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**THEORETICAL GROUNDS OF IMPLEMENTING THE COMPETENCY APPROACH IN THE FUTURE SPECIALISTS' TRAINING**

**Formulation and substantiation of the urgency of the problem.** The important strategic task at the present stage of modernization of the higher education system is to provide training for the future professionals at the international standards level. Competency approach in education is defined today as one of the leading areas of improving the higher education system in Ukraine, which ensures the implementation of the concept of humanistic education. Student's professional competencies acquiring has become a priority of modern education.

**Analysis of recent research and publications.** In pedagogical science the problem of education system improvement by applying the competence approach is actively discussed (V. Anishchenko, V. Bezdukhov, T. Dobutko, B. Elkonin, A. Markova, A. Mikhailychenko, O. Ovcharuk, V. Serikov, A. Tubelsky, M. Voloshina, I. Zymnya, etc.). The Ukrainian perspectives of the competency approach in modern education have been the subject of scientific interest of such scholars as O. Ovcharuk, O. Pometun, O. Savchenko, S. Trubacheva, L. Vashchenko, I. Yermakov.

The issues of implementing the competence approach in the process of training competitive specialists are actively studied in the works of both foreign and Ukrainian researchers. A large number of scientists consider the quality of higher education from the standpoint of competence approach (V. Bolotov, E. Ivanova, A. Khutorsky, A. Orlov, V. Shadrikov, O. Smirnova, L. Sokhan, I. Zyazyun). The essential characteristics of the concepts «competency» and «competence» have been studied by L. Antonyuk, M. Yevtukha, etc.; the question of formulating common competencies for all the specialists was investigated by I. Bekh, L. Bondar, K. Scott; the substantiation of the competencies of economists and managers was revealed in the works of V. Manko, A. Mazaraki, M. Yevtukh; the problem of the competency approach realization in education draw attention of such scientists as N. Bibik, V. Lugovyi, O. Savchenko, G. Selevko, V. Serikov, etc., who consider competence as the ability of the future specialist to social-valuable activities and characterize a competent specialist as the one who is ready to solve professional problems applying the innovations in order to achieve the goal in a particular field based on their own awareness.

**The purpose of the article.** The article is devoted to the problem of the competency approach and its application in the future specialists' training.

**The main material of the study.** New stage in the development of school education is associated with introducing of competency-based approach to the formation of the content and organization of the educational process. This requires a certain increase in teachers' professional skills providing them with new knowledge, modern competencies, methods and technologies; the latter will allow the teachers to restructure the educational process in accordance with new requirements and approaches.

The competence approach is interpreted as the focus of the educational process on the formation and development of a number of key and subject competencies (S. Adam, A. Andreev, O. Korsakova, O. Pometun, D. Trubacheva, etc.). It is the orientation of the educational process onto the formation and development of individual's system of key and subject competencies, i.e. practical orientation.

According to the researchers' investigations of the competence approach issue, the peculiarity of this phenomenon is the future professionals' ability to reflect and self-organize. This approach contributes best to the formation of students' key competencies, which are not specific subject skills and abilities, not even abstract general-subject mental actions or logical operations, but specific vital ones, general for any individual, necessary for a person of any profession and age.

The essential characteristic of competence is the possibility of its formation in organic unity with human values, i.e. in terms of deep personal interest in a particular activity, so values are the basis of the future specialists' professional competence.

According to V. Petruk, professional competence as individuals' willingness to mobilize their own resources, organized into a system of knowledge, skills, capabilities and personal qualities necessary for effective professional tasks in typical and non-standard situations, includes individual's valuable attitude to these situations [7].

The educational process should not be the knowledge transfer, but the development of students' abilities as the priority characteristic of a competent person. To implement competency-based approach to learning, the teacher must promote the interest of each student through a clear motivational attitude, use various forms and methods of learning, encourage students to express their thoughts without fear of being punished for the wrong answer.

M. Nagach notes that competency approach has recently become more widespread and claims the role of the conceptual basis for educational

policy pursued by both states and influential international organizations, strengthens practical orientation of education, emphasizes the importance of experience, skills and abilities based on scientific knowledge [5].

Unlike traditional approaches, where learning activities are reduced to the process of acquiring knowledge, skills and abilities, competency approach involves their unity, interpenetration and complementarity with other, no less important, components. It is based on the idea of active nature of the education content. It is not only about updating this content, but also about radical changes in the educational process and technologies. The competency approach to professional training should include, along with the students' specific knowledge and skills, their abilities, readiness for knowledge, professional activity, social skills, etc.

Competence approach means a gradual reorientation of the dominant educational paradigm with the prevailing transfer of knowledge, the formation of skills to create conditions for mastering the set of competencies that mean the potential, ability of the graduates to be competitive in modern multifactorial socio-political, market-economical, informationally and communicatively saturated space [8, p. 138];

According to L. Koval, in higher education the change-over to competency-oriented training is considered in two aspects. Firstly, there is modernization of professional education content, which involves its selection and structuring while determining the effective component of the educational process, i.e. the acquiring of competencies by the students. On the other hand, there is a need to teach the future professionals both key and subject competencies [3].

The competency approach is designed to overcome the gap between education and the demands of life. The idea of competence-oriented education is organically connected with those pedagogical prerequisites where such socially significant values are affirmed as freedom of choice, creative product, students' project activity, life experience.

Competency approach is considered as a set of general principles for determining the goals of education, selecting the educational content, organization of the educational process and evaluation of educational outcomes [4]; it reflects the integral manifestation of professionalism, which combines the elements of professional and general culture, experience of professional activity and creativity, which is specified in a certain system of knowledge, skills, readiness for professional solution of problems and tasks [2];

The features of the competence-based learning are as follows: it is focused on the opening results, not on the entering ones; not only the ability to perform practical tasks is taken into

account, but the knowledge as well; training in the inservice conditions (at least part of training takes place in the workplace in productive conditions) [1, p. 98-99]; the acceptance of the competencies as the result of training and their purposeful formation; shifting the emphasis from awareness of educational subjects to their ability to use information for solving practical tasks (i.e. subordination of knowledge to skills and practical needs [6, p. 75];

Therefore, one of the main tasks of modern higher education is the implementation of competency-based approach to students training. The main focus falls on the competencies that contribute to the future specialists' adaptation to the changing conditions of the modern labor market and the rapid development of science and technology. Today, the competency approach is becoming an inalienable part of the education area.

A. Khutorskoy offers a three-level hierarchy of competencies: 1) key competencies – those relating to the general (meta-subject) content of education; 2) general subject competencies, belonging to a certain range of disciplines and educational branches; 3) subject competencies – partial in relation to the previous two levels of competence, which have a specific description and the possibility of their formation within the disciplines [9].

Competency approach does not counteract the importance of knowledge, but it points out the ability to use the acquired knowledge. It involves outlining a clear sphere of competencies, i.e. the necessary complex of knowledge, skills, attitudes and experience that allows you to effectively perform certain activities. Note, that of special importance is the teacher's ability to create such situations in the classroom, which give each student the opportunity to show initiative and independence. It provides training of the competent professionals who are fluent in the profession and oriented onto related fields, ready for continuous professional growth, social and professional mobility.

Thus, the main characteristic of the competency approach is the transfer of the accentuation from the learning process to its results. It is the basis of radical changes, guidelines and tasks of the modern system of higher education.

**Conclusions and prospects for further research.** Competency approach in education has become a socially significant phenomenon, a priority in the formation of conceptual principles (statements, the essence and content of higher education), regarding that the task of modern higher education is not only to provide professional knowledge, but also to prepare a specialist who deeply understands his / her role in the society, is capable to creatively use the

acquired knowledge in practice, and also is able to work with people collectively.

The prospects for further research on the given issue will be the investigations of the modern tendencies in competency approach implementation.

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**ДО ВИЗНАЧЕННЯ ПРИНЦИПІВ ТА ТЕХНІКИ ТАНЦЮ ЕТНОКОНТЕМПОРАРІ В ПРОЦЕСІ ОВОЛОДІННЯ КУРСОМ «ХОРЕОЛОГІЯ»**

**Постановка та обґрунтування актуальності проблеми.** Модернізація вищої мистецької освіти, започаткована в Україні, ставить невідкладні завдання щодо підвищення рівня підготовки фахівців-магістрів. Як зазначено в Стандарті вищої освіти другого (магістерського) рівня спеціальності 024 Хореографія, магістр хореографії має володіти спеціальною (фаховою) компетентністю – усвідомлення місця та ролі хореографічної культури у сучасному соціокультурному просторі, здатність виявляти новітні тенденції та перспективні напрями розвитку хореографії.

Сформуувати цю компетентність дозволяє впровадження обов'язкової навчальної

дисципліни «Хореологія», метою якої є зробити більш усвідомленим та стилістично цілісним створення й когнітивне прочитання хореографічного твору [2].

В українських ЗВО курс «Хореології» з'явився не так давно, але досвід зарубіжних країн показує її важливість на шляху розуміння хореографічного мистецтва як складової художньої культури та культури цивілізацій в цілому.

Сьогодні вітчизняні науковці намагаються проводити дослідження у напрямку вивчення технічних прийомів, методів та засобів сучасної хореографії, пізнавши та вдосконаливши які, балетмейстер отримує не