Competence Approach in Professional Pedagogic Education of Future Children Educators: Conceptual and Terminological Discourse

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Abstract

Analyzed in this article are different approaches to the definition of the notion “competence”, “professional competence”. Explained is expediency of usage of competence approach in professional pedagogic education of future educators. Determined are main requirements to the professional competence of modern educator of preschool children.

Keywords

Vocational training, pre-school education, competence approach, competence, professional competence, professional competence of children educator, abilities, skills, professional mobility, EU countries.

Introduction

The main task of modern education is its redirecting on formation and development of competences of future specialist personality. These competences correspond to time requirements and job market. With Ukrainian integration to the European Union, problem of qualified specialists preparation to work in preschool institutions became more topical. Modern Ukraine needs specialists of preschool education with new formation, with competitive European or world level of qualification. Because qualified educator of preschool field of education guarantees education of competence preschool child, who is a new generation of Ukrainian nationality and who will be able to fulfill his potential in the future.

To become qualified worker on the field of pedagogic education, graduate should form certain range of competencies, which he needs for further professional activity. Without any doubts professional competence is not constant. Process of professional competence formation never ends and can constantly improves. Competence changes but its level and quantity can be estimated only in certain situations of professional activity of educator.

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Thus, in the work of T. Tanko professional competence of future children educator is explained as dynamic, processual side of his professional preparation, characteristic of professional growth, professional changes as an effect of steady professionalization of future educator (Tanko T., 2004).

We should notice that the problem of professional competence is complicated and multi-aspect. Quality of modern pedagogue preparation depends on its development on theoretical and applied levels, which is proved by investigations, being held recently by scientists-specialists in the field of preschool education.

**Aim of the article** is to reveal scientific and pedagogical discourse as to the essence of competence approach and to determine meaning of the notions “competence”, “competency”, “professional competence”.

**Discussion**

Analyze of pedagogical researches and publications shows that there is no one single approach to the interpretation of range of notions, which characterize the process of professional and pedagogical preparation of future children educators. Established is an approach (N. Iemelianova, I. Zharovzeva, T. Kotyk, N. Kovaliova, O. Kucheriavyi, S. Petrenko, L. Pletenyzka etc.) in accordance with which aim and result of professional preparation in a higher educational institution is readiness to pedagogical activity. Modern pedagogical science is characterized by considerable growing interest to theoretical explanation of the process of formation of professional competence of future specialist. We think that the most accurate correspondence of the following notions, given in the works of J. Senka, are: “professional preparation” - “professional readiness” - “competence”. The scientist thinks that the result of professional preparation is readiness of graduate for pedagogical activity and result of professional pedagogic education is professional competence. According to the scientist, readiness to pedagogical activity as formation of future pedagogue is fundamental for his professional pedagogic competence. Thus both readiness and competence are levels of professional pedagogical skills. Professional pedagogic competence is peculiar area of nearest(or distant) development of pedagogical readiness. But author stressed that they are not in relation of consecution. First goes readiness than competence (Senko Yu. V., 2000, p. 68).

It should be also mentioned that until recently attention was paid to qualification of specialist. Term “qualification” included range of professional knowledge and skills necessary for performing functions in
chosen professional field. But nowadays there is a division between notions “qualification” and “competency”. Last term is mostly used to reflect quite high level of qualification and professionalism of specialist. That is why we think that competency should be studied as an important factor of preparation of pedagogue for performing professional functions and as level characteristic of pedagogues qualification and professionalism. Though having a diploma about graduating from certain educational institution doesn’t mean having broad competence in certain field of education.

Thus, in modern researches for characteristic of professional and pedagogical activity competence approach is widely used. This approach foresees goal orientation of the preparation process of future pedagogue on professional competence formation as integrate characteristic, which determines ability to solve professional tasks, that arise in real situations of pedagogical activity with knowledge, experience, values and habits of a person.


**Presentation of main material**

Complication of pedagogical work in the system of modern education keeps current the necessity to increase preparation quality of pedagogues and it becomes possible under conditions of competence approach. Nowadays in education it is performed passage of result estimating of education from notions “preparedness”, “accomplishment”, “general education”, “politness” to notions “competence”, “competency”. Necessity of competence approach is caused by the fact that under modern social and economical conditions the aim is to achieve new quality of education, which correspond to modern needs of society and also understanding that

extensive way of solving problems by increasing extent of knowledge doesn’t have any prospects.

Modern competence approach determines objective orientation of the preparation process of future pedagogue on formation of professional competence as integrated characteristic, which determines ability to solve professional tasks that arise in real situations of pedagogical activity with usage of knowledge, experience, values and habits of a person.

Problems of competence approach in the system of education where works of W. Baidenko, B. Elkonina, I. Zymnia, I. Ziaziunia, L. Komarowska, I. Kolesnikow, A. Markova, L. Mitina, E. Saharchuk, A. Scherbakowetc were described. Notion “competence approach” determines directing of study process of higher education institutions on formation and development of basic(main) and objective competence of a person. Results of such directing are formation of general competence which is an integration of personal neoplasm. According to scientists such characteristic forms during study process in the higher educational institution and includes certain knowledge, skills etc. With such an approach competence is an end result of studies of graduate. Higher educational institution should be considered as basic center of establishment and development of professional competence of future pedagogues.

Study of psychological and pedagogical literature proves that there is no single explanation of the notion “competence oriented study” in works of different scientists as there is no generally accepted notion of competence.

Competence is the word of foreign origin, which originates from Latin words “competentio”, “competo”, which means achieve, correspond, suit. Dictionary of foreign words determines this notion as acquaintance, knowledge, authoritativeness. Defining dictionary of Ukrainian language explains word “competent” as informed in certain field of knowledge, person, who with the help of his knowledge has right to decide something. In the defining dictionary of S. Ozhehova competence is described as deep knowledge in the certain field of questions; as range of powers given to a person in accordance to his knowledge. Notion “competence” is described by following qualities: skilled, informed in certain field.

According to O. Zablotska, competency is an integrated personally active category, which is formed during study as a result of combination of primary personal experience, knowledge, work methods, skills, personal values and the ability to use them in the process of productive activity concerning range of subjects and processes of certain field of activity. While analyzing the notion “competency” with the help of philosophical, psychological and pedagogical sources, we can emphasize its main elements: first personal
Experience (experience of cognitive activity; experience of performing well known work methods; experience of creative activity; experience of emotionally-valuable relationship etc); knowledge (result of reality cognition process which was checked by social and historical praxis and testified by logic, and adequate reflection of this reality in consciousness of a person); skills (mastering methods of using knowledge and activity methods in practice; knowledge of a person in use); acquisition (abilities to solve tasks, which are performed automatically); methods of activities (actions), personal values (to be interested by activity. Without interest it is impossible to perform); ability (quality of a person, which define its ability to perform certain type of activity) (Nesterenko V. V., 2003, Ovcharuk O., 2004).

All components of mentioned category are equal they are interconnected and integrated one into another. Foundations of competencies are primary experience of a person, knowledge, personal values and abilities. They form skills and ways of activities. Unity of all these components is an integrative personally-active category - competence (Ovcharuk O., 2004). Broad generalized notion “professional competence” in psychological and pedagogical literature is described as professional readiness and ability of a work subject to do tasks and obligations of everyday activity (Senko Yu. V., 2000). To its structure belong knowledge and skills of professional activity.

We should emphasize increasing interest of scientists to the problem of competence of specialist at preschool education (L. Anzyferove, H. Bielenka, I. Klimkovych, H. Markpva, H. Serikow, M. Frisowetc). Analyze of scientific literature proves that questions about the essence of mentioned scientific phenomenon is described in science controversial. Besides that undetermined remained specificity of pedagogical competence of specialist at preschool educational institution.

Taking into account our analyze of study problem, we should notice that problem of formation of professional competence of modern educators at preschool institutions are fundamentally and thoroughly described in the works of H. Bielenka, who determines professional competence as “professional preparation and ability of work subject to do tasks and obligations of everyday activity. It is determined by cognitive and active components of specialists preparation and is a main criteria of definition of its correspondence with working conditions” (Bielenka H. V., 2012, p. 35).

According to H. Bielenka it is time to change approaches to understanding of the essence of notion “professional competence of educator”. Professional competence of pedagogue shouldn’t be studied only as cognitive component of pedagogic professionalism and cultural basis of...
professional thinking, consciousness and self consciousness. Professional competence of pedagogue-educator of preschool children covers such fields of competency as health-improving, diagnostic, educational and developing, methodical, communicational, organizational and pedagogical, control, educational, self-perfecting. Each of these competency field requires not only professional knowledge and skills but also positive thinking and development of certain personal professional features of character (Bielienka H. V., 2012).

Basis for further research of these problems create works of the following scientists (L. Artemov, H. Bielienka, O. Bohinich, J. Kosenko, L. Mashkina, H. Shaporenko etc.). They study questions of structure and content of psychological, pedagogical and professional preparation of future professionals of preschool education. L. Zavgorodnia, M. Mashovez, T. Ponimanska study job description of children educator at preschool institutions. H. Bielienka describes the main requirements to professional competence of educator in the context of modern preschool children needs. They are: developed moral and strong-willed qualities, knowledge about accessible for children fields of life, ability to organize study and education taking into account individual peculiarities.

H. Bielienka emphasizes peculiarities of professional competence of educators during their study at higher educational institutions. They are:
- dependence of attitude to study, quality of mastering of material and formation of professional skills from motivation of study activity;
- dependence of type of relationship of future specialist with the subjects of professional activity from real relationship, which were formed with other participants of educational process in higher educational institution;
- dependence of the process of development control of a person during study, which is performed in the direction from exterior form to inner one, from quality of interaction between participants of educational process;
- dependence of study quality from dominant psychic conditions.

Scientist in his research states that in the process of professional education of preschool education specialists important meaning has formation of professional competence as realized ability of a person to solve tasks of professional activity on the basis of professional knowledge and skills, which integrate with the development of personal professional skills. Among such skills there are love to children, which is combined with exactingness empathy and communication skills (Bielienka H., 2012).

In works of T. Tanko professional competence of future educator of preschool educational institution is described as dynamic, processual side of his professional preparation, characteristic of professional growth,
professional changes as a phenomena of gradual professionalization of future educator (Tanko T, p. 182-183).

It should be mentioned that under conditions of modern society considerable meaning became preparation of future specialists of preschool education by using innovational technologies. A. Mashkina determined the essence of competence of future specialists in the field of usage pedagogical innovations, in particular such as knowledge, literacy, culture, attitude of students to the usage of innovational pedagogical technologies in preschool education.

Thus, N. Dawkush has theoretically explained the importance of prognostic competence of future educators, which is determined by valuable realization of goal, system diagnostic in the professional work, advanced planning of pedagogical problem, predicting ways to its solution using modeling, projection and development of technology to achieve predicted results and implementation of technology to the process of personal development control, study and education of preschool children (Davkush N. V., 2011).

N. Nesterenko in his work studies professional and valeological competence as a component of general professional competence of future pedagogue, which specifies his theoretical and practical preparation to solve questions, connected with educating preschool children habits of healthy way of life (Nesterenko N. N., 2003).

Researching a problem of professional competence formation of pedagogue of preschool education in the system of additional professional education T. Svatalova determined groups of “key” competences of pedagogues of preschool education, which are a part of methodic, estimative, organizational and communicational competences. They are: analytic, prognostic, projective, estimation, reflexive, informational, developed, orientational, mobilizational, perceptual, pedagogical technique and pedagogical interaction (Svatalova T., 2009).

Having examined different approaches to studied notion, we can claim that professional competence of educator at preschool institutions is an integrative personal formation on the basis of theoretical knowledge, practical skills, considerable personal skills and experience, which stipulate readiness to perform pedagogical activity and provide high level of its self organization. Professional competence of educator doesn’t have professionally close limits, because he is required to think over constantly diversity of sociological, psychological, pedagogical and other problems, connected with organization of educational process of preschool institution.

Given in Ukraine standards of higher professional education were built on basis of qualification model of specialist. Model of specialist is

described in normative documents as description of those things, which specialist should be suitable for, which functions he is prepared to perform and which qualities does he possess. In Ukraine the main requirements in educational field to the specialists are reflected in the educational and qualification characteristics of specialist of certain direction of preparation, so called normative model of pedagogue competence, which reflect scientifically grounded structure of professional knowledge and skills. On the basis of such characteristics model of specialists’ preparation in the form of educational and professional program is created.

Requirements to socially important characteristics and qualities of graduate of higher educational institution are given in the list of competencies. In determination of the content of competencies reflects all components of structure of specialists activity. On the basis of analyze of typical tasks of activity and content of professional functions system of skills and competencies are formed, which are necessary to a specialist for future pedagogical activity.

We agree with scientists and experts that with the aim of increasing effectiveness of professional preparation of educators it is necessary to determine features of professional competence of educator, who can work in preschool educational institution who perform innovational activity or work with an innovational (experimental) program. This model is like generalized image professional of highest level of qualification and will be an example for comparison with real level of professional competency of certain educators for their professional needs and real necessity.

While analyzing professional competences of educator of preschool educational establishments we emphasized 3 groups of activity indicators. They are professionally-efficient, psychologically personal and effective. Professionally-efficient figures can be determined by two blocks of knowledge and skills of an educator, they are functional and special. Psychologically personal figures determine system of moral and axiological orientations, activity style of educator. In the aspect of professional preparation of future educators certain pedagogical skills are not of less importance. They are basic structure of their competence. Specifically pedagogical skills are: to be source of knowledge, ability to build process of knowledge mastering by other people, ability to develop different quality of peoples personality, communicative, language, textual, genre skills.

It is determined that European concept of competence approach in higher educational institutions is based on projects, performed in terms of Bologna process and contains such basic competences as instrumental, systematic and personal.
With Ukraine joining Bologna process, further optimization of study process in the higher pedagogical educational institutions became necessary, especially to strengthen graduate mobility. Modern reality orients on special preparation of children educators who can easily adapt in the world of professional relationship, be mobile and competitive. That is why we think that comparative analyze of peculiarities of professional mobility of students in the context of European dimension and possibility to use the experience of the EU countries with formation of future educators professional mobility in higher pedagogical school of Ukraine.

Conclusions

We find the prospective in further search of study direction in specification of separate principles of defined problem. Analyze of main notions, connected with competence approach in professional pedagogical preparation of future specialists of preschool education, discovering their interconnections and interrelations gives us possibility to clarify terminological mechanism of the research and to use determined principles during comparative and pedagogical research of theory and praxis of higher education of EU country members on certain stages of eurointegration.

To the prospective of scientific research, which will have positive influence on performing tasks of professional preparation of future educators, can be added analyze of level formation of professional competence in students, future educators with the aim of its further formation and improvement. Implementing competence approach to the praxis at the Department of Pedagogy and Psychology of Preschool Education at Yuri Fedkovych Chernivtsi National University provides the developments and realization of integrative study courses, where objective fields correlate with different kinds of competence.

References


