

## COMPETENCE AS A CONCEPT IN PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

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### ABSTRACT

The article considers the content of the concept of “professional competence” of a specialist through the competence that forms the basis for the development of standards for higher education and emphasizes the crucial importance of professional skills of future specialists. In the article, the authors follow the approach outlined in the Memorandum letter of the Ministry of Education and Science of Ukraine regarding the development of components of the system of higher education. Competence is considered as an integrated characteristic of personality traits, the result of the preparation of a graduate of the university for the performance of activities in certain professional and socio-personal subject areas (competencies), which is determined by the required volume and level of knowledge and experience in a particular type of activity.

**Keywords:** competence, professional competence, key competency, professional skills, subject-practical skills, subject-intellectual skills

### Introduction

Today, as V.I. Baidenko, J. Zantvoort, G. Halats, A. Michel, O. L. Zhuk, O.S. Zabolotskaya and other researchers emphasize, the normative approach to the results of training in the international educational system is competent [7, 297-299; 3, 37; 11, 47-50; 12, 63-64]. Problems of competence-oriented education are dealt by international organizations such as UNICEF, UNESCO, UNDP, the Council of Europe, the Organization for European Cooperation and Development, and the International Department of Standards for Education and Achievement. In Ukraine, which integrates into the European educational and scientific space, there is a dynamic development and introduction of a

competent approach as a modern educational paradigm. This requires the specification of the concept of “professional skills” within the categorical field of the approach.

### **Analysis of recent research and publications**

The central categories of the competence approach are the concepts of “competence” and “competency,” which are often used in English-language sources as synonyms. Thus, the general definitions for these concepts are given by the Oxford Dictionary of English [5]; the Glossary of the terms of the curriculum of the International Education Office of UNESCO [2] recommends using them as synonyms. However, there are differences in the use of these concepts by foreign researchers. Thus, in special editions, “competence” is interpreted as a level of qualification sufficient to perform functions or different tasks of the activity. Competences can be detected and measured in a particular professional community. Whereas competency includes a related set of knowledge, skills and relationships that allow a person to act effectively or perform functions at a level that is consistent with or exceeds the standards of a profession [6, 2].

### **Materials and methods**

In the development of a competent approach, the influence of two scientific traditions is clearly felt - American and British. In the first, the category “competency” is used more often, which is considered in terms of “input” - the quality and patterns of behavior that a person must possess for the competent performance of the activity. According to the British tradition, the category “competence,” which is analyzed in terms of “exit,” is more often used - it reflects the requirements for a specialist, which are derived by analyzing the functions of professional activity. In Western Europe, where the British model was significantly influenced, an integrated approach, combining behavioral, personal, cognitive and functional components of the model of a specialist, was later developed [1; 4; 8]. The integrated approach is reflected in the definition of the terms of the UNESCO International Education Bureau curriculum vitae, according to which, within the European Union, “competence / competency” is defined as a set of knowledge, skills and relationships relevant to the context.

The concept indicates the possibility of applying learning outcomes under certain conditions (study, work, personal or professional development). Its content is not limited to cognitive elements (with the use of theories, concepts or implicit knowledge); It also includes functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and moral values [2, 12]. Since in European languages differences between the concepts of “competence” and “competency” are partially smoothed, in Ukrainian, each of them is translated both as the word “competence,” which leads to a certain terminological confusion since both concepts are broadly circulated in ordinary language.

### **The purpose of the article**

The definition of the meaning of "competence" and "competency" in the investigated professional skills of future specialists.

Thus, the academic dictionary of the Ukrainian language defines competence as a "property of a competent meaning," and the latter concept in its turn it defines as follows: "who has sufficient knowledge in any field; who is well aware of something; intelligent ... which is based on knowledge; qualified ... who has certain powers; full, complete power" [17, 250]. The great explanatory dictionary of the Ukrainian language adds to this definition of competence

the value of "awareness, credibility" [9, p.560]. Competence is defined as "good knowledge of something; the range of powers of any organization, institution or person" [17, 250].

### **Results**

Thus, in everyday language, the semantic content of both concepts intersects somewhat, but the notion of "competence" relates exclusively to the properties of the individual and his powers (individual subject), and "competency" - refers to the powers of both the collective and the individual subject. Competence characterizes, rather, the very activity.

### **Discussion**

Domestic scholars have no agreement on the differentiation of competence and competency. Thus, the National Framework of Qualifications does not distinguish between these categories and defines competence/competency as "the ability of a person to perform a particular activity expressed through knowledge, understanding, skills, values, other personal qualities" [15].

The authors of the National Education Glossary: Higher Education have another point of view, the definitions of which correspond to the approaches adopted by the European scientific community and the tasks of the International Standard Classification of Education and Development of the European Higher Education Area. They determine: that competence/competency is a "dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully carry out professional and further educational activities and is the result of training in a certain higher education levels. Competence is at the core of the qualification of a graduate". The authors of the glossary caution – competence "as acquired ability of a person to effective activity should not be confused with the competency (competencies) as the powers granted to a person" [14, p.28-29].

We share the opinion of O. Sytnik [16] that, according to the domestic language stereotypes, it is expedient to use the term "competence" in the context of pedagogical research. Competence, according to V.V. Yagupova is preparedness (theoretical and practical), ability (intellectual, active and subjective) and readiness (professional, personal, psychological, etc.) of a person as a subject of activity to a certain type of activity [20, 31].

Based on the generalization of domestic and foreign scientific sources, the analysis of pedagogical practice, taking into account the leading activities of the person, we distinguish three types of competence:

- key - necessary for a person in society, for gaining education and effective activities in society as a social subject;

- professional - necessary for the professional being of a person as a professional subject. They are as many as the directions for the training of specialists in the state. The professional competence of any specialist is a complex of integral psychological, professional and subjective traits, which are formed in the process of acquiring vocational education. It is actualized, developed and improved in the process of practical professional activity. The effectiveness of its implementation depends significantly on the theoretical, practical and psychological preparedness for it, the subjective, professional and individual-psychological qualities of a specialist, the perception of the goals, content, features and results of the activities of the person and on the other hand - mastering and implementing individual competence of other kinds as the subject of professional activity. This understanding makes it possible to distinguish the following main components of the professional competence of the graduate: a

professional position of a specialist, a system of professional theoretical and practical knowledge, a system of practical skills, abilities, professionally important qualities, professional subjectivity of a specialist;

- professional competence is necessary for the professional being of a person as a professional subject. It exists within a particular profession. The structure of professional competence includes value-motivational, cognitive, praxeological, professionally important qualities, and subjective components [20, 33-34]. The subject of our attention is the professional competence of the future specialist.

An analysis of the existing definitions in the category of "professional competence" in domestic science allowed V.M. Grinyova to separate three groups of definitions of the concept:

- related to the activity. Keywords: degree of conformity. From this standpoint, professional competence is the degree of compliance of the characteristics of the team (staff) with the list of requirements that apply to this profession. The competence of a particular person is already his professionalism; that is, a person can be a professional in general in his field but not be competent in solving all professional issues;

- related to the person. Keywords: ability and quality. Competence is defined as "the ability to have a planned concrete result" or as "the individual abilities of the person to acquire and apply the qualification"; "Includes a set of interrelated qualities of personality, necessary for high-quality productive activity". Competent in a particular field, a person possesses the appropriate abilities and knowledge that allow him to reasonably speak about this industry and act effectively in it;

- related to knowledge, skills and abilities. Keywords: knowledge of skills, abilities, skills. Such an understanding brings competence closer to the notion of "qualification", which is the possession of knowledge that allows judging something, and expressing an important, authoritative idea [10, p.24-25].

We follow the position of G.R. Shpitalievskaya, which defines professional competence as a generalized integrated ability of the individual to solve life and professional tasks, such as "quality of ownership", the individual's ability to active, responsible, vital activity, carried out on the basis of value self-determination, the ability to actively interact with the world, in the course of interaction, to understand, to change himself and the world [19, 221].

In our research, we follow the approach outlined in the Memorandum letter of the Ministry of Education and Science of Ukraine regarding the development of components of the system of higher education. Competence is considered as "an integrated characteristic of personality traits, the result of preparation of a graduate of the university for the performance of activities in certain professional and socio-personal subject areas (competencies), which is determined by the required volume and level of knowledge and experience in a particular type of activity".

Competence, in turn, "includes knowledge and understanding (theoretical knowledge of the academic field, ability to know and understand), knowledge of how to act (practical and operational application of knowledge to specific situations), knowledge of being (values as an integral part of the way of perception and life with others in the social context). The subject area in which the individual is well-informed and in which he is ready to perform activities" [13, 19].

"National Educational Glossary: Higher Education" defines abilities as "the ability to apply knowledge and understanding to accomplish tasks and solve different problems. Skills

are divided into cognitive (intellectual-creative) and practical on the basis of skill using methods, materials, instructions and tools" [14, p.65].

The national qualifications framework defines professional skills as "the ability to apply knowledge to accomplish tasks and solve different problems. Skills are divided into cognitive (intellectual-creative) and practical (based on the skill using methods, materials, instructions and tools)" [15].

Ability, as stated in the Memorandum letter of the Ministry of Education and Science of Ukraine on the development of components of the system of higher education standards, is "the ability of a person to perform certain actions on the basis of relevant knowledge and skills. Systems of skills of different types form the respective competencies. Skills are divided into types:

- subject-practical - the ability to perform actions on the movement of objects in space, changes in their form, etc. The main role in the regulation of subject-practical actions is performed by perceptual images that reflect the spatial, physical and other properties of objects and provide control of work movements in accordance with the properties of the object and the objectives of the activity.

- subject-mental - the ability to perform operations with mental images of objects. These actions require the existence of a developed system of representations and the ability to perform mental actions (for example, analysis, classification, generalization, comparison, etc.).

- symbolically-practical – the ability to perform operations with signs and sign systems. Examples of these actions are writing, laying a course on a map, receiving information from devices, etc.

### **Conclusion**

Despite the variety of approaches, most authors understand professional competence as a kind of affirmed right to belong to a certain professional group of workers recognized by the social system as a whole and by representatives of this group as well as other social and professional groups.

Specifying the content of the professional competence of a specialist as the basis for the development of standards for higher education, the article emphasizes the crucial importance of professional skills. Their systems form the respective competencies and, therefore, the ability to form the basis of professional competence.

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