because they can be used in various situations in professional, social and household spheres;
- dynamism, as they depend on the priorities of society and the individual, which have a mobile nature.

Key competencies require significant intellectual development: abstract thinking, reflection, determining one's own position, self-evaluation, critical thinking, etc. Mastering key competencies will ensure on the one hand, the successful personal and social functioning of an individual, and on the other, the satisfaction of social needs human resources of a certain quality.

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