The Competence-Based Approach in the Russian Federation: the Definition of the Notion and Structure of the Professional Competence of a Future Teacher

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Abstract: The article is dedicated to the question of the competence-based approach in higher education in the Russian Federation. The challenges facing education of Russia have fundamentally new requirements to the preparation of the future pedagogical staff. The requirements for professional competence of future teachers are presented in the didactic purposes in the form of the so-called “Model of a Future Teacher” and described in the article. The federal state educational standard of higher professional education in Russia is built in the logic of the competence-based approach. Thus, the acute problem of identifying the notion and structure of the professional pedagogical competence is also observed in it.

Key words: The competence-based approach, Professional competence of future teachers, The educational programmes of higher pedagogical education, The model of a future teacher, The concepts “competence” and “competency”, “professional competence of a teacher”

INTRODUCTION

The current period is characterized by radical modernization of the Russian educational system, the transition to the new standards of general, professional and additional education. The challenges facing education of the Russian Federation have fundamentally new requirements to the preparation of the future pedagogical staff. The modern educator should be capable of providing flexible, individually-oriented education and upbringing, the formation of competencies required for innovative development of the country, capable to develop the creative abilities of pupils and teach one of the central skills - ‘the ability to study independently’. He should have fundamentally different means of organization of the educational process if compared with the traditional ones.

One of the most important resources, on the basis of which the change of the system of teacher training can be substantial, is qualitatively different preparation of a modern teacher in the content and form. It is necessary to understand that the orientation of the competency of the students is not achieved by simply increasing the number of disciplines in the educational programmes of higher pedagogical education and the number of hours spent on the study of them. The main condition for the modernization of training in the specified direction is the orientation of education to the development of the students [1].

The federal state educational standard of higher professional education in Russia is built in the logic of the competence-based approach. With its adoption a new two-level system of training of students according to the European model is accepted. The initial stage - "bachelor" for a period of four years, is compulsory for all students. The second stage is the two-year master's degree. A new terminology is introduced: a) the educational process in higher professional institution is viewed not through the contents of the disciplines but by the sum of competencies; b) there is the reorientation of the assessment of the results of education from the concepts of «education and upbringing», «preparation», «readiness for professional activity» to the concepts of «competence» and «competency» of a future teacher.

The Main Part: The problem of the development of the competence-based approach in higher education establishments in Russia is observed by a group of

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scientists (among them scientists from universities of all countries participating in the Bologna process: V.I. Baidenko, V.A. Bolotov, E.F. Zeer, I.A. Zimmija, A.M. Pavlov, Y.G. Tatur, E. Shadrinov, etc.). However the essence of the concepts “competence” and “competency”, “professional competence of a teacher” do not have a uniform (accepted) interpretation in the psychological and pedagogical literature.

There are at least two interpretations of the concepts of competence and competency: they are either identified or differentiated. According to the first interpretation, the most explicitly presented in the Glossary of terms of the labour market, the development of standards of educational programs and curricula, competence is defined as:

- The ability to do something well, effectively;
- The ability to perform specific labour functions.

It is also noted that the term competency is used in the same meaning, but is generally used in the descriptive terms. In the framework of the identification of these concepts such researchers as V.A. Bolotov, V.V. Serikov, V. Lednev, N.A. Nikandrov, M. Ryzhakov stress that “competence is the sphere of the relations existing between knowledge and action in human practice” and “competency involves a significant strengthening of the practical orientation of education” [2].

Defending the second option I.A. Zimmija notes that competence - based education was formed in the 70-ies in America in the General context proposed by Mr. Chomsky in 1965 [3]. The concept “competence” was applied to the theory of language, transformational grammar. Mr. Chomsky distinguished the concepts of competence (knowledge of the language) and the use of it (the real use of the language in specific situations). In his opinion, “The use of competence - is the actual manifestation of the competence”. At the same time in the work of R. White the category of competence is presented by the proper personal components, including motivation [4].

V.A. Bolotov believes that competence is the result of training, self-development of an individual, personal growth, self-organizing and summarizing of activity and personal experience [5].

It can be concluded that ‘competence’ is a complex of interconnected qualities, properties, characteristics of a person (knowledge, skills, habits, ways of activity) required for high-quality productive functioning in a particular area [6]. “Competency” – is the update of the competence in a socio-professional life of a person, including his personal attitude to it and the subject of activity [7].

In 2010 the Russian Federation adopted the competence-based approach to higher professional education. The target component of the new standard fixes the establishment of the competence of future teachers as integrative properties of a person.

In the state educational institution of higher professional education «Perm State Pedagogical University of the Humanities» the model of a future teacher training has been developed and applied. The purpose of the preparation of the bachelor of education is the formation and establishment of his professional competence as integrative characteristics, needed for effective functioning in the future profession.

The requirements for professional competence of future teachers are presented in the didactic purposes in the form of the so-called “Model of a Future Teacher”, that is presented by a set of competences which are formed with the emphasis on intellectual, personal, emotional and social development through acquiring all areas of knowledge. The model - is the profile of the individual in the context of life-long education.

The question of the structure of professional pedagogical competence in our view is fundamentally important: understanding the structure of the professional competence of future teachers stipulates «the tactics and the strategy of» the identification of the ways of education in the University. T. Braze underlines in the structure of the professional competence of a teacher the following components: basic (scientific) knowledge, skills, values, motivations, the style of relations [8].

**Universal Competences:**

- **General scientific(study) competence:**
  - ability and readiness to
    - To demonstrate/show/display basic knowledge in psychology, pedagogy and humanities and understanding the role and place of science in modern life, shaping outlook and forming/shaping the world outlook.
    - To use/employ the methodological bases/elements of science and the achievements in learning, research and teaching.
**Social, Personal and General Cultural Competence**: Ability and readiness to

- To demonstrate patriotism, in the frame of ethics, law and a healthy lifestyle.
- To control one’s emotions and develop strong willpower, value purpose of life, set aims you aspire to attain.
- To engage in self-improvement through self-reflection/assessment.
- To plan one’s professional activities on one’s own and take responsibility for the decisions made.

**Instrumental Competences**: Ability and readiness to

- To apply/use the native language as a means of solving the communication tasks in everyday life and professional spheres/life.
- To find/locate, process, save and use information to solve a wide range of tasks.
- To transfer/transmit/communicate information, by exploiting every avenue and expedient means (including multimedia technologies).

**General Professional Competence**: Ability and readiness to

- To put into practice/organize/provide/carry out the educational process in the context of modern educational paradigm.
- To establish a system of relationships with various subjects of the educational process in order to solve professional tasks.

**Field-Specific Competence**: 

**Foreign Language Communicative Competence** Ability and readiness to

- To communicate/speak on professional topics, taking into account the audience’s peculiarities.
- To demonstrate the knowledge of the basic linguistic categories and concepts to solve the educational, research and professional goals/tasks.
- To justify the educational methods and techniques of teaching by the conceptual issues in Philology.
- To define the educational objectives and to plan the Foreign Language communication according to them.
- To select learning content according to the conditions of the Foreign Language teaching process.
- To use effective, rational, modern Foreign Language teaching technologies and aids.

A.K. Markova has her own view of the structure of professional competence of teachers: professional-pedagogical knowledge, skills, attitudes, vocational and psychological qualities.

An interesting approach by A.I. Piskunova: invariant and variant parts. Invariant part includes fundamental knowledge in the field of philosophical, psychological-pedagogical and methodical science; technological knowledge in the field of organization of various forms and kinds of educational and recreational activities; pedagogical skills. Variant part provides for the consideration of the profile scientific training, personal interests and inclinations [9].

**CONCLUSION**

The analysis of approaches to the interpretation of the concept of competence has allowed to draw the following conclusion: the researchers note the essence of the competence, consider that it includes not only cognitive and operational and technological components, but also motivation, social parts [10]. Analysis of approaches to formulation of the concept of competence has allowed to establish, that the emphasis is on the acting essence, the motivation, social parts, communication with the personal qualities of the person and dependence on them, the integral nature of this concept in relation to the «knowledge, skills and competencies».
REFERENCES