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Realization Of Competence-Based Approach In Preparation Of The Competitive Specialist

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Abstract

In article reveal the basic provisions connected with realization of competence-based approach at the higher school. Competence-based approach is considered in a complex of the reasons and terms of its development in educational process. There reveals the maintenance of competences, which modern graduates of the higher school have to seize. The unity of educational systems of Europe and Russia in orientation to preparation of higher education institutions graduates – competitive specialists is noted. The separate attention is paid to realization of competence-based approach in the educational environment of pedagogical universities; relevance of realization of this approach in preparation of teachers is emphasized. Besides in article the main advantages of competence-based approach are formulated, which are expressed in orientation of education on the identity of students, their informative activity.

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1. Main text

The higher education in the modern world endures a new round of the development. The education system in the state is better built, the it is more stable and more authoritative on the international scene. Russia appeared in a unique situation: for the last twenty years its economy underwent radical changes. Precipitancy of economic

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processes predetermined relevance of training of new generation of specialists. Today professional qualities which will allow them to be competitive are necessary to young specialists and to put into practice the received knowledge in full (Davidova, 2009; Heynonen, 2008). The main requirement to system of higher education is its full compliance to requirements of prospect of society development. In these terms the state has to act as the regulator, the developer and the policy conductor in the educational services sphere. Its main function is formation of an administrative vertical in management of education, monitoring and quality systems. Today is demanded such graduate, who will start out with already developed creative design-constructive and spiritual-personal experience. These requirements will be coordinated with ideas of competence-based approach, which is focused on formation of the identity of the competitive specialist, on creativity formation; it means such qualities when the person is capable to connect parts of his experience and to synthesize something new (Steve Jobs). Semantic filling of the concept "competence" in the European pedagogics of the higher school is connected with the concept "key competences". By The Council of Europe were formulated five key competences which "young Europeans" have to own. And it: « ...political and social competences, such as ability to accept responsibility, to take part in adoption of group decisions, to resolve conflicts nonviolent methods, to take part in support and improvement of democratic institutes; the competences connected with life in multicultural society. To supervise racism and xenophobia manifestations and development of intolerance climate, education has to "equip" young people with cross-cultural competences, such as acceptance of divergences, respect of others and ability to live with people of other cultures and religions; competences which belong to possession of oral and written communication: it is important for work in social life in particular, with accents that to those people who don't own them, social isolation threatens; the competences connected with increase of informatization of society: possession of information technologies, understanding of their application, weak and strengths, ways of critical estimation of information extended by mass-media means and advertising; ability to study throughout life as a basis of continuous training in a context both personal professional, and social life" (Zimnyaya, 2003). The present stage of development and realization of competence-based approach is characterized by that even in materials of UNESCO the circle of competences which have to be considered as important result of education is allocated. In the report of the Chairman of the international commission by education for the XXI century of Jacques Delor "Education: the hidden treasure" was formulated "four pillars" on which education is under construction: "to learn to learn, learn to do, learn to live together, to learn to live" (Delor, 1996). Realization of competence-based approach in pedagogical universities is especially actual. This results from the fact, that the teacher as nobody else, has to possess all complex of the competences formulated by the European community. Moreover, the teacher is responsible for formation and development of the identity of the pupil. Thus, the educational environment of pedagogical universities of Russia will become a factor of formation of professional competence of future teacher, if: the content of trained disciplines not only is interesting, but also is focused on practice, reality; forms and methods of activity are clear, logical and easily applicable in school practice; the relations arising between the teacher and the student exist the principles of democratic character and developing feature of study; there are material opportunities for the organization of modern educational activity and development of pupils; there is an interaction with various subjects of teaching and educational process. Creation of basic educational platforms, carrying out research seminars and conferences, the organization of scientific laboratories, carrying out joint colloquiums of students, teachers, teachers of schools and pupils will allow to include all components of the educational environment (Merzon, 2011). Today the understanding of valuable reorientation of educational process is important. Within competence-based approach amplifies the personal orientation of education, instead of on knowledge transfer only. Moreover, acceptance of competence as educational result, does its achievement objectively measured as process is reoriented on its recognition as on a standard (Rogovaya, 2008). Important point of understanding of an essence of competence-based approach is disclosure of its sense. Questions of competence-based approach in higher education, various approaches to classification of competences are developed in Azarova, Baydenko, Borisova, Zimny, Selezneva, Subetto, Tatura, Fishman's works. The methodology of use of competence-based approach for forecasting of results of professional activity found reflection in McClelland (1978) and Boyatzis (1979)a and Spenser's(2005) works. Analysis of semantic constructs of competence-based approach revealed that competence is defined as ability and readiness for a certain activity (McClelland, 1978 ;Boyatzis, 1979; Spencer& Spencer, 2005). Feature of the professional environment, as well as business, is high dynamics, and it is, certainly, conducts to continuous increase of speed of obsolescence of knowledge. It demands as from each specialist, and university, which prepare these specialist, flexibility, mobility

and ability to adapt for continuous changes of the competitive environment. In this regard, we will note that within realization of competence-based approach, the task and motivations of students at the same time is solved. Entrant going to university should understand what he will, what are the prospects for its professional development, meet the university's professional education offer with his personal abilities and needs. Let's mark out the main advantages of competence-based approach: First, competence-based approach provides reorientation of educational process from "focused on knowledge" education on formation of the identity of the competitive specialist. Thus considerably increases educational activity of students due to involvement in educational process. Secondly, orientation to competence-based approach at the organization of educational process for the purpose of formation of competitive specialists possesses the high motivational potential as is capable to set the main reference points and to set specific tasks for teachers and students that in turn leads to improvement of quality of study of specialists. Studying of a current status and existing tendencies in professional training of future specialists of different areas showed that the solution of the problem of the organization of educational process at the higher school lies in the sphere of use of the advanced achievements of science, in particular, competence-based approach in its system a city, personal orientation, activity. Personal orientation of competence-based approach assumes that educational process is under construction taking into account personal features of each participant of educational process as a subject - subject interaction, thus the student – the active personality who has the right to the opinion, own belief, and the main - right to a choice. Recognizing that one of the main components of elements of competence-based approach is activity, inclusion of each student in independent vigorous informative activity is necessary, as the personality is formed, develops and shown in activity. Professional competence of a student is considered by us, as unity of its theoretical and practical readiness and ability to implementation of professional activity.

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