MODERN METHODOLOGICAL APPROACHES TO PEDAGOGICAL COMPETENCE

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ABSTRACT: *This article examines modern methodological approaches to pedagogical competence. Competence - the ability to carry out a real, vital action and the qualification characteristics of an individual, taken at the time of his inclusion in the activity; since any action has two aspects - resource and productive, it is the development of competence that determines the transformation of a resource into a product.*

Keywords: Competence, knowledge, procedural, skill, operational and mobile knowledge.

INTRODUCTION

Competence - potential willingness to solve problems with knowledge of the matter; includes content (knowledge) and procedural (skill) components and presupposes knowledge of the essence of the problem and the ability to solve it; constant updating of knowledge, possession of new information for the successful application of this knowledge in specific conditions, that is, possession of operational and mobile knowledge.

In connection with the transition of education to the humanistic paradigm of the culturological type, there are problems of updating the content of education. In this regard, the competence-based approach to the content of education, as a modern direction of modernization of education, is promising.

General cultural competence is a term that refers to the problem of education and culture. As the study of the theory of modern education shows, some scholars equate the concepts of "education" and "culture". For example, V.S. Lednev defines education as a socially organized and normalized process of constant transfer of socially significant cultural experience by previous generations to subsequent generations, which is, in ontogenetic terms, the process of personality formation in accordance with genetic and social programs.

As you can see, this interpretation of the content of education outlines the convergence of the concepts of "education" and "culture", this tendency is confirmed by

B.M. Bim-Bada and A.V. Petrovsky, who define the content of education as a part of socio-cultural experience, selected in accordance with the goals and procedural aspects of education, which is transmitted and mastered in the learning process, and includes the culture of behavior, communication, feelings, thinking and practical activity.

O.E. Lebedev considers education to be a specially organized process of developing an individual's ability to solve social and personal problems based on the use of cultural achievements.

B.G. Gershunsky believes that education in its qualitative characteristics is not only a value, a system, a process, but also the result of the assignment of values that are born in the process of educational activity. Regarding the results, the concept of education, understood by G.N. Serikov as a property acquired by a person in the process of education, which expresses a certain measure of mastering some part of social experience (achievements of world culture), as well as the ability to use the acquired experience in his life. O.E. Lebedev defines education as a quality that is an individual and personal result of education, which consists in the ability of an individual to solve problems in various spheres and types of activity, relying on the achievements of culture.

Other researchers, in particular G.A. Bordovsky, N.F. Radionov, understand by education the need for a person to master a certain system of scientific knowledge, practical skills and abilities and the associated one or another level of development of her mental-cognitive and creative activity, as well as moral and ethical culture, which in their totality determine her social appearance and individual originality.

Main part

From the standpoint of culturology, education is defined as a complex cultural process of the development of education itself, as the cultural activity of subjects of education, as a heterogeneous cultural space of interaction between education and other social spheres, primarily culture, and as a socio-cultural system that performs certain functions. Global socio-economic changes taking place both throughout the world and in our country naturally presuppose the search for a new "image" of education. It is associated with the historical reconstruction of ancient, genetically original meanings of education. Only in this case can it acquire new functions in the current situation.

In modern education, a movement vector from cognitive and narrowly pragmatic education to qualification education and from it to competence education is clearly visible. The UNESCO materials draw a conclusion, as it seems to us, in the spirit of a great predictive culture: "The concept of qualification in the traditional sense of the word is giving way in many modern areas of human activity to the concept of evolutionary competence and adaptability."

The values of education include, from the point of view of the emerging paradigm of education in the world:

- personal development;

- general cultural competence;

- ethnic, national, country and human identification;

- historical memory and social responsibility;

- professional competence;

- communicative culture;

- moral and other types of social and spiritual choice;

- conflict-free adaptability;

- self-education, etc.

The competence-based approach is widely discussed in the pages of the pedagogical press. In particular, a set of so-called key competencies (cognitive, informational, social, etc.) is discussed as the basis for building curricula and general education programs for the whole of Europe. At the same time, it should be noted that the theory of competencies (in a different transcription - competencies) as a whole is still not sufficiently formalized and is an object of close study by researchers from different countries.

There are various approaches to defining the concept of competence:

1.   the individual, taken at the time of his inclusion in the activity; since any action has two aspects - resource and productive, it is the development of competencies that determines the transformation of a resource into a product.

2.   Competence, according to M.A. Choshanova, this is a potential willingness to solve problems competently. It includes content (knowledge) and procedural (skill) components and presupposes knowledge of the essence of the problem and the ability to

solve it. "Competent" means "sufficiently qualified, trained, capable of a particular activity." M.A. Choshanov believes that the term "competence" is not well established in domestic pedagogy and in most cases is used intuitively to express a sufficient level of qualifications and professionalism of a specialist. Competence, in his opinion, implies constant updating of knowledge, possession of new information for the successful application of this knowledge in specific conditions, i.e. possession of operational and mobile knowledge.

3.   Competence is a new unit of measurement of a person's education, since knowledge, skills and abilities are no longer fully satisfying and do not allow measuring the level of education quality. Competence presupposes that an individual has intrinsic motivation for the quality implementation of his professional activity, the presence of professional values and an attitude towards his profession as a value. In this understanding, competence integrates three aspects: cognitive (knowledge), operational (methods of activity and readiness to carry out activities), axiological (the presence of certain values). The competence-based approach is based on the culture of self-determination (the ability and willingness to self-determine, self-actualize, self-develop). Developing professionally, such a specialist creates something new, even on a small scale, bears independent responsibility for the decision made, determines goals based on his own value foundations.

Competence is defined as the ability to implement the real, life, and as a qualification characteristic

Key competencies are multifunctional, supra-subject, interdisciplinary, multidimensional and require significant intellectual development: abstract thinking, self-reflection, determination of one's own position, self-esteem, critical thinking, etc. means interactively, to enter and function in socially heterogeneous groups.

Our analysis of scientific literature made it possible to single out at least two approaches to the definition of "competence": socio-psychological and psychological-pedagogical. In the context of the socio-psychological approach, the concept of competence is mainly considered in relation to the professional activities of specialists in the field of "person-to-person" (in particular, pedagogical and managerial), as well as from the perspective of a person's involvement in the communication process, the system of human relations and from the standpoint of the individual's performance a certain social role (A.V.

Evseev, E.V. Kobleanskaya, N.V. Kuzmina, L.A. Petrovskaya, etc.). Within the framework of the psychological and pedagogical approach, interpretations of the concept of competence in relation to the work of a teacher are mainly presented (I.A. Kolesnikova, N.E. Kostyleva, M.I.

Consideration of various approaches to the concept of competence showed a lack of unity in the views of scientists regarding the essence of competence and its structure, and also revealed terminological disunity.

An analysis of the opinions of researchers requires clarification of the very concept of "competence". Competent comes from the Latin word competere, which means to be capable. In dictionaries and scientific literature, "competence" is explained in different ways:

- the ability to do what is needed;
- a range of issues in which this person has knowledge, experience;
- ability based on knowledge, experience, values and inclinations that a person develops when interacting with educational practice;
- knowledge, skills, experience, theoretical and applied readiness for the use of knowledge;
- in-depth knowledge, the state of adequate task performance;
- the general ability and readiness of the individual for activity, based on knowledge and experience, which are acquired through training, focused on the individual's independent participation in the educational and cognitive process, as well as aimed at its successful inclusion in labor activity;
- the ability to use knowledge in practice, this is a qualification obtained as a result of education.

The Key Competencies for Europe document states that competence is not limited to receiving and using information, but includes:

- learning process and then competence is the ability to turn knowledge into experience, and experience into activity; generalize and systematize knowledge; organize your own educational process, be able to solve problems of various nature, take responsibility for your education;

- the processes of research and search, and then this is the ability to work with various sources of information, with a book, knowledge of the basics of the scientific organization of labor;

- organization of the thought process: see the relationship between phenomena, transfer of knowledge, assessment of the phenomena of reality, works of art, the ability to analyze, compare, etc .;

- communication: skills of speaking in an audience, the ability to listen and speak, defend one's point of view, express one's thoughts orally and in writing;

- cooperation: the ability to work in a team, to cooperate, to resolve conflicts, to conduct a monologue, dialogue and polylogue, to establish contacts;

- adaptation: the ability to adapt to changing conditions, quickly use information and master new information in a short time, implement newly emerging ideas, be psychologically resistant to difficulties;

- professional practical activities: competently draw up programs and projects of their professional activities, take responsibility, be able to organize their own work, model professional activities.

In the domestic scientific and pedagogical literature, there are such key competencies that are necessary

Communicative competence, which was studied in detail by G.S. Trofimova, she defines it as "an integrative ability based on the humanistic qualities of a person and aimed at ensuring the effectiveness of communicative activity, due to the experience of interpersonal communication of a person, the level of his training, education and development." G.S. Trofimova has developed the concept of pedagogical communicative competence, a methodology for measuring it, a didactic model and structural and substantive stages of the formation of communicative competence. The ways and methods of the formation of communicative competence by means of didactics are identified and theoretically substantiated, which confirms the view of learning as communication and makes it possible to use the communicative nature of the educational process for the purposes of activating the personal potential of students. At the same time, didactic conditions are considered as a factor that determines the success of the process of forming

the humanistic qualities of a person. For the first time at the scientific and theoretical level, the concepts of "communicative competence" and "communicative competence" are divorced: the first term is associated with the problem of communication and is used by social psychologists and educators, the second is associated with cognitive activity and is used by linguists.

Cognitive competence is defined as "the level of individual cognitive activity that corresponds to the system of principles, values, and methods of cognition existing in the culture of society." This competence lies at the heart of the self-sufficient proactive life of the individual. The trainee is faced with the task of not just studying the foundations of the sciences, but expanding and complicating individual cognitive resources in the process of mastering the subject. For effective is not the one who simply knows, but the one who has formed the mechanisms for acquiring, organizing and applying knowledge. Cognitive competence is based on general educational skills. One of the priorities for improving the quality of competence-based education is the purposeful development of general educational skills, which include, for example, such as skills that ensure the finding, processing and use of information to solve problems, the ability to identify and solve problems, etc.

CONCLUSION

Intellectual competence is understood as a special type of knowledge organization that provides the ability to make effective decisions, including in extreme conditions. Researchers include the following elements of knowledge that distinguish a competent person: diversity, clarity and interconnectedness, flexibility, speed of actualization, the ability to apply in a variety of situations, the presence of key elements, categorical nature, possession of procedural knowledge of how to do something.

Intellectual-corporate competence is "a complex psychological property characterized by a set of skills and abilities that are adequate to the optimization tasks solved by the campaign as a corporate system." These include skills: to set goals and conduct pre-project research, design information technologies, generate innovative ideas, develop strategies for the development of a campaign, etc.

The technological competence of the teacher, according to N.N. Manko, is a system of creative and technological knowledge, abilities and stereotypes of instrumentalized activity to transform objects of pedagogical reality. "The technological and pedagogical foundations of managerial and formative regulations are: improving the sensory and intellectual mechanisms of cognitive activity, organizing the external plan of educational and cognitive activity using didactic means, programming educational actions, etc.

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