

**ESSENCE AND PECULIARITIES OF ACTION-COMPETENCE
APPROACH TO THE METHODIC TRAINING OF FUTURE
TEACHER OF TECHNOLOGY**

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***Abstract:** Article deals with the essence and peculiarities of action-competence approach to the methodic training of future teacher of Technologies. In particular it is noted that action-competence approach is analyzed within the frame of practice-oriented education. It envisages the constant transformation of activity's types and mastering of appropriate, connected experience: experience of educational-cognitive activity of academic type, experience of quasi-professional activity, experience of educational-professional activity, experience of professional activity. It is also marked that action-competence approach to the methodic training of future teacher of Technology provides :transparence of educational course's goals: concretization of the way of description of the educational results in the terms of competences, development assessments instruments tools which are adequate to the objects of control, correlation of goals and procedures of assessment within the educational course.*

***Keywords:** teacher of Technology, action approach, action-competence approach, competence approach, methodic training, practice-oriented education.*

INTRODUCTION

Modern requirements to the professional-pedagogical education in Ukraine demand new approaches to the organization of educational process at pedagogical high educational institution.

The general approach to the organization of professional and methodic training

of the teacher existed for a long time within the national system of high pedagogical education. According to this approach it was enough to give knowledge to the future specialists and later, due to the knowledge (given at high educational institution) these specialists will become successful within professional activity. As the result of this approach we can state the fact that now Ukraine is in such situation which is characterized by the great amount of specialists with high education and by the lack of qualified practice-oriented staff at general secondary school. Problem of practice-oriented training (and it's components) of the specialist was studied by such scientists: D. Barnake, I. Dichkibska, I. Zimnya, I. Zyazyun, O. Kyuster, G. Lind, S. Litvinenko, N. Nichkalo, D. Noiman, Y.Olkers. O. Pidlacyy, S. Pitch, E. Post, V. Sibaeva, V. Hutmaher, A. Khutorsky. But problems of implementation of action-competence approach to the practice-oriented methodic of training future teacher of Technology have not been sufficiently revealed in scientific research.

MATERIALS AND METHODS

Pedagogical experience indicates that graduates of high educational institutions can't to organize the educational process effectively according to the modern requirements. On our point of view, one of the reasons of such state is caused by the fact that pedagogical activity needs not only the theorist but the practice-oriented specialist. Real reason of paradigm's crisis (which has as the base the forming of professional knowledge) is in the another space – in the contradiction between real conditions of modern school's activity and system of professional training of pedagogical stuff, which exists now in Ukraine.

Among the reasons which caused the crisis of traditional paradigm of high education some scientists determine that within modern conditions the loss of informations relevance occurs more quickly than the cycle of education at high school reaches the end. As the result the traditional statement on the transfer of information or necessary knowledge from the teacher to the student becomes absolutely inappropriate. Within such conditions it is very important to teach students the skill to gain knowledge independently. Besides on the labor market does not demand the knowledge by themselves but the ability of the specialist to use them in practice, to

perform certain professional and social functions.

Idea of practice-oriented education was implemented into the system of general education earlier than into the system of high education. As the important even we can name the implementation of specialized education at elder classes of secondary school. The specialization at these classes corresponds in general to the structure of educational and life guidance of the majority among the high school students. The orientation on the sphere of future professional activity of pupils is formed till the age of 15-16.

Realization of practice-oriented education needs new approach – action-competence. In contrast to the traditional education which is oriented on the mastering knowledge, the practice-oriented education is directed on the mastering not only knowledge but also on the gaining skills and the experience of the practical activity. Education can't be practice-oriented without gaining such experience, which level is determined by the methods of competence approach.

Orientation of commonly known action approach is directed on the organization of educational process, on the implementation of technologies of practice-oriented education, thus all the educational process gains the action character. And competence approach, firstly is oriented on the reaching of certain results, on the mastering important competences.. mastering competences is impossible without forming experience of activity. it means that competences and activity are connected inseparably.

Competences are formed during the process of activity and for the future professional activity. Within such conditions the process of education gains the new content. It transforms into the process of obtaining knowledge, skills and experience of activity with the goal of mastering professionally and socially important competences. Head of the International commission on education for the 21st century Jack Delor in his report “Education: the Hidden Treasure” [2] named four “to learn to” as global competences:

- To learn to study;
- To learn to work;

- To learn to live together, to learn to live with others;
- To learn to live.

Realization of 4 “to learn” is impossible without the receiving of appropriate experience of activity. That’s why according to our point of view, the action-competence approach can become the new methodology of construction practice-oriented education during the 21st century.

Within the system of methodic training of future teacher of Technology the experience of activity gains the new sense exactly within the action-competence approach. It is the condition of personality’s movement to the goal. It is detected as the readiness of the personality for the certain actions and operations on the basis of knowledge and skills (which the student has). The action technology of education at high school allows to transform the student from the passive object of pedagogical influence into the active subject of educational-cognitive activity. during the realization of action approach the mastering experience takes place within the frames of traditional didactic triad “Knowledge-Abilities-Skills” by the way of forming students’ practical. The traditional triad during the action-competence approach (according to the point of view of F.Yalalov) is added with the new didactic unit” Knowledge-Abilities-Skills-**Experience of Activity**”.

Studying the problem of implementation action-competence approach to the practice-oriented education, F. Yalalov underlines that “during the professional training it takes place the constant enrichment of the activity’s content on the basis of model of certain specialist which includes the description of his main functions, problems and tasks, discipline’s and social competences” [3, c.92]. A. Verbytsky marks that [1] action model of specialist’s training envisages: the constant transformation of activity’s types; mastering of appropriate experience which is connected with them. The scientist thinks that firstly the student masters the *experience of educational-cognitive activity of academic type*. Within this type actions of specialists are formed, theoretical aspects and problems are discussed. The example of such activity is the training, discussing and defending of reports and notifications on actual problems of pedagogics and didactics.

After that it is mastered the *experience of quasi-professional activity* by the way of modeling conditions and content of the real educational process. It is reached with the help of using active methods and forms of education. In particular, it is advisable to use the brain storm or the business game, during this event there are modeled real or imaginary problem pedagogical situations. In such situations students have the opportunity to feel themselves in the role of the teacher, resolving certain pedagogical task. During the *educational-professional activity* students master the real experience of performing applied tasks. For example, work with educational and methodic literature, compilation of the lesson's scheme on the given by the teacher topic; description of the lesson's abstract. Transformation of the activity's content is finished by the mastering *experience of professional activity* during the pedagogical practice at school, when students have to perform the teacher's of Technology (labor) functions: to plan, to prepare and to lead lessons of labor education (Technologies), to perform the educational aspects with pupils under the experienced teachers' control.

Introduction of the notion competence as the ability to mobilize knowledge and experience for the resolving of certain problems allows to detect the competence as the multifunctional instrument of measuring quality of professional education.

Action-competence approach to the methodic training of future teacher of technologies envisages:

- Transparence of goals of the educational course;
- Concretization of the way of description educational results in terms of the competences;
- Development of assessment instruments which are adequate to the objects of control;
- Consistency of goals and procedures of assessment within the educational course.

According to this the new component of the system of methodic training of future teacher of Technology is the control, the checking of competence or non-competence of the student, the checking of the absence or presence of the experience of professional-pedagogical or social-pedagogical activity.

DISCUSSION AND CONCLUSIONS

The variety of ways of assessment requires the development of certain tasks which will provide the effective mastering of different types of educational-professional activity of students. Mastering these variety of assessment's ways is really actual task for the high education of Ukraine. Action-competence approach assumes the transfer from the assessment by the teacher to the self-assessment by the students.

Nowadays it is very important the change of status of self-assessment of the student's activity, transforming it into the action which is always used within the educational process of modern high educational school. For example, including of the works which are self-assessed into the accumulative system on educational course. If the system of assessment is transparent and criteria, the action-competence approach can serve as the effective way of activation process of mastering professional and socially-important competences.

Action-competence approach to the practice-oriented methodic training of future teacher of Technology envisages the improving of content of psychological-pedagogical training of future teachers: expanding of content of base and professional-oriented psychological-pedagogical disciplines, disciplines of methodic direction, expanding of their practical component due to the providing of inter-disciplinary connections between the professionally-oriented disciplines, effective realization of principle of pass-through development of methodic training of the teacher. Besides the realization of action-competence approach to the methodic training of future teachers of educational branch "Technology" will be successful if it will be provided by the appropriate productive technology.

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