THEORETICAL ASPECTS OF KEY COMPETENCES OF FUTURE TEACHERS OF VOCATIONAL TRAINING IN THEORY AND PRACTICE OF HIGH SCHOOL

Olha Mykhailivna Novak
Ph.D. in Pedagogy, Senior Lecturer of Pedagogy Department
SHEE «Hryhorii Skovoroda Pereiaslav-Khmelnytsky State Pedagogical University»
Pereiaslav-Khmelnytskyi, Ukraine

Statement of the problem. The deepening of integration processes in Europe and the socio-economic, political, social and cultural transformation taking place in the modern Ukrainian society, contributed to training of specialists of a new generation – competent, socially mobile, able to work in a team and make decisions confidently, operate in unconventional life and professional situations, work with different sources of information with different communication techniques etc. An important role in this process is taken by key competences of an individual since they are professionally significant and form a core of professional competencies allowing them to be implemented to the most.
Historically, a process of preparing a professional in a particular field in every century is getting a newer qualitative level. Education in modern conditions should be aimed at formation of a graduate’s skills that are able to meet demands of employers. Therefore, formation of key competences of future teachers of vocational training is an important task of educational theory and practice.

**Analysis of recent researches and publications.** Competence-based approach in higher and secondary education is a subject of scientific researches of national scientists – N. Bibik, H. Havryshchak, I. Hudzyk, N. Dvornikova, Y. Kodliuk, O. Lokshyna, S. Nikolaienko, A. Ovcharuk, O. Pometun, I. Rodyhina, O. Savchenko, L. Sen, S. Sysoieva, O. Sytnyk, T. Smahina, H. Tereshchuk, S. Trubachova, N. Fomenko and others. The problems of formation and development of professional competencies of future professionals as a leading educational outcome was sought by many scientists, including: V. Andrushchenko, N. Bibik, I. Bekh, I. Zymnia, V. Kremen, N. Kuzmina, O. Ovcharuk, O. Pometun and others. Study of professional competence of specialists of educative area was dedicated in works of such scientists as V. Adolf, V. Barkasi, O. Bihych, D. Ivanov, M. Katunova, N. Kuzmina, A. Markova, A. Pozdniakov, N. Radionova, S. Trubacheva, A. Tryapitsyna and others.

**Focus on previously unselected parts of the problem.** It is a thorough analyzes of formation of key competences of future vocational training teachers lacking in a structure of a competence-based approach.

**The purpose of writing of the article** – the study of a process of formation of key competences of future teachers of vocational training in a structure of competence-based approach in conditions of modernization of higher education system.

**Statement of the task** – to analyze different approaches to defining essence of a concept of «key competences»; to identify key competences of future teachers of vocational training.

**Presentation of main material.** Nowadays modern national society is experiencing a rapid process of modernization of all aspects of life, one of priorities of which is reforming of education, particularly higher professional one. The need to modernize an education system governs renovation of legislative and regulatory
foundations: introduction of a new Law of Ukraine «On Higher Education» (2014), National Strategy for the Development of Education in Ukraine until 2021 (2013), the Concept of continuous pedagogical education (2013) etc. Modernization of national higher education brings forward high demands to professionalism of a teacher capable to solve independently and creatively professional tasks, be aware of personal and social significance of educational activities distinguished by mobility, constructivity, ready to intercultural interaction, posses a sense of responsibility for a fate of the country, its social-economic prosperity.

Since a middle of XX century scientists from different countries actively engaged into a research of competence as a scientific phenomenon, its role in life creativity of an individual, an impact on performance of professional activities, as well as finding ways to effective formation and development of competence as one of leading professionally significant qualities of a modern professional, a teacher of vocational training in particular.

The analysis of scientific literature showed that first competence-based training appeared in the 1960s in the United States in preparing future teachers as education and training. Competence-oriented education had spread in the 70-ies of XX century. The concept of «competence-based education» got widespread in the United States in late 80's – early 90-ies of XX century, and a foundation of which were business and entrepreneurs’ requirements to high school graduates with regard to their uncertainty and lack of experience in integration and application of knowledge in decision-making process in specific situations. But not in the US but in the UK since 1986 a concept of competence-based education had been taken as a basis of the national system of qualification standards and received an official support by the management [9].

The problem of realization of competence-based approach in education of Ukraine attracted attention of many scientists and educators. In particular, disclosure and understanding of a competence-based approach in education is devoted in a collective monograph «Life Competence of a personality» (2003), which presents a psychological and pedagogical analysis of life competence of an individual as preconditions of his freedom of life choices, completeness of personal fulfilments and

Thus, the problem of a competence-based approach is not new to domestic science. Currently comprehension of competence-based approach in education is continued, including: 1) what differentiates concepts of «competence» and «competency»; 2) determination of key competences; 3) use of effective methods and technologies allowing implementation of new approaches to educational process etc.

Based on analysis of contemporary psychological and educational researches it was found out that competence is a combination of knowledge, skills and personal qualities of an individual capable to successfully carry out specific actions in an education area, professionally solve tasks and problems arising in variable social conditions. It should be noted that some «competences» are more common, more important than others. Hence raise a question of their typology, which is a basis for practical implementation of competence-based approach in many countries. Thus, the Council of Europe documents deal with such competences as the key ones (key skills), core ones (core skills)) and main (base skills) [10]. The first official use of a term «core competences» appeared in a project of the Council of Europe «Secondary Education in Europe» in 1992 [9]. In 1996, at a symposium held in Bern (27-30 March) under the Program of the Council of Europe an issue was raised fact that education reforms is essential to identify key competences that students must acquire to succeed in work and to further higher education.

Organisation of Economic Cooperation and Development (OECD) closely examines and today directs its activities to a problem of implementation of key competences in educational content. Countries of OECD noted that since the 90s of the last century, there was a lack of researches on theoretical and conceptual bases of knowledge, skills and competences and their relationships with each other. OECD experts believe that a concept of «key competences» is used to determine competencies
that enable an individual to effectively participate in many social areas and contribute to
development of society quality and personal success that can be applied to many areas
of life.

Key competences are a core set of very general concepts that should be detailed
into a set of knowledge, skills, values and relations by education sectors and areas of
life.

The official EU document «Key competences for lifelong learning» defines eight
most important competences [6]: communicating in their native language;
communication in a foreign language; mathematical competence and basic competences
in science and technology; computer competence; ability to learn; interpersonal,
intercultural, social and civic competence; entrepreneurship; cultural competence.

A. Hutorskoi includes to educational competencies: 1) key competences – belong
to general (intersubject educational content); 2) general subject competences – belong
to a range of subjects of educational sectors; 3) subject competences – partial relatively
to two previous levels of competence which have a specific description and the
possibility of formation within subjects [8, p. 60].

H. Selevko notes that competences are activity characteristics of a human (labor,
learning, gaming and communicative competences), so their classification should
primarily be adequate classification of activities. If we move from less significant to
more significant competences, then it may be possible to point out several basic, key
competences which in their turn consist of a more specific competences and finally
individual skills and knowledge. The top of competences can be imagined as the
general competence of a person that consists of a set of several generalized components
– «key supercompetences [7, p. 30]».

As a psychological characteristic a concept of competence includes not only
cognitive (knowledge) and operational-technological (activities) components but also
motivation (emotional), ethical, social and behavioral ones. Since a basis of competence
consists of abilities then each of them must correspond to its own competence.
Common types of abilities will correspond to types of competence in physical culture,
I. Zymnia identifies three big groups of competences and among them she highlights 10 main types [2]:

1. Competences related to a person as an individual, a subject of activity? communication. They include: health protection competences: knowledge and adherence to healthy lifestyle standards, knowledge of dangers of smoking, alcoholism, drug addiction, AIDS; knowledge and observation of personal and dwelling hygiene; physical culture of a human, freedom and responsibility to choose a way of life; competences of value-semantic orientations in the world: life values; values of culture (art, literature, music), science, production; history of civilization, own country; religion; competences of integration, structuring of knowledge, situationally-appropriate actualization of knowledge, expansion of acquired knowledge; civic competences, knowledge and respect for rights and responsibilities of citizens; freedom and responsibility, self-confidence, dignity, civic duty; knowledge and pride in symbols the state (the coat of arms, the flag, the anthem); competences of self-perfection, self-regulation, self-development, personal and subject reflection; sense of life; professional development; language and speech development, mastering the culture of the native language, mastering the foreign language.

2. Competences belonging to a human’s social interaction and social sphere: the competences of social interaction: with a society; a community, a group, a family, friends, partners, conflicts and their resolution, fellowship, tolerance, respect and acceptance of other (race, an ethnicity, religion, status, role, gender), social mobility; competences in communication: verbal, written, dialogue, monologue, creation and perception of a text; knowledge and respect for tradition, ritual, etiquette; intercultural communication; business correspondence, records management, business language; foreign language communication, communication tasks, level of impact on a recipient.

3. Competence belonging to human activities: competence of cognitive activity: formulation and solution of cognitive tasks; innovative solutions, problem situations – their creation and resolution; productive and reproductive cognition, research;
intellectual activity; competence of activity: play, study, work; means and ways of activity, planning, projecting, modeling, forecasting, researching, orientation in various types of activities; information technologies competences: reception, procession and delivery of information; transformation of information (reading, note-taking), mass media, media technology, computer literacy; possession of Internet technology [2].

Among the key competencies H. Knauf identifies four main ones:

1. Social competence – an ability to avoid conflicts.
2. Methodical competence – an ability to solve problems and think abstractly.

Modern domestic and foreign researchers pay much attention to classification of a high school graduate’s competences, a mandatory component of those constitutes key competences.

According to O. Ovcharuk, O. Krysan and O. Pometun key competences are the most important, integrated. Their signs are superobjectness, interdisciplinarity, complexity, focus on formation of critical thinking, reflection, determination of own position. Key competences link together personal and social education, reflect a comprehensive mastery of a set of ways of activities creating preconditions for development of indicators to measure them; they manifest themselves not in general but in a particular case or a situation; a young man acquires them not only in study of objects, groups of objects but also by means of non-formal education, due to influence of environment etc. [3, p. 11 - 12].

Domestic researchers Z. Kurliand, A. Semenova, R. Khmeliuk include to the key competences include such types as social, civic, educational (learning ability), health protection, entrepreneurial, general cultural and competence in information and communication technologies [4, p. 455].

Ukrainian scientists believe that the system of competences in education has a structure level of which are: key competences (interdisciplinary and supersubject competences), defined as a person’s ability to perform complex multifunctional, multisubject, culturewise types of activities, effectively solving actual individual, social and other problems; general industry competences which are acquired by a person when
mastering the content of this or that educational sector in all grades of secondary school and high school grades and which are reflected in comprehension of «a mode of existence» of a corresponding industry, that is a place that the industry takes in society, as well as an ability to apply them in practice within cultural and purposeful activity for solving personal and social problems; subject competences, which are acquired in a study of a subject, discipline in all grades of secondary school, higher education school during a particular academic year or degree of studies [3; 5].

Thus, having analyzed different approaches to a list of key competences we can conclude that a set of key competences of future teachers of vocational training must include the following components: information competence, intercultural communicative competence, social and legal competence, self-perfection competence. Information competence is a component of general pedagogic culture, the most important indicator of professional mastership and compliance with international standards in a field of higher education; intercultural communicative competence is closely related to the search for new ways of personal development of modern educational professional able to freely navigate in a multicultural environment. In this regard, the system of education of future teachers of vocational training faces a number of tasks including development of a personality through enriching with universal and national-specific values of their own and other cultures; enhancing general cultural content of education. Social and legal competence involves formation of knowledge and skills of students in cooperation with public institutions and people, as well as a person's ability to actively, responsibly and effectively implement civil rights and responsibilities with a purpose of development of a democratic civil society. Competence of self-perfection involves a process of self-transformation throughout life, his development and self-realization in a process of productive professional and social life.

It should be noted that each of the defined key competences has such features as multi-functionalization: due to an ability to solve problems related to professional, personal and social spheres of life; versatility: due to nature and possibilities of application; intellectual richness and multidimensionality: due to use of intellectual
potential of an individual to master a key competence and involvement for this mental processes and intellectual skills (abstract, critical, logical thinking, self-reflection, self-education etc.); interdisciplinarity and off-subjectness: due to an ability to be applied not only in training activities, but also at work, family and political spheres etc.

Foreign and domestic authors note that key competences are changeable with a mobile and variable structure, dependant on priorities of society, purposes of education, features and capabilities of self-identification in a society.

Taking into consideration the said above, it can be stated that in order to distinguish key competences of future teachers of vocational training and components of these competences it is necessary to consider different views. In particular, the law of Ukraine «On Higher Education», Conceptual foundations for development of pedagogical education of Ukraine and its integration into the European educational space as well as different views of scientists on the problem of determining components of professional competence of professional. It should be noted that the professional competence of specialists of vocational training consists of three groups: the key competences that are common to modern professionals, general professional (key) competences that are basic; special competences conditioned by a subject area.

Key (universal, social, personal, general) competences are necessary to carry out any professional activity and manifested in a person's ability to solve professional tasks using information, communication, social and legal foundations of behavior in a society etc.

General professional (basic, general industry) competences reflect a specific of a particular professional activity (teaching, engineering, medical, legal, etc.).

Special (subject, general subject) competences reflect a specific of a particular subject or off-subject sphere of a professional activity. This type of competence is a realization of basic and key competences in an area of a discipline, a subject that i.e. in a particular professional field.

Conclusions of this article. Thus, the key competences of future teachers of vocational training are considered as a ability of an individual specialist to efectively perform professional functions in educational activities, achieve results in professional
educational, social and personal spheres of life based on basic knowledge, skills, experience and personal qualities. The complex of key competences of future teachers of vocational training must include the following components: information competence, intercultural communicative competence, social and legal competence, self-perfection competence. Learned key competences as a result of education become a basis for formation of competence of a person that lays is in readiness to effectively organize internal and external resources to achieve a set goal.

**Perspective of further researches** may be an issue of an impact of various factors on efficiency of formation of key competences of future teachers of vocational training.

**Список використаних джерел:**

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Ольга Михайловна Новак,
кандидат педагогических наук,
старший преподаватель кафедры педагогики
ГВУЗ «Переяслав-Хмельницкий государственный педагогический университет имени Григория Сковороды »
г. Переяслав-Хмельницкий, Украина
E-mail:cool.wwolga@yandex.ua

Новак О.М.
ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ КЛЮЧЕВЫХ КOMPETENTНОСТЕЙ БУДУЩИХ ПЕДАГОГОВ ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ В ТЕОРИИ И ПРАКТИКЕ ВЫСШЕЙ ШКОЛЫ

Аннотация
В статье рассмотрены теоретические подходы к проблеме формирования ключевых компетенций будущего педагога профессионального обучения.
Приведены различные подходы к определению сущности понятий «компетенция», «компетентность», «ключевые компетентности» и проанализированы классификации ключевых компетенций. Определены составляющие комплекса ключевых компетенций будущих педагогов профессионального обучения: информационная компетентность, межкультурная коммуникативная компетентность, социально-правовая компетентность, компетентность самосовершенствования, деятельностная компетентность.

Ключевые слова: компетентностный подход, компетенции, компетентность, ключевые компетентности, информационная компетентность, межкультурная коммуникативная компетентность, социально-правовая компетентность, компетентность самосовершенствования, деятельностная компетентность, будущий педагог профессионального обучения.

Olha Mykhailivna Novak
Ph.D. in Pedagogy, Senior Lecturer of Pedagogy Department
SHEE «Hryhorii Skovoroda Pereiaslav-Khmelnitrs'kyi State Pedagogical University»
Pereiaslav-Khmelnitrs'kyi, Ukraine
E-mail: cool.wwolga@yandex.ua

Annotation
The theoretical approaches to the problems of the formation of key competencies of vocational training teacher are considered in the article. Different approaches to define the essence of the concepts of «competence», «competency», «key competencies» are presented and classification of key competencies are analyzed.

Components of a complex of key competencies of vocational training teachers are determined: information competency, intercultural communicative competency, social and legal competency, competency of self-perfection, activity competency.

It is noted that the problem of competence-based approach is not new to native science. Modern scientists continue to study competence-based approach in education, including: the different concepts of «competence» and «competency»; identification of key competencies; use of effective methods and technologies that allow to implement new approaches etc.

It is specified that expertise is a combination of knowledge, skills and personal qualities of the individual that can successfully carry out concrete actions in education, which professionally solves problems and issues arising in the social variable conditions and has high expression of pedagogical skills. concepts that should be detailed in a set of knowledge, skills and values for the educational sectors and areas of life.

It is indicated that professional competence of pedagogical specialists consists of three groups: the key competencies that are common to modern professionals; general professional competencies that are basic to all pedagogical specialists; special competencies, caused by subject area.

It is proved that the key competency of vocational school teachers should be seen as the ability of individual specialist to do professional functions effectively in
educational activities to achieve results in educational, social and personal spheres of life based on basic knowledge, skills, experience and personal qualities.

**Key words:** competence-based approach, competences, competency, key competences, information competence, intercultural communicative competency, social and legal competency, competency of self-completion, activity competency, future vocational training teacher.