

## Competence and Competency Approach in Vocational Education

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**Annotation:** The concept of competence and competency. The role of competence in vocational training of young people. Professional competence in teaching technical sciences. Types of competencies.

**Keywords:** competence, competency, professional competence.

Competence and competency approach in vocational education.

The process of vocational training involves not only the formation of the basic competencies required by the future specialist to carry out normative activities within their competence, but also the development of creative potential, the development and improvement of competencies in future professional activities.

Many experts, when talking about evaluating the quality of training of graduates, suggest including basic competencies along with knowledge in the criteria for evaluating their qualifications. The latter criteria are understood as “detailed” knowledge and skills, the skills an individual needs to work anywhere and in any profession. It proposes eight key competencies, including the general qualities and abilities of a person that are necessary for any professional field. Every teacher has the task not only to form the necessary knowledge, skills and abilities in students in a particular subject, but also to form the main competencies based on the content, form, methods of teaching material, the possibilities of pedagogical influence.

According to various studies, scientists distinguish three main types of competence:

- 1) Attitude to oneself as a subject of life activity - protection of health; to have a value-meaningful worldview; citizenship, work on self-improvement; self-management; work on yourself; possession of personal and subjective reflection; possession of integration competencies (separation of knowledge according to the structural structure, their interconnection, etc.).
- 2) The interaction of man and the social environment: a) interaction with society, community, family, friends, partners, tolerance and acceptance of another person; b) oral, written, communicative, monologue, written communication, traditions, ceremonies, adherence to morals, etc.
- 3) Competencies related to human activity: a) setting and solving cognitive, ie cognitive issues and problems; b) related to play, study, work, research and other activities; c) competence in the field of information technology (computer literacy, management of electronic equipment, knowledge of Internet technologies, etc.).

A teacher who is a carrier of knowledge is the main source of knowledge transfer to the student, and the quality of education is determined by the competence of him (the teacher). In this case, the sensitivity to knowledge depends on the competence of the student, his readiness and knowledge

It has become clear that the quality of education around the world cannot be increased by increasing the amount of information that needs to be mastered.

In 1988, Magna Charta Universitarum (Grand Charter of Universities) was signed by the rectors of 80 universities in Europe at the celebrations of the nine hundredth anniversary of the University of Bologna.

During the Bologna process, the traditional “education” paradigm of education was supplemented by the European community of employers with an “active” (competent) paradigm, hence the model of education - called competent.

Learning competencies are based on a personal approach to learning, which is tested in the process of performing certain actions.

Competence is a set of qualities that a person has formed. That is, a competent specialist is a person with the

necessary knowledge, skills and experience, competence is the quality of a person who has the necessary set of competencies.

Competence refers to the interrelated qualities given in terms of a particular field of science, which are reflected in the qualitative and productive performance of a particular type of activity or task. Competence refers to the possession of competencies that reflect a person's personal attitude toward work and the activities they perform. A competent approach allows you to create a specialist model that combines the interests of the individual and society and meets the requirements of social life in the labor market and the educational space.

The specialist intends to continuously correct the concepts reflected in the competencies and to develop criteria for the field of educational purposes. The development of these criteria should be carried out through state educational standards. Competences are generalized methods of action that serve the productive performance of professional activities. It is the ability of a person to realize their competence in practice.

Competences in the broadest sense relate to what a person is doing, their ability to do it, their skills, abilities, and learning. A competent person is a person who has sufficient knowledge, skills, education and capabilities in a particular field.

Competence is an open system of therapeutic, value-based, and declarative knowledge that includes interrelated and interrelated (cognitive, personal, and social) elements that are activated by the emergence of real-life problems in the activity the competent person encounters and becomes richer.

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