

COMPETENCE APPROACH IN HIGHER PROFESSIONAL EDUCATION

I. Poleschuk

(Belarusian State Pedagogical University named after M. Tank)

Nowadays improvement of educational system should be based on thorough theoretical analysis of determining tendencies pertaining to development of science, engineering, social relations. One of such tendencies is formation of new information economy which is based on knowledge and information technologies. Following this approach a special attention is paid not to material resources but to knowledge, intellect, information innovations, which are transformed into real factors and independent products of the production process. The most important component of socio-economic development is not simply any knowledge but such knowledge and information acquirement of which demands higher professional education. Approach to essence, sense and methods for acquirement of knowledge and selection of information is continuously changing.

Modern education and pedagogical practice are developing in various directions and they are based on the following tendencies: humanization, humanitarization, differentiation, diversification, standardization, multi-variant character, multi-level component, fundamentalization, integration with science and industry, democratization, usage of achievements of world and national culture, computerization, informatization, individualization, continuity, introduction of new educational technologies, formation of creative personality, anesthetization, ecologization.

The main grounds for education development are new concepts and models of education at the country's level or concrete region and separate educational institutions; state educational standards; normative and legislative documents; sources, mechanism and forms of financing; systems of training and re-training of specialists for educational sphere.

In order to optimize education it looks rather actual to apply innovation educational technologies. Competence approach represents innovation process in education, corresponds to general concept of educational standard which is accepted in a majority of countries and which is directed related with the tran-

sition to competence system in the construction of education content and control systems of its quality.

While elaborating State educational standard of high professional education of new generation we consider two approaches to construction of specialist's model, namely: knowledge-qualification (qualification) and competence.

Qualification approach orientated on qualification obtaining and being rigidly connected with a labour object and subject was widely spread in the Soviet high education. Such approach to construction of a specialist's model tears away the concept of academic bachelor and it is ready to assimilate this concept only together with Masters' programmes. It means we obtain a master as an analogue of a specialist with advanced training at the end of educational process but this master will have a rigid orientation on an object and subject of future professional activity.

A competence approach can be considered as a component part of educational model which is more adaptable to the environment. From one side, a student does not need to have any habits, and from the other side, knowledge and skills are considered in a broad way with due account of student's personal qualities. Such approach to elaboration of State educational standard of high professional education presupposes adoption of wide base requirements to training of a graduating student and also to his socio-personal features.

While elaborating a standard, as a rule we discuss extreme approaches to development of educational model, though they are performing with significant overlapping in the actual educational practice: qualification model contains elements of competence approach, and, vice versa, a competence model needs a knowledge basis as a necessary condition of its actual functioning. For this reason, while using the existing situation and within qualification model we should discuss matters concerning variations in accents and more efficient provision of skills and habits to students during the training process applying modern educational technologies and various forms of organization of pedagogical activity.

Competence and professionalism are two interrelated concepts which characterize efficiency of professional activity including readiness for such activity. At the same time, "competence" is considered more widely and represents probably sort concept, while professionalism represents a kind concept. Professionalism testifies about competence in a specific kind of activity. Competence can characterize not only professional, but also successful general social activity.

Theoretical and methodological analysis conducted by Russian authors demonstrates that this or that innovation model of training obtains recognition and spreading in educational practice while executing a number of conditions:

- ✓ present society requires a new model of training (in a wide sense – it requires a new type or kind of training) and it is ready to accept it;
- ✓ a broad innovation empirical experience has been acquired in educational practice, and psychological and pedagogical theory is based on this experience and generalizes it;
- ✓ the proposed model of training is based on rather powerful psychological and pedagogical theory;
- ✓ the mentioned theory has a character of adaptability to manufacture (otherwise it will not have serious applied significance);
- ✓ a new model of training is based on previous models, as if it is their replica, represents a particular case and organically goes with the best conventional samples;
- ✓ an innovation touches upon all the components of the pedagogical system: goals, content, forms, methods and training and control facilities, methods for activities of teaching staff and students proposing some rearrangements in these activities;
- ✓ a new model solves all those educational tasks that were solved previously but now they are solved at higher level and in addition to this the model contributes to solution of a great number of other new problems;
- ✓ limits of model application are determined and clear because none of them can be considered as an absolutely universal one;
- ✓ a new type of training has its own textbook (or a manual) reflecting content of training and logic of its development;
- ✓ theoretical and scientific and methodological principles of a new model of training are clear for a mass pedagogue, and concrete pedagogical technologies are easily mastered by him.

The competence approach represents innovation process in education, corresponds to general concept of educational standard which is accepted in a majority of countries and which is directed related with the transition to competence system in the construction of education content and control systems of its quality. Improvement of educational quality and efficiency of training as an integral part of this approach is considered as one of the actual problems of world and national pedagogical science and practice.

The competence approach is to solve a number of such problems in educational process which are still pending within existing educational technologies. The main task of education is to actualize educational requirements among students and provide high quality of specialists' training in the system of developing professional education. Competence approach has such possibilities.

The competence approach to professional education which is introduced nowadays corresponds to social expectations in the educational sphere and interests of the participants of the educational process. This approach can be considered not only as a means for renovation of pedagogical education content but also as a mechanism which helps to arrange it in accordance with the modern requirements. It adds significant corrections in the organization of process pertaining to pedagogical training, gives active, practically-orientated character to this process.

In prospect the competence approach permits to develop a new model of a specialist which is required by subjects of the pedagogical education (students, lecturers), consumers of educational services (pupils and their parents) and modern society. The given model can be attributed to social and personal type that meets: 1) requirements of a person who gets higher professional education; 2) requirements of the society which needs competent personal; 3) requirements of the government that has the possibility to provide competitive education in accordance with international standards.