

TYPES OF PROFESSIONAL COMPETENCE

Чорнобай В.Г., викладач

Чернобай В.Г., преподаватель

Chornobay V.G., teacher

General issue definition. Our country embarked on the path to European integration, expanded international relations, there is the nationalization of all sectors of our society. Foreign languages (even the dead, like Latin or Hebrew) are an integral part of the lives of young Ukrainian. It becomes a real factor in the socio-economic, scientific-technical and general progress. The materials of the Council of Europe's core competency skills to communicate in more than one language included in the list of the five most important competencies recognized for all young Europeans [1, p. 13-14]. The process of modernization of Ukrainian education involves updating problems raising the quality of higher education that includes not only the amount of knowledge in the specialty, but also the ability of future graduates to use their creativity to achieve the objectives of the professional orientation, ability to implement foreign language communication with experts from other countries, and perform professional activities in terms of foreign environments. The purpose of foreign language teaching in institution of higher technical education is learning a foreign language as a means of communication and the acquisition of foreign language competence professionally directed for the successful implementation of future professional activity. An important issue is the definition and communicative competence of the students, because it is quite narrow link of human activities, which have no view of the practical application of knowledge, which has owned and used.

Analysis of recent research and publications. Problem of formation of foreign language communication skills in non-verbal professions students, including those studied in higher agricultural educational institution, has always attracted the attention of researchers. With the development needs of society the emphasis of practical teaching of foreign languages in higher agricultural education institutions have changed, and the urgent need is formation foreign

language communicative competence because only reading and translation of texts of general maintenance and specialty texts do not fill all the needs of young professionals (T. Avanesova, A. Astadur'yan, L. Boroznets, S.L. Bratchenko, N. Gavrylenko, A. Grigorenko, M. Evdokimova, V. Zyкова, O. Iskandarova, E. Komarova, T. Kuskova, N. Kucherenko, T. Lopatuhina, T. Luchkina, Y. Maslowa, R. Mil'rud, A.P. Panfilova, A. Samsonova , O. Fadyeykina, L. Fishkova, L. Halyapina, I. Tsaturova, V.D. Shirshov, M. Shyshlota etc.).

The following types of competencies in scientific literature are distinguished: cognitive (S.H. Vorovshchykov, D.V. Tatyanchenko), intellectual (E.H. Hel'fman, M.A. Holodna) and intellectual and corporate (A. Arynushkina), informational (A.M. Orobyns'kyi, O.H. Smolyaninova), technological (N.M. Manko), culturological (M.V. Bulyhina, O.A. Lukina, N.V. Pomortseva, A.N. Fedorova), psychological (A.D. Alferov, I.F. Demydova, V.N. Druzhynin, N.V. Yakovleva), psycho-pedagogical (M.I. Luk'yanova, Ye.V. Popova), professional (A.K . Markova, V.A. Yakunin) , socio-psychological (A.H. Kudryavtseva, L.I. Berestova), general and cultural (A.A. Petrov, N.Yu. Konasova).

Novikov A.M. defines competence as capability, which can their own be realized in practical activities and in solving life problems, and it is based on receiveing training and life experience . Expertise developed on the basis of competencies (skills). [2, p.115]

Choshanov M.A. defines professional competence as the ability of professional to solve various kinds of problems, task based on acquired experience, knowledge and values. [3, p.54]

Despite the pronounced tendency toward professionalization of foreign language teaching in higher non-linguistic educational institution his training is carried out effectively separately from the formation of the professional competence of future specialists. As observed by V. Tenischeva , in most researches, professional foreign language communicative competence of the student sappears primarily as the ability to perform communicative speech

behavior in accordance with the objectives of hypothetical situations foreign language communication , learning is reproduced preferably external, symbolic similarity rather than holistic content of professional activities related to the use of a foreign language . As a result, the problem of the formation of non-language students of higher educational institutions such professional competence, the structure of which would be fully integrated foreign language component, remains unresolved [4 p. 12-15]. At the same time, socio- economic situation today reveals future professionals new opportunities for self-realization, which can be done not only through individual instances of communication with foreign colleagues and partners, but also because of the professional activity in terms of foreign society. In this connection it is necessary to direct the learning activities of students in forming abilities, realize their professional activities and demonstrations of its results by means of a foreign language, namely the formation of foreign language professional competence.

The aim of the research. Give more details and consider the types of competence and give definitions .

Main body of the research. Owning the ability to communicate in a foreign language, even limited – is multilayered and multidimensional process, and communicative competence, which is the end result of training and receiving skills – is a complex and multi phenomenon . Competence – is the availability of knowledge and experience that are required for effective functioning in a particular professional activity. Competence (Latin *competens* - an adequate, that is right, capable, knowledgeable, skill) [5 p. 227] - the quality of the person who possesses comprehensive expertise in any sphere and whose opinion is respected .

Competence is the ability to carry out a real, vital action and qualification characteristics of the individual that is taken at the time of activity, in any action; there are two aspects – resource and productive and that the development of competence determines the transition to resource product. Competence - a potential readiness to solve problems competently, consists of content (knowledge) and procedural (skill) components and requires knowledge of the problem and the

ability to cope with it, the constant updating of knowledge, possession of new information for the successful implementation of this knowledge in specific contexts, i.e. operative ownership and mobile knowledge. Competent – which has thorough knowledge in a particular area, teachable, which has certain powers sovereign. [6 p. 346].

There is distinctive ability for competence (capability , willingness) to use knowledge and skills. Competence is know *what* to do.

Cognitive competence is defined as the level of individual cognitive activity that meets the public system of principles, values and methods of learning . This competence is the basis of a self- initiating life personality . The student must not only learn the language , and extend, complicate personal cognitive resources in the process of learning the language. Person is no competent who has only theoretical knowledge, but one which has generated mechanisms of accumulation, organization and use of knowledge. The basis of cognitive competence is learning skills. One of the benefits of improving the quality of competent education – focused development of general education skills (finding, processing and use information to solve problems, the ability to identify and solve problem areas).

Intellectual competence – a special kind of knowledge, which enables receiving effective solutions, even in extreme conditions. Competent person, according to scientists, possess a basic knowledge of : diversity, clarity, connectivity, flexibility, speed of updating, can be used in different situations, the presence of key elements, the categorical nature of ownership procedural knowledge about how and what to do.

Intellectual and corporate competence is revealed as a complex psychological quality with any number of skills and abilities that are adequate to solve given tasks (e.g. develop innovative ideas).

Technological competence is understood as a system of creative and technical knowledge, skills and attitudes to work. Forming a regulator of competence are: improvement of sensory and intellectual mechanisms of cognitive

activity, school organization, learning of programming training activities. This specific part of general professional competence.

Psychological competence is a personal professional tool that provides effective performance of professional activities, part of psychological culture. In the psychological competence of the specialist we can distinguish two levels: cognitive (intellectual) – psychological knowledge, and thinking and acting (practical) – the ability and skills.

The general socio-psychological competence is a willingness and desire to interact effectively with others, to understand themselves and others during the regular changes in mental status, interpersonal relationships and conditions of the social environment. As part of the socio-psychological unit is regarded social competence (tolerance, responsibility, ability to work in a team), personal (willingness and desire for self-development, self-improvement, self, reflection, creativity), information (ownership of new technologies and their practical use, knowledge of foreign languages), ecological (environmental liability based on the knowledge of the general laws of society and nature), valeological (willingness and commitment to a healthy lifestyle).

Special social and psychological competence is the willingness and ability to mobilize professionally important qualities that ensure immediate productivity employment specialist.

Professional competence can be seen as a qualitative description of the degree of ownership of their professional activity specialists and provides: an understanding of the business, assessment of personal characteristics, regulation of their professional development, self-improvement and self-education. One can say that the structure of professional competence consists of three general components : content, motivation and performance. You can also select a system of professional knowledge and skills, the desire and the capacity for independent professional creative solutions to problems, social and psychological readiness for work, ideological and moral maturity and political culture.

General professional competence is defined as a general professional knowledge, abilities, skills, abilities and commitment to its actualization in certain groups of occupations. We believe that the composition of professional competence include research, design, structural, administrative, managerial, industrial, and educational activities.

Special professional competence is the type and extent of training young professionals, the presence of his/her professional competence (i.e., willingness and desire) necessary to perform a particular profession. Its content (meaning instrumental basis) provides the national qualification characteristics.

Conclusion. Thus, it is given the definition of competence and its variants, it is cleared the acquisition and use professional, social, psychological and other skills of foreign language by students and young specialists. It is revealed that the natural formation of communicative competence does not match the social reality, it is therefore appropriate to consider the types of competencies of a young person alone or together. The acquisition of foreign language competence is impossible without mastering and owning other types of competencies.

Literature

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