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Research Article

COMPETENCE-BASED APPROACH TO PROFILE TRAINING

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ABSTRACT

Profile training, as outlined in the Concept, is a means of differentiation and individualization of training, allowing more full consideration of the interests, inclinations and abilities of students, creating conditions for learning in accordance with their professional interests and intentions for subsequent education. To understand the essence of the goal, one should, first of all, understand the history of the issue, the search for ways to implement it and the opportunities that open up in the new conditions of education.

KEYWORDS

Training and production plants, communication skills, ability to learn, evaluate, think logically, select and use information, social and professional mobility.

INTRODUCTION

The problem of differentiation of education most clearly faced the Soviet school during the transition to universal secondary education. The so-called "general secondary education" itself ranked students according to their level of performance, i.e., in the senior classes both those who mastered the program and those who had long ago settled on the program of previous classes studied. It was not customary to talk about this, but it was so. The actual situation required both

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organizational and didactic resolution. It suggested three options:

-the first is the opening of specialized specialized schools or classes in a general education school;

-the second is the allocation of extracurricular hours for elective classes. It was assumed that during this time students would be able to realize their core interests;

- third - labor training for high school students was taken out of the school walls into specialized training and production plants, where, in the opinion of modern pedagogical thought of that time, students could form and then realize their professional interests.

Unfortunately, the theoretical predictions were not fully justified. Specialized schools and classes differentiated children on a social basis to a significant extent (the schools were staffed with children of Soviet, party, and economic workers).

In a comprehensive school, elective hours were distributed as additional workload for full-time teachers and were spent not on deepening knowledge, but as additional classes for underachieving students.

The workshops of training and production plants were staffed formally, often by drawing lots. The effectiveness of forming the professional intentions of students in such plants was practically absent.

A short historical excursion allows us to state a fact. The paradigm of the predominance of public interests over personal interests did not justify itself in at least two respects:

1) the psychophysiological structure of a person is formed and developed individually, and it often does not coincide with the formally and forcibly chosen training profile. Having become an adult, a person understands that this is not his profession;

2) training and production plants, as a rule, offered training in mass professions experiencing a shortage of workers, and every young person dreams of realizing his abilities in one or another unique professional activity. That is, the times of restoration of the national economy, when the enthusiasm of the entire people was manifested, are over. The senseless long-term exploitation of enthusiasm, especially of young people, is inherently criminal; it leads to crisis phenomena in society, which is what happened in the Soviet Union.

At the turn of the 1990s. New types of educational institutions (colleges, gymnasiums, lyceums) were legislatively opened in the country and, to some extent, the variability of educational programs was established. Basic educational subjects, mandatory in all educational profiles, and specialized subjects, which logically should be taught not by school teachers, but by people competent in this profile, were approved.

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This is how the new concept of "competency-based approach" entered the pedagogical thesaurus.

To more specifically understand the essence of the new concept, let us turn to the law. "On Education", which defines the main goal of specialized training - the formation of personality, and in subsequent professional education - the formation of the personality of a specialist. The concept of modernization of education clearly defines the goal of vocational education as the preparation of a qualified worker of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of effective work in specialties at the level of world standards, ready for constant growth, social and professional mobility. Such a formulation of learning goals requires a theoretical justification of the didactic conditions of the educational process in a specialized school based on a competency-based approach. Didactic conditions dictate the need to improve and develop the goals, content, principles and methods of teaching. To set learning goals within the framework of this approach, it is necessary to distinguish the concepts of "competence", "competence", "qualification" and show the connections between them.

In pedagogy, the designated terms were encountered indirectly and were used indirectly, despite the fact that the learning process itself, by definition, is aimed at practice, production, technology, and mastering labor techniques. Therefore, they were interpreted differently, although the "principle of subordinating knowledge to skill and practical need" appeared in the period when, at the turn of the 16th-17th centuries. there was a need to apply science to industrial technologies. This played a decisive role in the formation and development of all pedagogical thought of the "new time". It is in this sense that the principle of Ya.A. should be understood. Comenius, "...so that everything is done through theory, practice and application" [1, p. 21].

In I. Ozhegov's dictionary, "competent is someone who is knowledgeable, knowledgeable, authoritative in some field, and has competence. Competence is a range of issues in which someone is knowledgeable." Therefore, competence includes several competencies.

These concepts are given more fully in the dictionary of professional education by S.M. Vishnyakova. "Competence (from the Latin competens - appropriate, capable) is a measure of the correspondence of the knowledge, skills and experience of persons of a certain professional status to the real level of complexity of the tasks they perform and the problems they solve. In contrast to the term "qualification", competence includes, in addition to purely professional knowledge and skills that characterize qualifications, such qualities as

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initiative, cooperation, ability to work in a group, communication skills, ability to learn, evaluate, think logically, select and use the information.

During the Soviet period of development of industrial production, a qualification approach to specialist training developed; most likely, this was facilitated, firstly, by the shortage of qualified workers and, especially, engineering and technical personnel; secondly, the lack of competition for goods on the domestic market, and, as V.D. notes. Shadrikov, "...the task of the education system was to train specialists in mass, stable production with unchanging technology and a constant range of products" [3, p. 31]. Therefore, as V.I. rightly notes. Bidenko, "qualification means the predominance of framework activities in stable professional fields and algorithms. ...The qualification approach assumes that the professional educational program is linked, as a rule, to objects (subjects) of labor, correlates with their characteristics and does not indicate what abilities, readiness, knowledge and attitudes are optimally associated with effective life activity person in many contexts" [4, p. 10-11].

In a market economy, the situation has changed fundamentally: technologies are constantly being improved, production is market-oriented. It requires a specialist who is able to adequately respond to market demands and be active in helping to improve production. Therefore, as emphasized by F.T. Shageeva, V.G. Ivanov, L.L. Nikitin, a more realistic measure of designing vocational training is not qualifications, but professional competence. It presupposes a higher level of professional preparedness and includes "qualification components: knowledge, abilities, skills, professionally important qualities," and competencies meet the requirements of "floating" professional boundaries, the dynamics of professions, their globalization, and the destruction of professional silos.

The indicated opinions reflect the essence of the competency-based approach in the training of future specialists, which boils down to the fact that the goals of their training are competencies and general competence.

In general, the need for a competency-based approach in the process of specialized training is clear, but its interpretation in pedagogy has not been established. Many didactics interpret both the concepts themselves and the approach differently. F.V. Frolov, D.A. Makhotin note that competence is understood as an integrated characteristic of personality qualities, the result of training a university graduate to perform activities in certain areas. It is expressed in readiness to carry out any activity in specific professional (including problematic) situations.

F.T. Shageeva, V.G. Ivanov, L.L. Nikitin defines these concepts more specifically, which makes it possible to evaluate them at the stage of training specialists. They

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adhere to the position that assumes that professional competence is a characteristic of a specialist's personality, expressed in the unity of theoretical knowledge and practical preparedness of a graduate, his ability to carry out all types of professional activities, determined by the standard in the direction or specialty. Considering professional competence as a systemic integrative unity of cognitive and activity components, they note that it cannot be reduced either to individual personality qualities or their sum, or to individual knowledge, skills and abilities. It not only reflects a person's potential, but also allows him to be successful professionally. Competencies act as components of professional competence, allowing it to be implemented in practice.

Thus, adhering to the position of these authors, we can assume that specialized training is designed to form individual specialized competencies. When studying at school, it is necessary to develop in students not only professional, but also social-personal and general (key, basic, universal, transdisciplinary, meta-professional, transferable, trans-professional, nuclear, academic, etc.). Naturally, any educational process forms and develops the entire possible arsenal of human qualities, however, emphasis is always placed in different types of educational institutions on the formation and development of specialized qualities, abilities, skills, which is ultimately reflected in profile competencies. Therefore, it is necessary to consider what is meant by professional competence in order to understand the meaning of the competency-based approach in a specialized school. In the most general understanding, competence is a subject area about which an individual is well aware and in which he shows readiness to perform activities.

IN AND. Bidenko, analyzing foreign literature, notes that professional competencies are the readiness and ability to act expediently in accordance with the requirements of the case, to solve tasks and problems in a methodically organized and independent manner, as well as to self-evaluate the results of one's activities.

The concept of competence includes the concepts of "ability" and "readiness", between which there is a difference. Ability is often understood as the ability to perform any action or an individual predisposition to any type of activity. The concept of "readiness" is characterized to a greater extent by a process (activity) aspect - "prepared for use." In addition, readiness also presupposes agreement, a desire to do something, i.e., it also includes aspects of a person's motivation (formed internal motivation to do work).

In addition, it is the ability and readiness that determine success in professional activity, therefore they are often used to express the professionally important qualities of a specialist.

Andreev V.I. emphasizes that any competence begins with the word "be able", since the basis of

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competence is ability. However, not only skills are important, but also knowledge, abilities corresponding to this competence, personal qualities and even experience in creative activity. Competence is an integral indicator, the degree, of an individual's readiness (including positive motivation, knowledge, skills, abilities and experience of creative activity), which manifests itself, develops and is implemented in solving a certain set of educational, professional and other tasks.

Consequently, the goals of specialized training are the formation and development of competencies that are most characteristic of a given professional area. The closest thing to the didactic formulation of the learning goal is the definition of V.I. Andreev, therefore we consider it possible in the future to rely to a greater extent on this interpretation of competence.

An analysis of works on pedagogy and psychology of secondary and higher vocational schools showed that the goals of training a competent specialist are determined by his model.

The specialist model, as noted by V.P. Bespalko, "... this is any description that displays in one way or another the basic qualities, properties and abilities of a person, correlated with certain conditions of his future functioning." Therefore, the goals of training in a specialized school can be presented in the form of a competency model of a potential specialist in a given profile.

It should be noted that V.D. Shadrikov also presents the specialist model through competencies. V.G. Katashev, speaking essentially about the same thing, emphasizes the need for each student to have a personally oriented program, according to which the student will know what he has to achieve during the individual stages of the entire period of study. It also reflects the competency model, but not of a specialist in general, but individually for a specific student.

To build such a model, it is important not only to identify the necessary competencies, but also to determine the possibility of developing them in each student in a specialized school.

In order to assess the indicators of competence in the educational process, let us return to the concept of competence. As already noted, profile competencies in the form of knowledge, abilities, skills are determined by the qualities of a person, his abilities, experience of specialized activities, which are specified by a specific industrial production, and the professions of this production denote professionally important qualities that ensure success in future professional activities.

So, in the pedagogical literature, in the sociology of labor, and engineering psychology, there are, at first glance, synonymous concepts of "professionally significant qualities" and "professionally important

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qualities," but is this so? The analysis shows that professionally important qualities are determined by the professionography of a particular profession, and they are necessary to perform one or another professional activity.

Professionally significant qualities depend on the psychophysiological characteristics of the individual and develop consciously. They strategically form the professional "I-concept" of the individual, which will allow a person to realize himself most fully in his future professional life.

Psychologists define the content of professionally significant qualities as the individual qualities of a subject that influence the success of mastering professional knowledge, work techniques and the subsequent effectiveness of professional activities. Professionally significant qualities are reflected in abilities. Yu.P. Povarenkov, revealing the content of the psychological concept of becoming a professional, notes that abilities fully reflect the content of the concept of "professionally significant qualities" of an individual, but at the same time, activity is interpreted more broadly. This is not only professional activity of conscious professional development in the process of specialized training, mastering a profession, but also its various forms, as well as social and professional adaptation, building a professional career.

At this stage, it is necessary to more specifically differentiate the concepts that characterize the profile of training, since it itself already denotes a certain professional orientation. This means that in the process of learning, students form and develop not only personal qualities, but also professionally significant ones. That is, the learning process in a specialized school is aimed at identifying, forming and developing professional qualities characteristic of the chosen profile.

Here it is necessary to emphasize that the subject of this study designates a specialized technical school, which is or potentially predicts the training of its students in a higher technical school. That is, the analysis concerns to a greater extent the formation and development of professionally important qualities characteristic of knowledge-intensive workers and engineering professions.

Summarizing, at this stage, the above, it is important to more clearly distinguish between the analyzed concepts of "professionally significant qualities" and "professionally important qualities".

A person's personal qualities begin to form from an early age, and they are especially evident in play. Game is the main stimulator of personality formation and development; the basic needs, interests, and needs of the teenager are satisfied in the game. In a traditional school, didactic means, as a rule, are far from play;

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students are told, shown, demanded of them, they are convinced, their activities are controlled, approved or condemned. In gaming activities, the important thing is that the same didactic means become internal didactic means of role-playing games; they appear naturally and are perceived organically. Roles in the game often change and provide an opportunity for the formation and development of a wide variety of personal qualities. The task of teachers of a specialized school is to observe the change in the activities of teenagers, their games, to offer them new roles, without forcing or reproaching them for inconstancy, but when a more stable passion for any activity appears, to stimulate competition, participation in specialized competitions and, as they develop, celebrate professionally significant personal qualities. In other words, the concept of "professionally significant qualities" comes from the individual, that is, in the process of formation and development of a person's personal qualities, those that are professionally significant are identified. On the other hand, how to determine whether they are significant for one or another profile or not? Apparently, it is necessary to proceed from the requirements for a person imposed by a particular profession. This logic makes it possible to distinguish these concepts and use them for a didactic explanation of the process of specialized training. It turns out that the development of professionally significant personality traits is focused on qualities that are professionally important for one or another profile and, ultimately, are projected onto professional competencies. This is the meaning of the competency-based approach to teaching in a specialized school.

Professionally important qualities have been studied in many works. As a rule, they examine in detail professions associated with the most striking manifestation of human qualities important for the profession (cosmonauts, pilots, strategic military personnel, navigators, etc.). A large number of works are devoted to the study of important qualities for the teaching profession. In recent years, important qualities for specialists in the fields of economics, management, and tourism have been intensively studied.

For blue-collar and engineering specialties, important qualities have been identified in the oil and engineering industries, but they are expressed as a set of qualities that include general professional qualities, such as the ability to make decisions, pose questions, formulate a problem, etc. ., and specific professionally important qualities, for example: the ability to draw up kinematic, circuit diagrams, wiring diagrams, read them, carry out measurements correctly, etc.

The general professional qualities of specialists in engineering and technical fields were studied by L.K. Bobikova. She highlights:

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- the totality of the amount of knowledge, abilities, skills necessary to manage production processes, management, people carrying out these processes;

analytical thinking, which includes: intelligence, i.e. speed in making technical decisions; thoughtfulness - a comprehensive consideration of an engineering problem; criticality or reflection, characterizing the absence of bias when solving issues; self-sufficiency and independence when choosing decisions; systematic and consistent in the development of one's competencies; determination and confidence in finding the right solution to a production problem in any, even non-standard situations;

- communication skills, technical abilities related to the psychological components of engineering activity.

Creative activities in the technical field include design, rationalization, and inventive qualities, which are characterized by the ability to find new ways to technically improve objects and produce labor products.

Strong-willed character traits include determination (movement towards a strategic goal), initiative (decisiveness and courage in introducing new technologies, working methods, finding ways to solve professional problems), etc. These qualities are of a generalized nature, they are formed in the process of educational activities in a specialized school, but are also the basis for the formation of specialized competencies.

Thus, the professionally important qualities of one or another profile determine the vector of identification, formation and development of professionally significant personal qualities in the process of educational profile-oriented practical activities in a new type of school, and on the basis of these qualities, profile competencies can and should be developed. tions that will develop as professional ones in the future.

It can be argued that the self-development of a student's personality is an evolutionary process of movement from the manifestation of personal qualities to the development of professional competencies.

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