

To the problem of competency-based approach in education

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The current situation in society is characterized by a change in conceptual approaches to education, which is considered as a necessary condition for achieving the necessary standard of living and one of the most important factors in the progress of the economy and society as a whole.

Currently, in pedagogy, the concepts of “competency-based approach”, “competence”, “competence” are widely used, in the interpretation of which there are various options.

The analysis of works (V.I. Baidenko, G.E. Belitskaya, L.I. Berestova, ON. Grishanova, N.V. Kuzmina, V.N. Kunitsina, A.K. Markova, A.V. Khutorsky and others) allowed to conditionally distinguish three stages in the formation of the competency-based approach in education.

The first stage (1960-1970) is the introduction of the category “competency” into the scientific apparatus, the creation of prerequisites for differentiating the concepts of “competence” and “competence”.

The second stage (1970-1990) - the use of the category competency - competence in the theory and practice of language teaching, management, leadership, management; in communication training; development of the content of the concept of “social competencies and competencies”.

A competency-based approach is a reflection of the needs of society in preparing people not only who know, but also know how to apply their knowledge. According to G.K. Selevko, the "competency-based approach" refers to the definition of a graduate who owns competencies, that is, what he can do, what way of activity he mastered. The competency-based approach is considered as a set of competencies focused on the semantic component of any type of activity (E.V. Bondarevsky, S.V. Kulnevich). V.A. Bolotova and V.V. Serikov believe that the competency-based approach puts forward in the first place not the student's awareness, but the ability to solve problems.

One of the main differences between the competence-based approach and the knowledge-based approach is that it focuses on students reflectively assessing their capabilities and “impossibilities”, and understanding the boundaries of their competence and incompetence. The competency-based approach involves combining the educational process and its understanding into a single whole, during which the formation of the student's personal position and his attitude to the subject of his activity take place. The main idea of this approach is that the main result of education is not individual knowledge, skills, but the person's ability and readiness for effective and productive activities in various socially significant situations.

The scientific basis of modern representations of the competency-based approach is the ideas of general and personal development, formulated in the context of psychological and pedagogical concepts of developing and personality-oriented

education. The categorical base of the competency-based approach is directly related to the idea of purposefulness and goal-setting of the educational process, in which competencies include the highest, generalized level of skills of the student, and the content of education is determined by a four-component model of the content of education: knowledge, skills, experience of creative activity and experience of value relationship).

The competency-based approach includes two basic concepts: competency and competence. The essence of the concept of "competence" in the explanatory dictionary of the Russian language. S.I. Ozhegova is defined in two meanings: firstly, as a range of issues in which someone is knowledgeable; secondly, as a circle of certain powers, rights. Competencies are considered as a person's conscious ability (opportunity) to implement knowledge and skills for effective activity in a specific situation. That is, competency is the integration of traditional knowledge, skills with the personality characteristics of the student, with his self-awareness, reflection in the course of cognitive activity.

The concept of "competency" refers to the possession, possession of a person by the relevant competence, including his personal attitude to it and the subject of activity (I. A. Zimnyaya, 2003). In the same context, the concept of "educational competence" functions, which is considered as a combination of semantic orientations, knowledge, abilities, skills and experience of a student in relation to a certain circle of objects of reality that are necessary for the implementation of personally and socially significant productive activities (A.V. Khutorskoy, 2003).

In determining key competencies and their systems, both the European system of key competencies and the Russian classifications themselves are used, which include value-semantic, general cultural, educational, cognitive, informational, communicative, social and labor competencies and personal self-improvement competencies.

In special education, the structure of key competencies is: competence in the field of independent cognitive activity; competence in the field of civil society; competence in the field of social group activity; household competence; competence in the field of cultural and leisure activities (T.V. Lisovskaya., 2006).