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Introduction of the competence approach in the secondary vocational education

Improvement of quality of education is one of the most acute problems not only for Russia, but for all world community. For its decision the modernization of the content of education, the revision of technologies of educational process and revision of a final aim of education is required. «Strategy of modernization of the content of education» and «Concept of modernization of the Russian education up to 2010» emphasize, that modern education must correspond with formation and development of key competences like the basis of professional mobility [1].

Secondary vocational education is a major component in the Russian educational system. It provides a person with an opportunity to gain independence not only in a professional field, but also to plan the study for achievements of certain life demanded competences.

One of the most actual, scantily explored pedagogical problems is the problem of introduction of competent approach in training specialists of secondary vocational training: selection of content of education, a choice of methods, means and organizational forms of design-educational activity, their influence on formation of personal qualities, social formation.

Formation of professional competences is aimed on realization of unity of scientific and practical preparations of graduates of secondary and professional educational institutions that should promote their social and professional adaptation in conditions of quickly varying environment.

After connection of Russia to Bollnsky process in 2003 the approach to the structure and the content of education has changed as the basic idea of the above-mentioned project consists in mutual rapprochement of structures of vocational education of the European countries, in development of the common approach to an estimation of "quality" of educational programs, and as recognitions of their diplomas.

The most widespread educational model operating in our country is aimed at mastering of some volume of information in a form of theoretical concepts and practical skills, which will allow to be successful in profession in a course of the whole life. Modern labour market makes high demands not only to knowledge, skills but to the competence of a worker. This tendency is especially obviously shown in those areas of professional work where the constant account of changes in the external and internal environment is required.

The basic idea of the competent approach is a formation of the content of education which depends on requirements of a society. Not only knowledge, but also readiness to apply them in various industrial situations form the content of key competences that is «professional competences».



The consolidated opinion on characteristics and volume of the concept «professional competence» has not developed yet. There is a mess in terminology «key skills», «key qualifications», «base skills», «key competence». Authors choose those their characteristics as the main which for whatever reasons consider to be the most important. One authors carry to competence educational, polytechnical and metacultural awareness, others designate abilities in the field of performance of a wide spectrum of generalized actions (competences), the third group of authors characterize socially professional qualities of graduates and workers and call them professional competences. We shall try to clear up some of these questions within our research.

The competent approach in sphere of education is a rather new phenomenon in Russian pedagogics. Its development is connected with modernization of Russian education and its entry into the world system that change aims of education in essence.

In the past aims of education were defined by necessity of formation of knowledge, skills which the graduate should master. Today a society needs new specialists capable to solve practically personal, public and professional problems. The contradiction between existing content of secondary vocational education and life demands made of a prepared specialist in his practical work appears. The solution of the problem depends not only on the received knowledge and skills but from additional qualities of a person for which designation concepts as “competent” and “competence” are widely used.

Introduction of these concepts in teaching practice demands changes in the content and methods of education, specification of kinds of activity which students should master during and at the end of their study.

The competent approach reorients gradually an educational paradigm with primary translation of knowledge, formations of skills for creation of conditions for mastering a complex of competences, which create potential of a graduate for his survival and steady life in conditions of modern economic, information and communication space.

The outdated and overloaded by the information content of subjects does not provide future specialists with readiness for working activity. Many graduates cannot find work and orientate themselves in modern economic life. Therefore the country should resolve its social and economic problems not at the expense of economy on education, but on the basis of its development. Modernization of secondary vocational education is a political and national problem. Formation and development of professional competence is the aim of educational system at the present stage.

In this connection it is necessary to note that introduction in system of the shaping professional competency of a specialist of the secondary vocational education is oriented on satisfaction of identical requirements of society and production a specialist, who will correspond to enough high level of qualifications on profession on the labour market ; the requirements of consumers of the educational services, providing competitive ability on the labour market, the demands of educational institutions on realization of potential possibilities, in accordance with increasing quality of education.



It means that the most important criterions of the shaping professional competencies of a specialist of the secondary vocational education are:

- correspondence of the content of education to social and economic changes in society;
- its correlation with requirements to informational culture of personalities; changing paradigm of education;
- social order of society on preparing competitive specialist;
- the level of the development of the pedagogical science.

The Literature

1. Concept of modernization of Russian education for the period till 2010 [Text] // Bulletin Ministry of Education of Russia. - 2002. - №2.