

EUROPEAN EXPERIENCE IN FORMING A COMPETENT APPROACH TO TEACHING STUDENTS SPECIALISING IN HUMANITIES IN THE CONTEXT OF REFORMING HIGHER EDUCATION SYSTEM IN UKRAINE

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Abstract: The article aims to analyze the trends in forming a competency-based approach to teaching students of humanitarian specialties in the context of reforming the education system in Ukraine. The article's authors consider the European experience in developing functional education based on a competency-based model. The socioeconomic changes taking place in the world today are actively affecting many social institutions, including the education system. Therefore, decisions are required on questions about the mission, role, and significance of education in the development of society. Domestic education needs to be modernized, as it largely relies on transferring a certain amount of knowledge to students, needing more time to keep track of all the new market needs and update the knowledge system under these needs. Filling the student with a certain amount of information from different areas, traditional education does not teach them to systematize this knowledge of various disciplines into complex skills necessary to perform specific tasks. Thus, assessing students only by the amount of knowledge they can reproduce is not objective since it needs to reflect the readiness and ability of future young professionals to work independently in the professional field. Therefore, it is necessary to move from disciplinary education, which has now become dysfunctional, to functional education, which will systematize knowledge and skills by function. In the conclusions, the authors emphasize the advantages of the competence model of education based on the analysis of domestic and international educational experiences.

Keywords: Competence approach, European experience, Higher School, International practice, Modernization of education, Ukrainian educational reforms.

1 Introduction

The 2017 education reform has transformed the educational process in many ways. However, some changes are still controversial and are ambiguously perceived by the population of Ukraine [5]. The article presents an analysis of the educational process among students of humanitarian specialties, the purpose of which is to assess the place and role of education in modern Ukraine and Europe.

The education system's reform began in Ukraine when the state gained independence. The Law "On Education," which entered into force on September 28, 2017, brought the process to a new level. The legislative initiative envisaged a set of actions, the most significant of which were the creation of the New Ukrainian School and the consolidation of rural schools by creating pivotal schools in regional centers or large villages. The issue of the language of instruction was also considered separately. Students who belong to the indigenous peoples and national minorities of Ukraine and who began their education before September 1, 2018, in the language of the corresponding minority until 2020 gradually increased the number of subjects in the Ukrainian language. National minorities that study in one of the official languages of the European Union should increase the percentage of teaching subjects in the Ukrainian language until 2023. The prospects for solving the language problem in education are outlined in an interview with Hanna Novosad, which involves teaching not only in Ukrainian but also in languages European Union from 2023 [9].

In Europe and other countries, the methodological basis for training specialists in the vocational education system was rationalistic, inherently positivist approach to understanding the learning process as the transfer of knowledge about the subject area and the formation of professional skills. The tasks of modern education are increasingly presented as the formation of a set of skills [22] associated with the ability to proactively solve critical tasks that arise in professional activity and independently adapt to changing working conditions. The scientific justification

for this view of learning is presented as a competency-based approach.

2 Literature Review

Abroad, it is customary to distinguish three main approaches to defining and introducing into the practice of education a competence-based interpretation of the quality of learning outcomes: a functional approach (Great Britain), a multidimensional and holistic approach (France and Germany) [1], and the behavioral approach (USA). These approaches emerged independently, first in the US, then in the UK, and lastly in France and Germany. The experience of Germany's transition to a competency-based education model is of particular interest since a country with deep and firmly rooted educational traditions was able to quickly introduce changes related to competency-based innovations, which primarily affected the understanding of the quality and criteria for the effectiveness of education [12].

The prerequisites for the formation of a competency-based approach were the changed realities of the modern world and the emerging social order for the training of specialists flexibly associated with the available content of the professional activity. In the context of the growing processes of world integration and the mutual influence of cultures [24], higher education is tasked with preparing a future professional who must have not only deep professional knowledge in the chosen field but also be able to adapt flexibly to changing social conditions. The idea is to be a specialist and have a communicative culture and potential for self-development and make decisions in dynamically changing activity conditions. Such a demand for training has required in recent years to shift the emphasis in vocational education from the learning process to the result. The result of vocational training began to be called not the knowledge and skills of a specialist but his competence.

In the competence-based approach, knowledge, and skills are considered from the experience point of view. It is no coincidence that the researchers' concepts of this issue reflect experience as an independent educational result, along with knowledge and skills. The term "competence" has been widely used recently in socio-pedagogical research. This concept arises in various contexts and is understood differently by different researchers. The first mentions of the term "competence" in the scientific literature are found in the works of the German scientist Habermas, who uses this concept as a sociological term in the context of the theory of speech communication.

Social psychologists consider competence a set of qualities inherent in the most authoritative specialist, those qualities that every individual who masters the profession must achieve. Thus, competence is understood as an attribute of professionalism. The concept of "competence" is widely used in Western cognitive psychology. There it is considered a factor that determines the individual's self-awareness, behavior, and self-esteem and is more correlated with the general characteristics of the individual than with the elements of his professional activity. Thus, in psychological research, competence is mainly considered from two positions: the level of professional development of the subject and an element of his general psychological characteristics.

In works on management [6, 8, 10], competence was considered one of the main components of the personality or a set of known personality traits that determined success in solving the main tasks in the field of human activity and carried out in the interests of this organization. Competence occurs in the area of a specific problem, in a particular activity, in a specific specialty, or in a unique "sphere of competence" (i.e., "competence in general" does not exist). Thus, competence is considered an

essential new formation of the personality, which arises in the course of mastering professional activity.

Competence acts as a system concept, and competence is its component. Some scientists focus on "competence," defining it as a general ability based on knowledge, experience, values, and inclinations acquired through training. Thus, competence is not limited to knowledge, skills, or abilities. Instead, they consider competence as the ability to establish a connection between knowledge and a situation or, in a broader sense, as the ability to find and discover a procedure (knowledge and action) suitable for a problem. Being competent means mobilizing the acquired knowledge and experience in a given situation. In addition, it makes sense to talk about competencies only when they appear in some cases. The unmanifested competence remaining in the series of potentialities is not competence but, at the most, only a latent possibility.

Many teacher-researchers include an individual component in the definition of professional competence [2, 3, 7, 11]. Competence is considered a combination of mental qualities, i.e., a mental state that allows you to act independently and responsibly, as the possession by a person of the ability and ability to perform certain labor functions. That is, the essence of professional competence is expressed in the degree of connection between the objective standard of professional activity, reflected in regulatory documents, and the personal capabilities of the employee's personality. Although teachers recognize professional competence as a fundamental component of pedagogical culture, the level of development depends on the level of formation of their professional qualities.

3 Materials and Methods

The theoretical basis for reforming the education system in the modern world is the philosophy of education, which allows the creation of the fundamental basis for the modernization of Ukrainian education [1, 9], adjusting to the European educational paradigm. The Bologna process has become one of the forms of integrative and globalization manifestations in higher education. Mandatory parameters of the Bologna process:

- A three-level system of higher education;
- ECTS academic credits;
- Academic mobility of students, teachers, and administrative staff of universities;
- European Diploma Supplement;
- Quality control of higher education;
- Creation of a single European research area [12].

Implementing a competency-based approach is one of the mandatory components of modern higher education within this system. The competency-based approach models learning outcomes and presents them as standards of higher education quality (quality assurance system).

Competence cannot be interpreted only as a certain amount of knowledge and skills since circumstances play a significant role in its manifestation. The ability to mobilize acquired expertise and experience in a given situation means competence. When discussing the list of competencies, attention is drawn to the specific problems in which they appear. Competence cannot be isolated from the particular conditions of its implementation. It includes the mobilization of knowledge, skills, and behavioral attitudes focused on the requirements of a specific activity.

The acquisition of competencies is based on the experience and activities of the student. Based on the learning theory's achievements, this point of view is shared by many European experts. In other words, if the goal is for students to acquire competence, more is needed to develop curricula and methods for studying a particular discipline.

The acquisition of competence depends on the activity of the trainees, a set of professional skills that are the result of the experience acquired by students in everyday life and work, and

communication with teachers and comrades as a result of acquiring knowledge.

Thus, the key competencies of an individual are understood as the possession of general scientific and particular knowledge and the ability to apply them in practical activities, turning into skills and qualifications. Based on this understanding of key competencies, we define a competency-based approach as an approach that aims to form critical competencies in the form of knowledge and the ability to apply them in practice.

The idea that underlies the training can be formulated as follows: academic disciplines are built on the implementation of the principles of continuity in content:

- Introductory courses complement each other and are combined with elective courses;
- In approaches, the unity of the principles of organization of educational and independent work is realized in the gradual acquisition of professional skills;
- The unity of the requirements for students and implemented in the point-rating system;
- Orientation is on the practical application of knowledge and skills.

This unity can be traced, for example, in the application of various innovative forms of organization of the educational process:

- In the lecture part – this is the use, along with traditional forms of teaching, of problem lectures, lectures with elements of a video lecture or with elements of a multimedia lecture;
- In the practical part – along with traditional seminars, a system of problematic tasks aimed at practical mastering the techniques and methods of analyzing cultural phenomena, the method of projects, and discussions on selected topics;
- In recommendations for independent work – in enhancing the skills of working with scientific and literary texts on the materials offered by the teacher, in accessing the resources of the media library and the Internet, in analyzing the cultural practices that exist in the urban space [21].

In this regard, competencies are indicated, the formation of which occurs at all stages of training. The set of competencies depends on the field of knowledge, which may include not one but several subjects. This way is proposed for building models of basic educational programs in humanitarian areas of training based on the TUNING-ECTS methodology to implement the principles of the modern educational process.

4 Results

The result of solving a professional problem can be expressed in different ways – in a "productive" form or the form of psychological and pedagogical changes [4]. Evaluation of the effectiveness of this result, based on the situation, indicates the competence of a specialist. For example, if a social worker has found or can find a way out of a specific range of conditions, he is competent. But the concept of competence is not reduced to the sum of knowledge, skills, and abilities, which is much broader.

The level of competence is a characteristic of an individual's educational practice results [13]. Thus, competence is a measure of competence development, and it is determined by the ability to solve prescribed tasks. The concept of competence includes cognitive and operational-technological components and motivational, ethical, social, and behavioral components. It has learning outcomes (as personal achievements), a system of value orientations, habits, responsibility for the consequences of actions taken, etc. Concerning each competence, different levels of its development can be distinguished (for example, minimal, advanced, and high).

In Raven's work "Competence in modern society," which appeared in London, the necessary professional qualities include:

- The ability to work independently without constant supervision;
- The ability to take responsibility for one's initiative;
- The ability to take the industry without asking others if they should;
- Willingness to notice problems and look for ways to solve them;
- The ability to analyze new situations and apply existing knowledge for such an analysis;
- The ability to get along with others; the ability to master any command on Their initiative (i.e., taking into account their experience and feedback from others) [5];
- The ability to make decisions based on sound judgment, i.e., having all the necessary material and needing help to process the information mathematically.

The specific content of the "key competencies" concept in the West is associated with an analysis of the request of employers [14]. When deciding to move up the career ladder, the employer pays attention to the following characteristics of the employee: readiness for growth; competence motivation; initiative; responsibility for the decisions made; thoroughness and accuracy in working with documents; productivity (ability to manage several projects at once); mobility; readiness for increased loads; experience in problem-solving in a group; experience in organizing a group to solve problems; ability to plan and predict; the ability to work with information for oneself and the group; the ability to effectively present the results of work; ability to rational, reasoned, thoughtful decisions.

In general, a competence-based approach is an approach that focuses on the result of education, and the result is not the amount of learned information but the ability of a person to act in various problem situations. The competency-based approach requires taking into account key competencies; generalized subject skills, applied subject skills, and life skills.

In foreign studies on the competence-based approach in education, it is noted that the traditional education paradigm does not satisfy, first of all, the "customer" of education (in particular, the social security sector) and the public. A university graduate whose training was aimed purely at transferring knowledge must prepare for independent and responsible work in specific work situations and lifelong learning. Traditional forms do not allow young people to reveal their creative potential and experience successful independent, and responsible activities.

In this regard, on behalf of European countries' governments, education system reforms have been developed and implemented. In the reform, the emphasis is on activities based on the initiative and responsibility of the students themselves. Within this activity, students must deploy, develop, and form complete essential competencies – the qualities or abilities of a person identified in the world of work as necessary properties of an employee.

Materials on crucial competencies, developed in England by the Cambridge University Examination Council, set the goal of determining the degree of actual development or formation of a particular competence in a situation of professional activity [20]. These materials provide for five levels or degrees of mastery of competencies, depending on the complexity of the applicant's tasks. In this case, the first level is essential. Everything else is built on it. For example, at the first level of problem-solving competence, the student is asked to show that he can correctly understand the problem proposed to him and make two suggestions for solving it. At the second level, when the task becomes more complicated, he should demonstrate that he can see the problem (situation), describe its main characteristics, and suggest two ways to solve it. At the third level, the requirements increase significantly; the student must show that he can study a complex problem and suggest three ways to solve it. Finally, at

the fourth level, he must build a strategy for using problem-solving competence and show that he can create opportunities to use problem-solving competence and determine the results he seeks. In other words, he must show what opportunities he sees for developing problem-solving competence in various work or study situations in which he is involved over, for example, three months. At the fifth level of difficulty, the student must show that he can manage the group's work, i.e., take the lead by adopting the strategy needed to address at least two complex issues while achieving the required quality of results. In the process, he is required to keep employees motivated and establish effective relationships to help himself and others. At this level, the integration and use of other competencies are required: communication and the competence to work with people.

The competency-based approach corresponds to the understanding of the fundamental goals of education formulated in UNESCO documents [7]:

- Teach to gain knowledge (teach to learn);
- To teach to work and earn (teaching for work);
- Teach to live (teaching for being);
- Teach to live together (teaching for living together).

Based on this, the following key competencies should be formed as part of university training:

- Competence of learning (transformation of learning into self-learning, self-development, work on oneself);
- Communicative competence [24];
- Information competence;
- Organizational competence.

The formation of a student's professional competence in the process of studying at a university can be implemented if the structure of the personal potential of the future specialist includes the following:

- Professional knowledge, abilities, skills (qualification potential);
- Working capacity (psycho-physiological potential);
- Intellectual abilities (educational potential);
- Creative abilities (creativity);
- The ability to cooperate and interact (communicative potential);
- Value-motivational sphere (moral potential).

A competent specialist can be considered only one whose practical activity is based on universal moral values, is brought to life by suitable methods, and is armed with theoretical knowledge and functional analysis techniques.

- The competency-based approach in world educational practice;
- Combines the intellectual and skill components of education;
- Interprets the content of education formed "from the result";
- Includes specific or closely related skills and knowledge related to a wide area of culture and activity.

There is a point of view according to which interest in the problem of studying competencies usually coincides with crisis phenomena in the economy, education, and culture [15]. In one of the most famous programs – the project "Tuning Educational Structures" (TUNING), i.e., setting up educational structures in Europe, the priority direction of joint efforts in the field of educational methodology is the definition of general and special competencies of graduates of the first and second levels of education. The essence of the project is to use the tools of the Bologna Process for the coordinated presentation of the structures and descriptions of programs at all levels based on a competency-based approach. The second, more fundamental and less policy-oriented, position adopted by the project is that the setting up educational structures is based on a competency-based

approach. This approach involves the consideration of individual courses, programs, and cycles (levels) of training through competencies and learning outcomes.

Learning outcomes are descriptions of what the learner is expected to know, understand and be able to demonstrate after completing the learning (completion of a module, course, or program). In addition, the learning outcomes specify the requirements for credit assignments [16]. Credit refers to a notional estimate of the workload required to complete an element of a training program and is awarded upon successful completion. The results of education, expressed in the language of competencies, according to Western experts, are the way to expand academic and professional recognition and mobility, to increase the comparability and compatibility of diplomas and qualifications.

The project defines competencies as a dynamic combination of knowledge, understanding, skills, and abilities. Competence development is the goal of training programs. Competences will be formed within the framework of various courses and assessed at each stage of training. The TUNING project formulated learning outcomes for first and second-degree (common descriptors for higher education qualifications). Competencies are divided into general and special to describe the degrees and their corresponding cycles. The project sees a unique role in competencies in developing a new educational paradigm. This concerns, first of all, the transition from education centered on teaching to education centered on learning.

The definition proposed in the European TUNING project can serve as a definition of competencies. The concept of competencies and skills includes:

- Knowledge and understanding (theoretical knowledge in the academic field, the ability to know and understand);
- Knowing how to act (practical and operational application of knowledge to specific situations);
- Knowledge as being (values as an integral part of perceiving and living with others in a social context).

Competences should be supported by personal qualities (for example, efficiency, diligence, dedication, endurance, overcoming difficulties, restraint, optimism, tolerance for disappointments, etc.) [18], which indicates the importance of the systemic nature of the formation of competencies. Educational competence is a set of semantic orientations, knowledge, abilities, skills, and experience of the student concerning a specific range of objects of reality necessary for implementing personally and socially significant productive activities.

During the work of the TUNING program (in which more than 100 universities from 16 countries that signed the Bologna Declaration took part), several groups of competencies were identified:

1. General competencies:

- Instrumental competencies;
- Interpersonal competencies;
- Systemic competencies (a combination of understanding, attitude, and knowledge that allows one to perceive how the parts of the whole relate to each other and evaluate the place of each of the components in the system, the ability to plan changes to improve the system and design new systems).

2. Special (professional competencies):

- Basic general professional competencies in the chosen field of activity [23];
- Professionally profiled (specialized) competencies per the graduate's specific profile or specialization.

The drafts of new state standards assume the consolidation of the same general competencies for one direction of education. At the same time, the number of competencies increases with the

transition to a higher level of education. Therefore, the formation of each competence should be provided by a particular set of disciplines (or practices) combined into appropriate modules. Furthermore, the content of discipline modules should fully correspond to the level of these competencies.

5 Discussion

The preparation for a bachelor's in university has now become a reality. Moreover, the transition to a two-level system of education at the university has taken place, so it makes sense to discuss how to do training according to the new system effectively and relevant to the requirements of the time. Strategically, the task is understandable and feasible – the exercise should be based on mastering, not a sum of knowledge but a set of skills that become the basis for future professional activity. Moreover, the emphasis should be placed on the activity component of education, including the intellectual and operational details.

The modernization processes in education are especially difficult for humanitarian and pedagogical education. This is due primarily to the general attitude towards fundamental knowledge in the humanities, which can be mastered in a different volume during the transition to a two-level education. There are two trends in understanding how content should differ between bachelor's and master's (4-6 years of education) and specialists (5 years of education). According to one of them, bachelors should study in less time and master the same volumes of information as specialists. According to the second, it is necessary to "stretch" for six years what was previously studied for five. Both tendencies reveal a lack of readiness for an adequate response to the challenge of the times. The issues of pedagogical education proper seem to be more resolvable since the discussion about what a modern teacher should be like and what competencies he needs to acquire in the process of professional training have been discussed for a long time, and there are deeply thought-out answers.

Let us dwell on the preparation of a bachelor in the direction of "Pedagogical education," as a result of which a professionally oriented person with modern knowledge in the humanities and pedagogical technologies should appear. In our opinion, the professional activity of a bachelor consists of the scientific and practical understanding of the analysis of various social and socio-cultural practices and forms, the means of their translation and normative consolidation in multiple areas of social life, activities to preserve cultural and natural heritage, the ability to use them in the process of acculturation and socialization of students both in the system of general and in the scheme of additional education. This means the breadth of the bachelor's activity in educational, state, and public institutions and organizations related to the production, broadcasting, and preservation of diverse academic forms.

To be able to fulfill the professional duties assigned to him, a graduate of a pedagogical university must be prepared based on a competency-based approach, which is aimed at developing the student's social and personal, general scientific, organizational and managerial, general professional and particular competencies. To achieve the goals set, we propose a model for preparing a graduate studying in the direction of "Pedagogical education." We distinguish two "sets" of competencies:

- Universal, formed in the process of mastering such areas of knowledge as social and humanitarian knowledge [23, 24];
- Language communications [22, 25].

The specificity of pedagogical education lies in the fact that, along with subjects common to all students studying in this profile and ensuring the unity of the educational space [25], subjects in the variable part should be introduced disciplines that meet the needs of a particular region. So, for some areas of Ukraine, the emergence of a graduate who represents the values of regional culture and acts as their translator, for whom

educational activities to familiarize with cultural heritage are of particular importance, is seen as relevant. In this regard, in the variable part, we propose to introduce the disciplines of regional issues and on their basis, to reveal the practice-oriented component of the training of a future specialist.

For students of humanitarian specialties, there are few practice-oriented courses in the total volume of professional training. These are disciplines related to the mastery of information technology and teaching methods. At the same time, there are detailed requirements for the level of training of students in line with the competency-based approach, in which a particular place is given to (a) mastering the techniques of information and descriptive activity, systematization of data, structured description of the subject area; (b) methods of processing, analysis, and synthesis of information; (c) skills of reasoned presentation of one's point of view in oral and written form, discussion; (d) ability to business communications in the professional sphere; (e) ability to work in a team; procedures for the practical application of analysis techniques to various cultural forms and processes of modern society; (f) methods of expert evaluation of the quality of research and types of socio-cultural activities; (g) skills of scientific and methodological work [17].

To overcome this contradiction, we offer students the creation of educational and educational projects based on regional material, which makes it possible not to simulate (essentially, a game), but a particular case. In studying the educational material in the disciplines of the variable part, there is a constant appeal to the knowledge obtained as primary. In practical activities, by offering students to update their existing skills in working with multimedia, we focus them on presenting their projects to the "public" (undergraduate students) and on the ability to organize a discussion of the problems raised in projects within the framework of exhibitions and presentations. This is how the task of combining the theoretical training of a future specialist and practical orientation toward pedagogical and educational activities is realized.

The proposed model of preparing a future teacher in "Pedagogical education" is being developed in master's and postgraduate education programs. It realizes the possibility of training a specialist with the qualities of social mobility, able to adapt to current market conditions and demand in the labor market.

It is also expected to change the role of the teacher. He becomes a systematizer of knowledge, a "key player" in teaching the main, basic concepts, and a leader and curator of students working at higher levels of counseling and motivating the latter. Such a shift leads to a change in approaches to educational activities and a change in educational material and educational situations since it stimulates the involvement of the student – individual and group – in the preparation of presentations, articles, organized feedback, etc. In addition, a shift in emphasis from input to output is also reflected in the assessment of student performance.

On the way to modernizing general education, the main provisions of the competence-based approach in education are formulated, the central concept of which is competence. It is emphasized that this concept is more comprehensive than knowledge and skill. It includes them (although we are not talking about competence as a simple additive sum of learning – skills – experience. This is a concept of a slightly different semantic series). The idea of "competence" includes cognitive and operational-technological components and motivational, ethical, social, and behavioral components.

Such a broad definition of the conceptual content of competence makes it much more challenging to measure and evaluate it as a result of learning, to which the developers themselves pay attention. These ideas were developed during modernization of education. It serves as one of the basic principles determining the strategy for developing domestic education. A general education

school should form an integral system of universal knowledge, abilities, and skills, as well as the experience of independent activity and personal responsibility of students, that is, key competencies that determine the modern quality of educational content. The emergence and understanding of the concepts of "competencies" and "competence-based approach" in educational theory were caused by the entry of the education system into the Bologna process and the adoption of Western scholastic terminology. As part of the Bologna process, European universities, to varying degrees and with varying degrees of enthusiasm, are mastering (adopting) a competency-based approach. It is seen as a tool for strengthening the social dialogue of higher education with the world of work, deepening their cooperation, and restoring mutual trust in new conditions.

The competency-based approach in education is due to the following:

- Information explosion;
- The transition of higher education to the language of the business community;
- The need to reorganize the entire education system of the country.

The reasons that caused the need to introduce a competence-based approach to education are as follows:

- Pan-European and world trends of integration and globalization of the world economy;
- The need to harmonize the "architecture of the European system of higher education";
- The change in the educational paradigm that has taken place in the last decade;
- The richness of the conceptual content of the term "competence-based approach";
- Prescriptions.

Thus, in the practice of domestic education, the competence-based approach is fixed as follows:

- One of the approaches to assessing the effectiveness of educational practice, according to which the criteria for effectiveness are competence and competencies [19];
- As a method of modeling the results of education and presenting them as norms for the quality of the activities of an educational institution [26].

A distinctive feature of the implementation of the competence-based approach in the educational process is the development of the ability of students to independently solve problems in various fields and activities based on the use of social experience, an element of which is their own experience.

6 Conclusion

The competency-based approach implies a holistic experience in solving life problems and performing fundamental functions, social roles, and competencies. From international practice, the "competent worker" model indicates the necessary qualities of a specialist: communication skills and the desire for self-development. The main result of implementing the competence-based approach in the conditions of an educational institution is the formation of a person's ability to see, understand and evaluate various problems, constructively resolve them according to their value orientations, and consider any difficulty as an incentive for further development. In Ukraine, implementing the competency-based approach can be an additional factor contributing to maintaining a single educational, vocational qualification, and cultural value space.

The competency-based approach is designed to restructure educational programs in such a way as to bring learning outcomes closer to the needs of the economic and democratic institutions of European-type societies. Also, it is one of the tools to overcome the contradictions between different national education systems when trying to harmonize them. Thus, the

competency-based approach is an international and inter-university tool for developing educational programs. The content of competencies is a product of multilateral interaction between universities and other stakeholders.

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Primary Paper Section: A

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