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MAJOR TRENDS IN THE COMPETENCY FOCuS OF NATIONAL EDuCATION SYSTEM

Abstract. This article attempts to analyze the competence approach in the educational space reforming in Ukraine. We characterize the adoption of the European Reference Framework of Key Competencies for Lifelong Learning for implementation in EU member states, comprising eight key competencies. They are all considered equally important, because each of them can be useful for a successful life in a society of knowledge.

Keywords: competence, ability to learn, political and social competence, competence related to life in a multicultural society, competence related to the development of the information society.

ОСНОВНІ ТЕНДЕНЦІЇ КОМПЕТЕНТНІСНОЇ СПРЯМОВАНОСТІ НАЦІОНАЛЬНОЇ СИСТЕМИ ОСВІТИ

Анотація. Зроблено спробу аналізу компетентнісного підходу в реформуванні освітнього простору в Україні. Схарактеризовано прийняття Європейської довідкової рамкової структури ключових компетентностей для навчання упродовж життя для запровадження в державах-членах ЄС, що містить вісім ключових компетентностей. Усі вони вважаються однаково важливими, оскільки кожна з них може бути корисною для успішного життя у суспільстві знань.

Ключові слова: компетентність, вміння вчитися, політичні та соціальні компетентності, пов'язані з життям у багатокультурному суспільстві, компетентності, пов'язані з розвитком інформаційного суспільства.

ОСНОВНЫЕ ТЕНДЕНЦИИ КОМПЕТЕНТНОСТНОЙ НАПРАВЛЕННОСТИ НАЦИОНАЛЬНОЙ СИСТЕМЫ ОБРАЗОВАНИЯ

Аннотация. Предпринята попытка анализа компетентностного подхода в реформировании образовательного пространства в Украине. Охарактеризованы принятия Европейской справочной рамочной структуры ключевых компетентностей для обучения в течение жизни для введения в государствах-членах ЕС, которая содержит восемь ключевых компетенций. Все они считаются одинаково важными, поскольку каждая из них может быть полезной для успешной жизни в обществе знаний.

Ключевые слова: компетентность, умение учиться, политические и социальные компетентности, связанные с жизнью в многокультурном обществе, компетентности, связанные с развитием информационного общества.

Formulation of the problem. The entry of Ukraine into the European and world educational space requires a modernization of educational content in the context of its conformity with modern requirements. First of weighty importance is secondary education - a central element in the educational system of any country and the basis for successful education levels and these lifelong self-education. In today's world, human capital is the main social value and a prerequisite for economic growth, since economic system competitive advantages are achieved not only by natural and material resources, but also by knowledge, information, innovation, the source of which is the man.

Analysis of key studies and publications. In the scientific literature problemikompetentnisnoho approach in education paid great attention to our scientists Shchedrovitski P., M. Satkin, I. Lerner, N. Bibik, LA Vashchenko O. Ovcharuk, Parashchenko L., A. Pometun, E. Lokshin, A. Khutorskoi, S. Trubacheva and others.

However, the basic Bind prepared draft law "On education" and after it is approved Ministry of Education and Science of Ukraine plans to approve the plan of establishing a new Ukrainian school, which has offered to discuss and in which proposals singled out 10-key kompetetnostey.

The article aims to analyze kompetentnyypidhid in reforming educational space in Ukraine.

Expertise in teaching (lat. Competentia - a range of issues in which the person is well understood) becomes a young man, not only in the study of the subject, a group of objects, but also by means of non-formal education, due to the influence of environment and so on.

Presenting main material. Competence in science as the

characteristic learning outcomes widely used in the educational systems of European countries, USA and Canada. In the last decade competency oriented education issues considered by international organizations: UNESCO, UNICEF, UNDP, Council of Europe, the Organisation for European Cooperation and Development, Department of International standards which summarized achievements of teachers around the world [1, p. 408].

Scientists believe that the concept of "competence" was introduced in the US in 1965 by the American linguist Noam Chomsky in the context of the theory of language, including transformational grammar [2, p. 14].

American scientist P. Haydzher defines three phases of the concept of competence:

- first (1960-1970rr.) - Biheovirystychne interpretations of when competence is understood as a simple demonstration activities in the framework of individual fragments of tasks aimed at developing skills;

- second (1970-1990rr.) - Competence treated as general skills that define the essence of future performance or perform certain actions;

- third (z1990r.) - Competency interpreted as being necessarily require as part of the implementation and the mandatory possession of certain individual intellectual, moral and social qualities [3, p. 130-131].

According to Ukrainian researcher O. noodles periods may be based on consideration as conceptual space of kompetettnostey and practice of the country and the international community in implementing the idea of competence in education. Especially in this process believe the lack of clear boundaries between the stages - each next only enriched with new ideas and previous events, given that the steps proposed

periodization in no time. So:

□ The first stage (from 60s of XX century.) We characterize as a so-called "competence movement" in education that started in the US and Europe in language, vocational and teacher education influenced by the theories of behaviorism and kohnityvizmu;

□ second phase (from 90s of XX century.) - Is a recognition of the importance of competencies at international level, they apply to secondary education as part of establishing of continual education, research kompetetnostey key nature;

□ third stage (XXI century.) - The beginning of transformation of national education systems to the principles of competency through a modification of educational content and assessment systems [3, s. 131].

Discussions are continuing around the world and still on the issue of dilution of the concepts of "competence" and "competence" in education. Significant prevalent approach, according to which "competence" is interpreted as the ability of the individual, acquired during training (including knowledge, skills, values and attitudes) that can be implemented in practice. "Competence" refers to a range of issues for which the individual is aware or certain areas in which an individual should possess competence. A. noodles spreading these two concepts, holds the position, based on the results of a joint study MES, APS of Ukraine and UNDP in Ukraine [4], according to which "competence" relates to the characteristics acquired student in learning a particular school subject (subject-matter jurisdiction) and "competence" - the meta-characteristics that make up a key competence.

Contribution to the development of key topics kompetnostey was made in 1996 under the UNESCO D the narrative

of the International Commission on Education for the XXI century, "the ability to live together", "ability to learn", "ability to act" and "ability to be" dealt with as a global competence [2, p. 8]. Do 'abilities to live together "was included understanding the culture, traditions and spiritual values of other peoples on this basis, the formation of a new morality, to facilitate peaceful coexistence, avoiding conflicts and misunderstandings." The ability to learn, "which proclaimed the need for training lifelong proposed to form by combining the general direction of depth study of a number of separate items. "ability to act", stated in the report it - competence that allows a person to act in different situations, often unpredictable, to work as a team. "The ability to be" should include the ability to implement instincts of each individual - imagination, physical strength, aesthetic taste, the ability to communicate with others and the natural charisma of a leader, etc. [2, p. 8 - 9]. In the interpretation of Council of Europe expertise -It's "general ability based on knowledge, experience, values which the individual acquired in the learning process." Competence can not be reduced to factual knowledge - "not be competent in all cases be synonymous trained or educated," says the report [5, p. 4]. Perelik five groups of competencies that young Europeans should have suggested Council of Europe, reflected the views of the organization for the future of Europe as a multinational and multicultural continent that is rapidly developing in conditions of global transformation. These are: political and social competence; competence and related to life in a multicultural society; competence relating to the possession of oral and written communication; competence related to the development of the information society; ability to learn [5, p. 11]. Pidsumkom discussions kompetetnisniy field within the EU was the

adoption in 2006 of the European reference frameworks kompetetntnostey key to lifelong learning for implementation in the Member States, containing eight kolyuchkovyh competencies. They are all considered equally important, because each of them can be useful for a successful life in a knowledge society. Many kompetetntnostey overlap one another and are interrelated, aspects significant for one area, maintain competence in inshiy.1. Communication in the mother tongue -ability express and interpret ideas, thoughts, feelings, facts and attitudes, both orally and in writing (listening, speaking, reading and writing) and to interact linguistically adequate and creative way in all kinds of social and cultural contexts - in the education and training, at work, at home, at dozvilli.2. Communication in foreign movamyu generally covers the same basic parameters and skills that are characteristic of communication in the mother tongue: it is based on the ability to understand, express and interpret ideas, thoughts, feelings, facts and attitudes, both orally and in writing (listening, speaking , reading and writing) in their respective social and cultural contexts (in education and training, at work, at home, at leisure according to the will and needs indyvida.3. Mathematical competence and basic competences in science and tehniky.A. Mathematical competence - the ability to develop and apply mathematical thinking to solve various problems in everyday sytuatsiyah.B. The scientific competence - the ability and willingness to use a set and methodology used to explain the natural world, for formulating questions and making conclusions based on the existing realities. competence in technology is seen as the application of that knowledge

and methodology in response to a conscious human desires or needs. Both areas of this competence involve an understanding of the changes caused by human activity and responsibility at the individual hromadyanyna.4. Digital competence involves computing confident and critical use of Information Society Technologies - IST for work, leisure and communication. The foundation for her serve basic skills in ICT: the use of computers for Finding information, its evaluation, storage, production, presentation and exchange, and to communicate and participate in interactive networks via Internet.5. The ability to learn - is the ability to show consistency and persistence in learning, the ability to organize their own learning, both individually and in groups, including effectively managing time and information. This competence includes awareness of the learning process and problems of individual and simultaneous determination of existing capacity, the ability to overcome difficulties for successful learning. It provides for the acquisition, processing and assimilation of new knowledge and skills, as well as search and use recommendations. The ability to study predicts that those studies are based on previous knowledge and experience with a view to the application of knowledge and skills in various kontekstah - at home, at work, in learning and training. Motivation and confidence are crucial characteristics osobystosti.6 competence. Social and civic competences they include personal, intercultural competence and cover all forms of behavior that enable the individuals to take effective and constructive participation in social and working life, especially in an increasingly complex societies and, where necessary, to resolve conflicts. Civic competence equips individuals for full involvement in public life on the basis of social and political

concepts and structures as well as readiness for active democratic uchasti.7. Initiative and entrepreneurship related to the ability of the individual to turn ideas into action. This expertise includes creativity, ingenuity and willingness to take risks and ability to plan and manage projects in order to achieve objectives. It supports all not only in everyday life at home and in the community, but also helps to understand the context of the workplace work allows to realize opportunities grows basis of formation of specialized knowledge, abilities and skills needed someone who starts or is public or commercial activities. It should include an understanding of ethical values and promote effective vryaduvannyu.8. Cultural education and expressiveness - positive assessment of the importance of the creative expression of ideas, experiences and emotions in various ways, including music, theater and visual arts, literature [3, p. 324-331] .At present stage, we believe the content of education begins to be determined not by specifying the number of subjects (so-called "entry regulation"), and a determination result ("output regulation"), which is planned to receive at national level, level educational sectors and educational achievements of students, the totality of which is reflected in the national standards that are actively being implemented in the EU. There is a transition to a competency model of education, and basic pidhruttya seen as key to forming kompetetnostey.MON Ukraine offered for public discussion a draft Concept of Education of Ukraine for the period 2015-2025 years. On the official website of the Ministry of Education and Science of Ukraine posted for public comment draft Concept of Development of Education of Ukraine for the period 2015-2025 rokiv.Proekt Concept of Development of Education of

Ukraine for the period 2015-2025 years - an open document designed to free discussion involving all stakeholders and institutions. This is not a directive, and an invitation to discussion. After public discussion and revision of the draft concept of the expert group should be the basis for education reform roadmap. This Roadmap will be a detailed plan for the implementation of the main provisions of the Concept - with clearly defined indicators describing the expected results, risk analysis, estimates of time and money to the project configuration vytrat.Vidpovidno new school will have 8 key components: 1. New content, based on the formation of competencies needed for successful self-realization in suspilstvi.2. Motivated teacher who has creative freedom and develops profesiyno.3. Through a process of education that forms tsinnosti.4. Decentralization and good governance, which will shkolirealnu avtonomiyu.5. Pedagogy based on partnership between the student, teacher and batkamy.6. Targeting potrebyuchnya in education, dytynotsentryzm.7. The new school structure that allows good to learn new content and gain competence for zhyttya.8. Equitable distribution of public funds, which provides equal access of all children to quality education [6, p. 9] .For the definition of team sponsors novohobazovoho Law of Ukraine "On education", Article 1 of the new concept and a new school, key competencies are those which all individuals need for personal realization and development, active citizenship, social inclusion and employment and are able ensure success in life of young people in the knowledge society [6, p. 12] are analyzing the competence of Education of Ukraine, we should take into account not only social responsibility subjects and objects of the educational process of education but also of market economy, civil society

organizations, both domestic and foreign. [7] Today, CSR vary depending on the socio-economic priorities, affected by historical and cultural factors, and from different social entities that require action within these priorities. The issue of dialogue with stakeholders is essential for effective development companies, but its not disclosed in the context of Ukrainian business realities. consideration of the interests of interested parties (stakeholders) in the development and implementation of policies of social responsibility in Ukraine remains quite low [8, p. 89]. Stakeholder - market entity that has an interest in the enterprise or to certain areas of its activity, but This interest is not based on a desire to get net income [9]. Vysnovky and prospects for future research. Thus, a detailed analysis of the impact of all factors on the development of educational institutions, determining the most influential and the most important among them, setting priorities for different groups of competencies will formulate an effective plan of strategic development of the education system that will achieve maximum possible meet the interests of all members of society, leaving the dominant child rights issues and social involvement of the social rozvytok. I now, today an important prerequisite for the decentralization of the education system and its management, which involves different population groups to solve urgent problems of our time, is collegial management education [10, p. 612].

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