

## **ESSENCE OF THE CONCEPT "COMPETENCE APPROACH" IN SCIENTIFIC AND EDUCATIONAL LITERATURE**

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One of the main ways to solve this problem listed in the National Strategy for the Development of Education in Ukraine for the period up to 2021. This way is modernization of the structure, content and organization of education on the basis of competence-based approach [10].

Analysis of recent research and publications. The problem of professional competence formation of specialists in teaching in higher education is concerned many scientists. In particular, L. Viktorova, A. Dankeyeva, I. Druz., D.Kostyuk E. Lugovskaya, Y.Rybalko, T.Yablonska, et al.

Competence approach in education is a subject of scientific research Baydenko V., N. Bibik, IN. Bolotov, G. Havryschak, G. Golovan, I. Zymnyaya, A. Lokshin, A. Ovcharuk, O. Pometun, S. Savchenko, C. Sysoeva, S.Trubachova, A. Hytorskoy, V.Schadrikova et al.

According to scientists, competence approach in all aspects of the deepest reflects the modernization of higher education as in all European countries and in Ukraine. As the O. Ovcharuk: «The present education should form the ability to operate new technologies and knowledge, be prepared to change and adapt to the changing needs of the labor market, operate and manage information, to act, to make decisions quickly, lifelong learning. Ukraine as a European country can not avoid all of the above processes» [6, p.6].

The wording of the purposes of Article (problem). The aim of the paper is a brief analysis of the essence of the concept of «competence approach» in scientific and educational literature.

The main material of research. Nowadays higher education is to increase the value of future professional expertise. Now it is important to be competent professionals, not just skilled. Competent person is different from a qualified what he sells in his work professional knowledge and skills, self-developing and always goes beyond their discipline considers his profession a great value .

The concept of «competence» and «competency» in scientific and educational literature appeared relatively recently: in the late 1960s - early 1970s in foreign, in the late 1980s - in the Soviet literature, and by far not enough investigated.

Russian scientists A. Hutorskoy and V. Krajewsky suggested to distinguish between the concept of «competence» and «competency» Word of «competence» (from Latin - Competentia) means a range of issues in which the person is aware and has some experience. A competence is the possession of human competence, which includes personal attitude to it and to subject of activity. In other words, competence is the result of gaining of competence [5].

The national teacher-researcher A. Pometun indicates that the competence is the terms of reference of any organization, institution or person [7, p.66].

Recently in Ukraine and abroad is actively working to implement the competency approach in education. Therefore, scientists, teachers and practicing teachers discuss the origin and essence of this concept.

Some scientists are concerned with competence distinguish three stages of development of competence approach in education.

The first stage (1960-1970 years), there is an introduction to the scientific apparatus and creating preconditions distinction between competence and competency.

The second stage (1970-1990 years). is characterized by the using of categories of competence and competency in the theory and practice of teaching, fellowship, and analysis of specialists in the administration, management and leadership.

The third stage (1990 to the present day) is characterized as a scientific research competence as education category [4, p.36-37].

It should be noted that scholars interpret the concept of competence-based approach in different ways.

N. Bibik notes that the transition to competency approach to education «means a reorientation of the outcome of the process of education in terms of

activity , ensuring the ability of the graduate meet the new market requirements, have the appropriate capacity to solve practical problems in life , finding his «I» in the profession»[2 , p.45].

According to A. Pometun «the term» competence approach «means an educational process focus on the formation and development of the core (base , key ), and object -wide competencies of the individual» [7 , p.64].

V. Hymynets completely agree with the above interpretation of colleagues and notes that the main efforts of the traditional system of education has been paid to the acquisition of knowledge and skills. It is formed knowledge approach to learning. The main attention was focused on the most to knowledge , and that what they do left unattended. Thus, the competence approach shifts the focus from the process defined by the accumulation of regulatory knowledge and skills formation and development of student 's ability to act practically and creatively apply the acquired knowledge and experience in different situations [13].

According to N. Nagorno the term «competence approach» means the ability of students to solve problems that arise in the cognitive , technological and mental activities in the areas of ethical, social, legal, professional and personal relationships [8].

T. Oleynik finds that competency approach linked to personally focused and active approach to learning and requires the transformation of educational content, the transition from the model that there is an objective for all students in the subjective domain per student , which can be determined [ 9 , c. 69].

By definition, Y. Rybalko «competence approach» - is an approach that aims to implement learner- oriented education of future specialists, forming its readiness and capacity to carry out professional activities in accordance with the terms of society, the ability to make decisions and take responsibility, ownership of the necessary communicative qualities and capacity for self-education and self-improvement , competitiveness in the labor market»[11].

V. Bolotov believes that the competence approach put forward in the first place ability to solve problems that arise in different situations [3, p.10 ].

I. Frumin in the implementation of competence-based approach in education notes four aspects: key competencies common substantive skills applied substantive skills and life skills [12].

According to B. Avvo entity implementing competence-based approach in higher education is that: students working on real tasks and real data processes, learning not only by the teacher but also by each other, work with different databases and informed choice and decision different solutions, learn to think critically [1].

Russian scientist A. Khutorskoi under the competence-based approach understands «approach to the educational process aimed at acquiring person a certain amount of knowledge and experience that enable it to draw conclusions, to express thoughts clearly and act adequately in different situations» [14, p.61].

Summarizing reviewed the literature on the issue of implementation of competence-based approach to education, we have concluded that scientists notion of «competence approach» is understood as:

- Orientation of the educational process in the formation and development of the core (base, key) competences and subject identity (A. Pometun, V. Hymynets);
- Reorientation of the educational process, the outcome of the activity-and learner-centered terms (N. Bibik, T. Oliynyk, Y. Rybalko, A. Hutorskyy);
- The ability of students to solve problems that arise in various activity fields (B. Avvo, N. Nahorna, V. Bolotov).

We believe that competence approach - an approach that is aimed at professional ability to effectively carry out professional activities and solve problems of varying degrees of difficulty based on the knowledge and experience.

Findings from the study. Based on the above it can be concluded that the competence approach, unlike traditional education involves not only the acquisition of knowledge and skills, but also the development and formation of students' ability to practice and creative application of acquired knowledge and experience in a variety of situations, creating to graduate high readiness for successful performance in real life.

Thus, the competence approach in education remains relevant and promising line of research worldwide.

Prospects for further research will be to identify and study ways of formation of professional competence of future plant breeders in agricultural universities.