

THE COMPETENCE APPROACH IN EDUCATIONAL PROCESS AS ELEMENT ACMEOLOGY

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ABSTRACT: NEED TO IMPLEMENT COMPETENCY APPROACH TO THE EDUCATION OF STUDENTS IS DUE TO THE FACT THAT MORE AND MORE TALK ABOUT THE SKILLS OF STUDENTS WHO ARE CRITERIA FOR COMPETITIVENESS IN THE LABOR MARKET. A SKILLED PERSON IS A VALUABLE ONE KNOWS. THEREFORE, EDUCATION IN RECENT YEARS HAS BEEN DIRECTED NOT SO MUCH TO PREPARE STUDENTS AND TO THEIR REALIZATION AND CREATE A COMPETENT PROFESSIONAL PERSON. THE MAIN GOAL OF ANY EDUCATIONAL SYSTEM IS THE FORMATION OF SUCH PROFESSIONAL SKILLS IN STUDENTS THAT MAKE THEM MOBILE, STRONG ENTREPRENEURIAL IN SOLVING LIFE'S PROBLEMS IN A GIVEN AREA. MODERN EDUCATION SHOULD PREPARE INDIVIDUALS NOT ONLY KNOWLEDGEABLE, BUT ALSO CAPABLE, INDIVIDUALS WITH EXTENSIVE PROFESSIONAL EXPERIENCE. THE EXPECTED RESULTS ARE MADE NOT ON THE BASIS OF A SYSTEM OF KNOWLEDGE, SKILLS AND ATTITUDES, AND THE ABILITY OF INDIVIDUALS TO COPE WITH ANY LIFE SITUATION THAT CAN BE ACHIEVED BY APPLYING THE COMPETENCY APPROACH TO EDUCATION.

KEY WORDS: COMPETENCY APPROACH, EDUCATION.

DYNAMIC lifestyle modernize society which turn requires updating of the educational process. Today, every member of society must be sufficiently well prepared - have a range of knowledge and skills to function effectively in society.

ACCORDING to the national strategy for lifelong learning (LLL) for the period 2008 - 2013 "The country's accession to the European Union (EU) requires changes in education and training related to the synchronization of the level of knowledge and key competencies. Training is more out of common understanding, which is linked to formal education and is viewed as a continuous process of lifelong learning. Dimensions of lifelong learning are essential for the very person who regardless of their age and received formal education has the opportunity to realize their full potential, and for employers who are users of this resource.

STRATEGY for Lifelong Learning provides recommendations for actions to be taken by the government in connection with "the future training of Bulgarian citizens to actively participate in a new global economy built on knowledge" [3]. This knowledge can be achieved through application of the competence approach in the education system. Even in the Europe 2020 strategy has paid special attention to the preparation of future citizens, says that education should be correct structure is based on an integrated approach, encompassing key competences [7].

ACCORDING to the European Commission, Bulgaria needs to change in the approach to education to obtain better results. The report reflected that "low educational achievements testify to the existence of significant structural obstacles to ensuring a quality education. ... Low educational attainment are associated with poor still offering educational programs, lack of incentives for better performance of teachers, the need for modernization of curricula, weaknesses in the national assessment system and insufficient accountability [3]. According Dora Kabakchieva „Radical change of Bulgarian microstructure lead to organization of economic behavior of all participants. Developing is market relations determine the appearance of competition” [5].

FROM the statement of the European Commission is caused and the *purpose* of this report to reveal the nature and role of the competence approach in education. Although 2008 was declared Year of the key competences is not yet widely studied problem.

The *hypothesis* is that if the training is applied competence approach, the results of this study will not only be much higher, but will also meet the criteria for quality of education and competitiveness.

The *subject* is the competence approach and the *object* is the process of its application in the educational process.

NEED to implement a competence approach in education is due to the fact that more and more talk about the skills of students who are criteria for competitiveness in the labor market. One a person is more valuable than one frame knowledgeable. Therefore, education in recent years is not so much directed at preparing the students and to their realization, ie create professional-competent person. The main goal of any educational system is the formation of such professional skills in students that make them mobile, strong entrepreneurial in solving life's problems in a given area. Modern education should prepare not only knowledgeable people, and capable, individuals with extensive professional experience. The expected results are not built on the basis of a system of knowledge, skills and attitudes, and the ability of individuals to cope with any life situation that can be achieved by implementing the competence approach in education.

OVER the past decade a number of authors such as A. Andreev [1] D. Bermus [2] I. Zimnyaya [4] O. Filatova [10] A. Hutorskoy. [11] whose studies have focused on the contemporary education competence approach considered as a principle of the educational system. According to them, its main feature is the "update the content of education," which must be in accordance with the socio-economic requirements of any society.

THERE are many publications related to the competence approach, but the most accurate conceptual apparatus defined by E. O. Lebedev "competence approach is a set of common principles defining the purpose of education, the selection of the content of education, the organization of the educational process and evaluation of educational results " [7]. According to the author competence approach must be present in determining the structure of education in the selection of content, the organization of the educational process and in evaluating the results of education Figure 1.

THE presence of the competence approach in determining the structure of education is compulsory, because the powers that be set as an expected result related with the ability of

students to independently solve problems in various fields of human activity on the basis of social experience.

IN *the selection of educational content* competence approach also plays a very important role. Based on it is forming specific knowledge and skills of students, which are a prerequisite for an adequate search and solve problems in a professional field of study.

THE *organization of the educational process* through the competence approach form in students the ability to make decisions quickly in different situations in the professional field of study.

COMPETENCE approach in *the results of the educational process* is a prerequisite for the analysis of the level of education of each student.

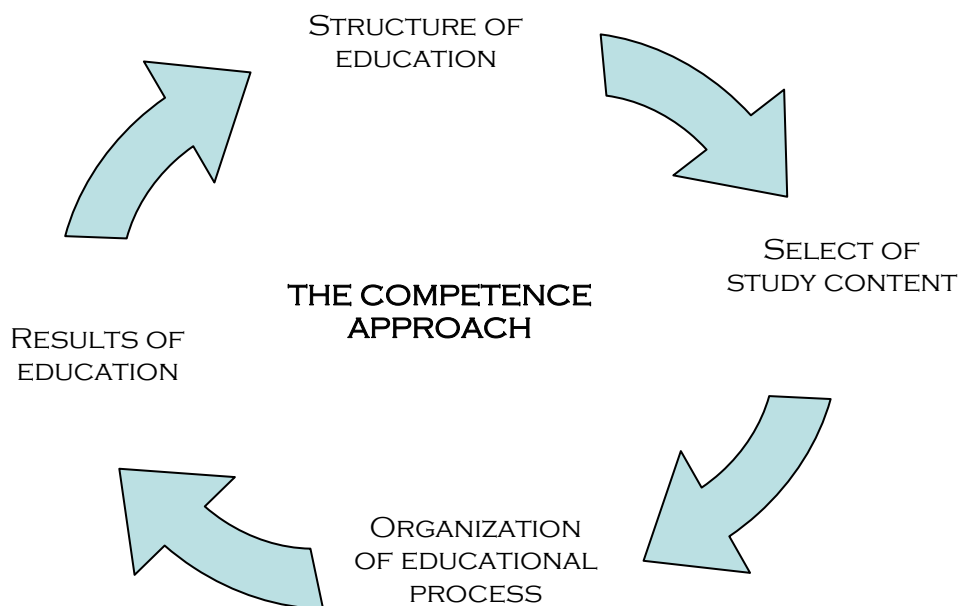


Fig. 1 *Presence of the competence approach in education*

COMPETENCE approach is based on three main levels of formation, which can be determined by its elements. These are the key competencies, skills and competence that determine the level of education a step (Figure 2).

IMPLEMENTATION of the competence approach is through the identification of key competencies that students alone to act in different situations in solving life problems.

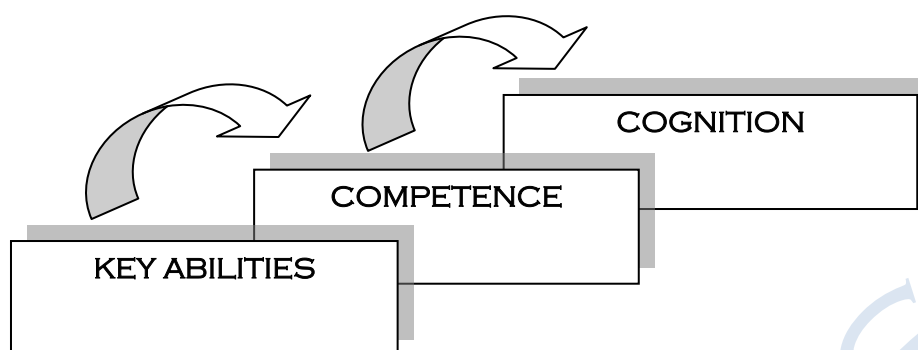


Fig. 2 Elements of competence approach

THE term "key abilities" accepted knowledge, skills and activities that students learn in a topic or theme. Key abilities are deyalno description of the expected results in the educational process. They are the pillars in the design of educational content. Through them in detail to determine the so-called. skeleton of the educational learning process, because on the grounds of them can assess performance more accurately and specifically. This sovy side allows for highlighting or correcting only those parts of the curricula, where students experiencing difficulty in absorption. According D. Kabakchieva "each event is realized in unanimity of determined social space and time as a sensible complex, determined practical scheme imposed in the human consciousness and allowing movement and activities in the continuum. That scheme comprises of an inside entirety and completeness and independence, as well – own time in space chronotope. Thus, its character determines the possible communication in it [6]

S. Polykina split key abilities in seven groups [11]:

- ⇒ Value competence;
- ⇒ Cross-cultural competencies;
- ⇒ Educational-cognitive competencies;
- ⇒ Information skills;
- ⇒ Communicative competence;
- ⇒ Social and employment skills;
- ⇒ Competences for personal self-improvement

THE second element of the competence approach is competence. It is characterized by:

- 1) knowledge of the specificity of a particular profession or field of application;
- 2) building a thorough understanding of the specific characteristics of a profession or type of professional field;
- 3) the possession of knowledge, skills and abilities to practice a profession associated with a particular type of technology, and skills to adequately detail solve a specific problem with it.

THE term "competence" is Latin origin (competens) and is coincident capable. Therefore, it can be equated with skill, knowledge, ability, experience, cunning, awareness, reputation, specialty. Jurisdiction shall be determined by the presence of certain knowledge, skills and experience required for the functioning of every individual in a professional field.

THE third element of the competence approach is cognition. It is characterized as a set of vzaymosvarzani personal qualities in terms of their knowledge, skills, habits and ability to act in a professional field. Through it can determine the potential of an individual.

THE term "cognition" (Latin - competere – corresponds, suits) is used to describe karyniya result of the educational process. This is the level of mastery of a set of competencies otrazavashti degree of readiness of student outlets in a given area in society. By competences determining the existence of certain knowledge, skills and experience needed to solving professional problems in field days. On this basis it can be defined as a characteristic of individual qualifications, so can identify with "know how".

IN CONCLUSION, it can be concluded that the competence approach is important in the education system because they advance to determine the expected results and to define the key competencies that determine the level of professionalism of each person. Competence approach also enables more accurate and thorough assessment of students.

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