

IMPLEMENTATION OF A COMPETENT-ORIENTED APPROACH IN THE TRAINING OF WATER TRANSPORT SPECIALISTS



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This article analyzes the features of a competent-oriented approach in teaching, in terms of fulfilling the principle of personal-oriented training of water transport specialists. Classification of key competences is provided. Specific features of the competent-oriented approach usage in teaching of disciplines to future water transport specialists are determined.

Keywords: *competent-oriented approach, personality-oriented technology, competence, water transport specialists, education.*

Problem statement.

Currently we are witnessing the formation of a new educational system. This process is accompanied by significant innovative changes in the pedagogical theory and practice of the educational process. The content of education is enriched by new procedural skills, development of the ability to operate information, creative solution to the problems of science and practice, with an emphasis on the individualization of educational programs.

One of the main challenges that modern education system is facing - its modernization, that is, compliance with the demands and opportunities of society. This request implementation depends on the transformation ability of the education system, and this ability itself is largely determined by the approach to set goals, select content, organize the educational process and assessment of the results achieved. Consequently, Higher education institutions should prepare their students for changes, developing at them such qualities as mobility, dynamism, constructiveness.

The perspective of the competent approach, which ensures the quality of education, the competitiveness of future water transport specialists, anticipates the ability to think independently, relying on knowledge and to apply these abilities to solve specific practical problems (in this case, the experience is valued much higher than just erudition), in other words, the main immediate result of students' educational activities becomes the formation of their core competencies.

The most important component of the pedagogical process is, therefore, the person-oriented interaction of the teacher with the students. A special role is given to the spiritual education of the individual, the morality formation of the future specialist. The role of science in creating pedagogical technologies adequate to the level of public knowledge is increasing.

Within the psychological and pedagogical aspect, the main tendencies in the improvement of educational technologies are characterized by the transition from the student, as the memorizing function, to the process of mental development, which makes it possible to use obtained knowledge; from a purely associative, static model of knowledge to dynamically structured systems of mental actions; from an orientation toward an average student to differentiated and individualized training programs; from the external motivation of learning to internal moral regulation.

In modern conditions there is a transition to flexible models of the pedagogical process organization, focused on the personality of students, which is more motivating and has

considerably variable and corrective approach. There is a need for the development and implementation of appropriate technologies. In our view, such technologies comprise of student-oriented technologies, as they provide priority of subject-based training, personal growth diagnostics, case design, simulation, including educational tasks to the vital problems work-book, which include the development of the future specialist in real, social and educational space.

Analysis of the recent research and publications. To the issue of using a competent-oriented approach in terms of fulfilling the principle of personal-oriented training of students, are devoted scientific works of such scientists as A. Beisembaev [1], M. Voronov [2], V. Dryagina [5], I. Zimnaya [3], A. Lebedev [4], T. Nemikina [5], M. Pavlova [5], K. Selevko [6], V. Serikov [7], A. Subetto [9], V. Shogan [10] and some others. At the same time, the pedagogical process does not stand still, therefore, it is significant and necessary to study the specifics of using a competent-oriented approach in teaching on the basis of personal-oriented technologies for training of future water transport specialists.

The purpose of this article. This article analyzes the features of a competent-oriented approach in teaching, in terms of fulfilling the principle of personal-oriented training of water transport specialists.

Main results and discussion. The personal-oriented approach in teaching of the future water transport specialists – it is the

concentration of the teacher's attention on the student's integral personality, care-about the development of not only his intellect, and civil sense of responsibility, but also about the spiritual personality with emotional, aesthetic, creative inclinations and development opportunities.

The aim of the personal-oriented education is to create conditions for the full development of such functions of a future specialist:

- ability to choose;
- the ability to reflect, evaluate own life;
- search for the meaning of life, creativity;
- responsibility;
- autonomy of the individual [10, p.98].

Person-oriented education suggests an orientation toward training of future water transport specialists, taking into account their individual characteristics:

- age, physiological, psychological, intellectual;
- educational needs, orientation to a different complexity level of the program material, available to the student;
- allocation of students groups in regards with their level of knowledge, abilities;
- distribution of students in homogeneous groups according to abilities, professional orientation;
- attitude towards each student as a unique individuality.

The difference of the person-oriented approach in teaching from the traditional one is given in the table below.

Table 1

Difference of the person-oriented approach in teaching from the traditional technologies [compiled by the author on [7]]

<i>Ontological field</i>	<i>Activity Type</i>	<i>Internal need</i>	<i>Reference Conditions</i>	<i>Critical situation type</i>
"Welcoming"	Life activity of the organism	"Here and Now" satisfaction	Immediate granting of prizes of life	Stress
A separate life relation	Activity	Realization Motive	Difficulty	Frustration
Inner world	Consciousness	Internal consistency	Complexity	Conflict
Life as a whole	Will	Realization of the life plan	Heaviness and complexity	Crisis

Thuswise, personal-oriented pedagogical technologies – are technologies based on a personal approach to the educational process.

The focus of personal-oriented technologies is the student as a unique integral personality, which seeks to maximize the realization of its

capabilities, open to the perception of new experiences, capable of conscious and responsible choice in a variety of professional situations.

The peculiarity of the goals of personal-oriented technologies lies in the orientation toward the personality, its formation, its development not on someone's order, but in accordance with the capabilities.

At the heart of the technologies of personal-oriented education, there is a triad "task – dialogue – modeling". Personal-oriented education technology in the Higher Education Institution is implemented as follows:

- 1) presentation of the content of education in the form of different levels of personal-comprehending tasks that are of interest to the student, significant for him/her, and therefore he/she has a desire to solve them;
- 2) content acquisition in terms of pedagogical dialogue that builds mutual understanding, the desire to understand another, to seek new truth;
- 3) design organization of the professional practical situation that mimics social-role and spatiotemporal conditions and ensures self-fulfillment of the individual in a conflict situation or competition.

Competent approach in personal-oriented education technology suggests transferring the focus from subject knowledge as the main learning objectives to the formation of core competencies: communicative, informational, managerial, personal, social, civil, technological.

Key competencies of higher education refers to the ability of students to act independently in a situation of uncertainty when solving important problems, which can be also fulfilled outside of university education.

The Council of Europe has identified the following main or key competencies:

- sociopolitical: take responsibility, participate in joint decision-making, in the operation and improvement of democratic institutions;
- competence regarding life in the multicultural society: understanding the differences, mutual respect, ability to coexist with representatives of other cultures, languages and religions;
- competencies related to life in a multicultural society. They play such an important role in public and professional

activities that, those who do not have them, are at the risk of exclusion from society

- competencies related to the emergence of the information society: the possession of new technologies, the ability to critically analyze the information which is spread through the channels of the media and advertising;
- the ability for lifelong learning as a continuous training professionally, as well as in personal and social life [8].

The most relevant and popular in public life, in our opinion, is the following classification of key competencies [1, p.110]:

- informational competence (search, analysis, selection of the necessary information for the implementation of educational activities);
- the competence of solving problems (problem identification and setting goals for activities, determining the conditions necessary for the implementation of the decision);
- communicative competence (use of various language means of oral and written communication for solving educational and professional problems).

The leading, priority competence is a communicative competence, as it underlies all other competences. Communicative competence - is the ability to solve real problems, ability to cooperate and ability of self-training [1, p. 26]. Most effectively these skills are formed within the framework of personal-oriented learning.

Person-oriented learning is considered as the leading strategic direction of pedagogical studies of the XX century, and it provides the needs of society. This kind of training requires differentiation of educational process, this means that courses should focus on the level of overall development, student culture, i.e. the earlier obtained experience; features of mentality of personality (memory, thinking, perception, the ability to manage and regulate self-emotional sphere, etc., character trait, temperament, that is, orientation to the personality of the future specialist, his/ her intellectual and moral development) [4, p. 9].

Thus, the competence approach is focused on developing the capabilities of the future water transport specialist to implement certain competencies, to teach him/her to act effectively in conditions of a real situation on a ship. When the competence approach is

mentioned, the purposefulness and goal-orientation of the educational process is meant. Competent-oriented education is a goal-achievable process. At the same time, competencies set the highest, generalized level of future skills and abilities of a water transport specialist [2, p.11].

An important feature of competent-oriented professional training is the rejection of the traditional teaching methods, and it has a receptive nature. In return pedagogical and psychological technologies, that are adequate to modern trends should be regained [2, p. 12]. In vocational training, the emphasis shifts to self-regulation, self-management, self-control and students' own activity. Students initiate and organize the process of their education. At the same time, the humanistic value of self-determination of the individual grows in the course of solving professionally significant tasks oriented to the result. Orientation to the result assumes an independent receipt by students of the necessary knowledge in the process of solving a certain professional situation, real or imaginary, with the obligatory performance of all phases of professional action.

As a tool for implementing of a certain approach, the technologies can be used, which are focused on the result, successfully tested in educational practice [6, p.75]. The lesson begins by setting of a professional and practical task. What will be chosen as the starting point of the task depends on the knowledge that needs to be conveyed to the student. Through a work-related formulation of the task, a double goal is achieved. First of all, students realize what kind of requirements they may face in their further professional life and, secondly, an adequate situation being developed for requesting the knowledge and skills necessary in the profession. Since the task is new for students and is chosen so that

with the help of previously acquired knowledge and skills it cannot be solved, students experience an information deficit, and thus they request the missing information. The teacher keeps it ready in the form of newsletters; then students get acquainted with the given information and direct it to planning of the problem solution. At the beginning, each student makes an individual plan, then starts a discussion of work plans in the group. An assessment is made in regard with the implications of adopted measures to satisfy the minimum-maximum principle: to achieve the greatest benefits with the least cost.

According to the planning of the task, the implementation of the planned measures to certain actions is carried out. At the stage of monitoring of completed works, it is determined whether the result corresponds to what has been planned. The lesson ends with the evaluation of the task performed. The expediency of the work strategy is analyzed in the same way as the cooperation in the group, the rational use of tools, the observance of the algorithm of actions, etc.

Within the framework of the results-based learning strategy, special requirements are placed on the lecture form with students, whose functions are to provide theoretical, methodological knowledge of the subject, to identify problems, to assess their development and solutions, to determine goals and objectives, to disclose the content of professional activity [3, p.45].

Summarizing the above, it can be stated that a competent-oriented approach has all the main features of systematization and can serve as a basis for solving many problems of further development of domestic education.

Conclusions and prospects for further researches.

Competent-oriented approach objectively responds to social expectations of the society as a whole in the sphere of education, and the interests of the participants in the educational process. At the same time, this approach contradicts many of the stereotypes, prevailing in the current education system, for instance, the existing criteria for evaluation of educational, pedagogical and administrative activities. Therefore:

First of all, it is important that all activities related to the implementation of the competent approach in education to be carried out exclusively from the system positions. There are no important and inconsiderable tasks, so the new content of promising mass education – a systematic and practical orientation, represents a coherent whole

Secondly, we need changes in the regulatory framework of educational institutions, primarily in the documents on the final certification of graduates and the accreditation of the universities. Moreover, these changes should be formulated, discussed and accepted with the involvement of broad masses- participants of the educational process and those who are interested in its results

Thirdly, an important part of the methodological preparation of the educational process becomes its internal systemic nature. In particular, the traditional construction of an educational program exclusively on a disciplinary basis does not correspond to the ideology of the competent approach, since the systemic principle is violated, which is unacceptable in the present situation.

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