

IMPLEMENTATION OF THE COMPETENCE-BASED APPROACH: METHODOLOGICAL RECOMMENDATIONS FOR HIGHER EDUCATION IN UKRAINE

Yuliia Romanyshyn

Doctor of Pedagogical Science, Associate Professor,
Head of the Documentation Science and Information Activity Department,
Ivano-Frankivsk National Technical University of Oil and Gas, Ukraine
e-mail: yulromanyshyn@gmail.com, orcid.org/0000-0001-7231-8040

Iryna Briukhovetska

Candidate of Chemical Sciences, Associate Professor,
Associate Professor at the Department of Biology and Chemistry,
Faculty of Human Health and Natural Sciences,
Drohobych Ivan Franko State Pedagogical University, Ukraine
e-mail: irynabruhovecki@gmail.com, orcid.org/0009-0004-6694-4570

Summary

The article is devoted to the analysis and development of methodological recommendations for the successful implementation of the competence-based approach in the higher education system of Ukraine. The authors describe the main aspects of the competency-based approach, its advantages, features of implementation, as well as possible obstacles and challenges that may arise during its implementation.

The article discusses the key principles of the competency-based approach, such as the active role of the learner, focus on competence development, integrated, individualised learning and assessment of acquired skills. Methodological advice is provided on the organisation of the educational process, the choice of methods and techniques, as well as the assessment of learning outcomes. It is established that the transition to learning with a focus on key competencies is an important step in preparing students for life in the modern information and globalised world, where the ability to adapt, analyse and solve problems is critical.

'Based on the author's analysis, recommendations for the practical application of the competence-based approach in the educational process of higher education institutions in Ukraine are given.

The study is an important source of information for teachers, educators, researchers, administrators of educational institutions and other participants in the educational process who are interested in modernising and improving the quality of higher education in Ukraine through the implementation of a competency-based approach.

The practical value of this study lies in the possibility of practical application of its results to form an objective view of the implementation of the competence approach in modern higher education.

Key words: educational institutions, educational process, competence, learning approaches, digitalisation.

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1. Introduction

The issue of improving the education system by introducing a competence-based approach is actively considered in pedagogical science. The works of A. Andreyeva, V. Bykov, I. Voloshchuk, I. Drach, N. Pobirchenko, I. Zimna, A. Khutorsky, H. Selevka, O. Pometun, O. Ovcharuk and other Ukrainian and foreign scholars have become the basis for solving this problem. The experience of implementing competence-based learning in education is presented in the studies of N. Bibik, L. Vashchenko, A. Kviatkovska, I. Zymnia, O. Ovcharuk, O. Savchenko, A. Khutorskyi, and others.

The purpose of the study is to theoretically substantiate the benefits of implementing a competence-based approach in today's conditions and to analyse the challenges that students face in implementing it in their studies. The objective is to develop recommendations for higher education institutions that will allow them to implement the competency-based approach in the most optimal and productive way.

Modernisation of education is an integral part of the current stage of development of the educational system. This process reflects the need to adapt education to modern challenges, technological progress and socio-cultural changes. Modernisation includes the introduction of the latest approaches, methods and technologies of teaching, as well as the revision of programme content and assessment methods. We have studied that the main aspects of education modernisation include:

- Active use of information technology: interactive whiteboards, online platforms, electronic resources – these digital platforms and tools help improve the quality of learning and expand access to knowledge.
- Stimulating critical thinking and creativity: educational programmes should promote the development of analysis, critical thinking, problem-solving skills and stimulate the creativity of students.
- Changing the teaching paradigm: Instead of the traditional lecture model, modernised education emphasises the active participation of students in the learning process, cooperation, project activities and interaction.
- Development of key competencies: educational programmes should aim to develop a wide range of competencies that future professionals can successfully apply in various spheres of life.
- Flexibility and individualisation: ensuring that students can choose educational trajectories in accordance with their interests, abilities and needs, as well as taking into account the individual characteristics of each student.

For some time now, the issue of reforming education with a focus on key competences has been gaining significant importance, as it is one of the main directions of development of the modern educational system. Key competences cover a wide range of knowledge, skills, abilities and personal qualities that are necessary for successful functioning in the modern world (*Balaniuk, 2018*). Therefore, the transition to the content of education aimed at developing key competences means a shift in emphasis from the simple transfer of information to the development of a set of skills and abilities necessary to solve real-life situations. This may include critical thinking, communication skills, collaboration, problem-solving, creativity, and others. Mastering key competences enables students to effectively cope with various tasks in professional, social and personal spheres of life. For example, the ability to analyse information and make informed decisions can be useful in any field of activity, from office work to solving everyday problems (*Khodunova, 2018*).

Therefore, in view of the above, the transition to key competence-based learning is an important step in preparing students for life in the modern information and globalised world, where the ability to adapt, analyse and solve problems is critical.

2. Defining the concepts of "competence" and "competence-based approach"

The rapid development of the market economy and social relations in the twenty-first century in the world affects the growth of requirements for personal and professional qualities of graduates of higher education institutions, including in Ukraine. They are designed to ensure the competitiveness of specialists for their employment and successful professional activities. Under these conditions, higher education should train specialists with the formation of qualities that reflect their value orientation, professional competence, social orientation and the ability to meet personal and social needs of a person with a professional level that meets international requirements and standards (*Balaniu, 2018*).

Competence is a complex personal formation that integrates knowledge, skills, abilities, personal experience of its implementation, attitude to the process, result, in accordance with the requirements of a particular activity, and creates the prerequisites for active independent action. Therefore, competence is not limited to knowledge, individual skills and abilities, but refers to complex skills and qualities of a personality (*Hushlevska, 2004*).

Key competences, which are characterised by multifunctionality, interdisciplinarity, multicomponent, focus on critical thinking, reflection, and determination of one's own position, are an integral characteristic of the quality of students' preparation for future professional activities. They characterise their ability to use knowledge, skills and attitudes to the range of professional tasks in a meaningful way. Achieving the highest level of development of professional competence of a graduate of a higher education institution is the main task of modern education.

The State Standard of Basic and Complete General Secondary Education (approved by the Cabinet of Ministers of Ukraine on 23 November 2011, No. 1392) defines the concepts of "competence", "key competence", and "competence-based approach":

"competence" is an integrated ability of a student acquired in the learning process, consisting of knowledge, skills, experience, values and attitudes that can be implemented in practice in a holistic manner;

"key competence" – a specially structured set of characteristics (qualities) of a personality that enables him/her to act effectively in various spheres of life and belongs to the general content of educational standards;

"competence-based approach" – the focus of the educational process on achieving results, which are hierarchically subordinated to key, general subject and subject (industry) competences.

The document also identifies the key competences that should be formed in the process of educational activities in an educational institution: civic, general cultural, health, information and communication, communicative, interdisciplinary aesthetic, subject (sectoral), subject art, project and technological, social (*DESECO, 2011*).

3. Features of the competence approach when implemented in the educational process

Developing competencies among students is very important in today's world with numerous challenges and opportunities. Here are a few reasons why it's important: rapid technological and social change requires people to be flexible and adaptable, and developing skills such as critical thinking, problem solving, and communication skills helps students prepare for these changes and effectively adapt to new situations: competitiveness in the labor market; Today's society faces complex challenges such as climate change, economic hardship and social inequality, and developing competencies related to problem-solving and collaboration can help job seekers become active participants in solving these problems.

Based on the analysis of scientific sources and during pedagogical observations, we noted the following features of the competency-based approach:

- recognition of competencies as the final result of training and their purposeful formation (*Khodunova, 2018*);
- transfer of emphasis to the ability to use information to solve practical problems;
- assessment of the level of development of competencies among students as a result of the educational process (*Voloshchuk, 2014*);
- student-centered orientation of education.

However, there are a number of challenges that may hinder the implementation of the competence-based approach in HEIs Based on pedagogical observations and analysis of scientific papers, we note the following:

– The development of new educational programmes based on the competence approach requires considerable effort and time and requires retraining of teachers and updating of methodological support. Implementation of the competency-based approach requires taking into account the experience and needs of students, as well as the specifics of a particular higher education institution.

– The implementation of a competency-based approach requires additional resources, such as teaching materials, software, equipment, and methodological support.

– The traditional assessment system does not always meet the needs of the competency-based approach. New assessment methods need to be developed that assess not only knowledge but also skills and competences.

– Implementation of the competency-based approach requires constant monitoring and evaluation of its effectiveness. This requires additional resources and effort.

These challenges can be an obstacle to the successful implementation of the competence-based approach in higher education institutions, but with the right approach and support, they can be overcome.

Therefore, it can be argued that the relevance of the competency-based approach is due to the fact that the competency-based approach is defined as a social educational strategy focused on an individual who is ready to make a free humanistic choice; primary focus on such professional vectors and goals as training, self-education, self-determination, self-realization, socialization.

4. Conclusions

The authors developed recommendations for higher education institutions on the introduction of a competency-based approach to teaching:

1. It is recommended to analyze the current state of the educational process, identify the needs and capabilities of a higher education institution to implement a competency-based approach.

2. It is important to ensure that teachers are trained to work with a competency-based approach, including training in new techniques, advanced training and exchange of experience with colleagues.

3. Curriculums should be aimed at developing not only knowledge, but also skills, abilities and personal qualities necessary for the successful adaptation of the applicant in the modern world.

4. The content of educational programs should be organized not by individual disciplines, but by key competencies, which allows students to acquire knowledge and skills in the context of various disciplines.

5. Development of critical thinking and creativity: teaching should be aimed at developing in students the ability to analyze, evaluate and creatively use knowledge.

6. To enhance student activity, it is recommended to use interactive teaching methods, such as project activities, group projects, interactive forms of work, etc.

7. Taking into account the personal characteristics of education applicants.

8. Develop assessment criteria that correspond to key competencies: these can be multi-level tasks that allow the applicant to assess his level of knowledge and choose the appropriate one. It should be noted that it is necessary to evaluate not only knowledge, but also the ability of students to apply it in practical situations and solve real problems.

The above analysis allows us to draw the following conclusions: the competence approach allows us to move from the assimilation of knowledge to the reproduction of knowledge in practical activities; set interdisciplinary integrated requirements for the result of the educational process; link the goals of higher education with the needs of the labor market; focus on the variety of professional and everyday situations in social life; increase the employability of graduates.

Competence approach prepares students for life in a dynamic world where they will have to constantly learn and adapt to new conditions; it is used in many countries around the world, making education more integrated and mobile.

The prospects for further research on this issue are determined by the importance of the proper development of the competence approach in a modern institution of higher education, taking into account the urgent need of society for a competent future specialist.

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