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IMPLEMENTATION OF MODERN APPROACHES IN OUT-OF-SCHOOL EDUCATION

The article analyzes the competency-based approach to the organization of the educational process in extracurricular education, which is based on the development of the latest changes and skills, and not on the artificial accumulation of theoretical knowledge. This approach to the progress of the formation of a personality who can quickly make decisions, take responsibility, solve problem situations, and also adapt to changed living conditions. One of the vectors of the competency-based approach is lifelong learning and progression to self-development.

The scientific views of domestic scientists on the theory of the competency-based approach are considered, and the interpretation of the term "competence" is also provided, which is assumed as an individual property of a person who fully realizes himself in life, possessing the appropriate knowledge, skills, abilities, experience and culture. The concept of competence occupies a central place in world educational practice.

It is shown that the quality and speed of the formation of competencies depends on self-activity, a conscious attitude of the individual to various types of activity. The concept of competence is greater than knowledge, skills and abilities, intellectual development and active activity of the individual are ensured at the same time.

The competency-based approach is regular in nature and is based on the generalization of generally accepted practice. It ensures the strengthening of the practical direction in education, the formation of competencies in students that allow them to fully realize themselves in modern conditions.

It has been established that among the competencies that are the basis for the implementation of the competency-based approach in extracurricular education, cognitive, practical, creative and social competencies are distinguished.

It has been proven that the formation of competencies is a two-way process that depends on both students and the teacher, who must create appropriate conditions for learning and find an individual approach to each student.

Keywords: *competency-based approach, educational process, extracurricular education, personality, self-education.*

(стаття подана мовою оригіналу)

Regarding the up-to-date out-of-school education progress development and implementation of new approaches contributing to the quality of education and ensuring its accessibility appear to become important and urgent. The important part among those approached is given to the competency-based approach.

The theory of the competency-based approach in education has been developed and introduces in the works of foreign scholars R. Baden, D. Mertens, B. Oscarson, A. Shelten, S. Show and others.

The worldwide experience and Ukrainian perspectives of the competency-based approach in modern education were explored by the Ukrainians scholars N. Bibik, L. Vaschenko, I. Yermakov, O. Lokshyna, O. Ovcharuk,

L. Paraschenko, O. Pometun, O. Cavchenko, S. Trubacheva and others.

Meanwhile the implementation of the competency-based approach into the out-of-school education system and the out-of-school education establishments remains relevant.

On the analysis of the competency-based approach main principles it should be mentioned that the given approach proves to be of regular character and to base upon common practice generalization.

The competency-based approach argues against one-sided attitude and provides for the practical focus enhanced in education, competencies assimilated by younger generation enabling their proper self-realization under the current circumstances.

The competency-based approach highlights the combination and practical implementation of knowledge, skills, abilities, experience and culture.

In fulfilling the competency-based approach it appears clear that the learner not only «stores» particular groups of «knowledge, abilities and skills», but also is a social being that is to be self-realized in future, to play social roles and to fulfill professional and life tasks.

Thus, we can establish that the competency-based approach in out-of-school education is the approach based on the individual's competencies application to the aim, tasks, content, forms and methods of out-of-school education.

The aim of the competency-based approach lies in supporting the quality of out-of-school education. The essence of the approach implies that it is based on the category of competency.

It should be noted that competency is an individual characteristic of a person, that fully realizes oneself in life possessing the appropriate kind of knowledge, abilities, skills, experience and culture.

The notion of competency appears to take the central place in the global educational practice.

In a broad sense competent means knowing, well-informed in a certain sphere; in a narrow sense it means the one possessing the right of an authoritative opinion as a high-level specialist in a particular range of issues.

To be competent means to be able to implement one's knowledge, apply one's experience, will and emotional state to facing the issues under the given circumstances. Competency cannot be measured as the quantity of knowledge and skills. However, the acquisition of competencies is impossible without knowledge and personal activity experience. Moreover, the acquisition of competencies depends on self-involvement, conscious attitude to various activities (work, study, etc.).

It is worth mentioning that competencies should not be contrasted either to knowledge or skills and abilities. The concept of competency is broader than the concept of knowledge, or skill, or ability. It includes both the intellectual and the active spheres.

We have found that cognitive, practical, creative and social competencies

are distinguished among the competencies that form the basis for the competency-based approach implementation in out-of-school education.

Cognitive competency is the competency which provides for the mastering of concepts, knowledge about culture, nature, technology, society.

Practical competency is the competency which provides for the formation of practical abilities and skills of an individual.

Creative competency is the competency which provides for the development of the individual's creative activity, talents, inclinations and imagination.

Social competency is the competency which provides for training and developing the individual's general culture, one's ability for cooperation, self-realization and self-determination.

The structure of the competency-based approach in out-of-school education is illustrated in fig. 1.

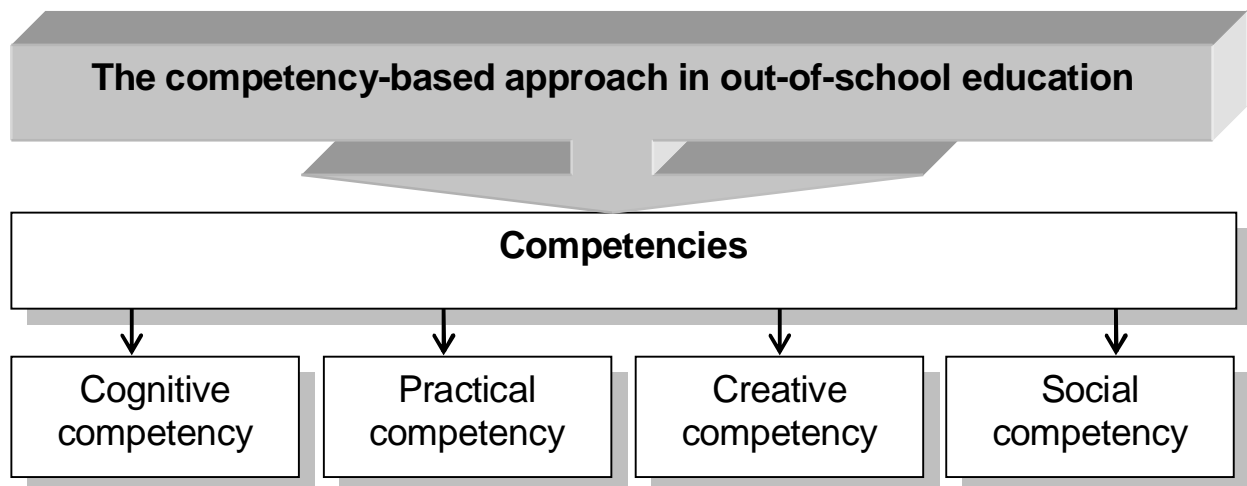


Fig. 1. The structure of the competency-based approach in out-of-school education

Let us consider in more detail the content of the main competencies in the implementation of the competency-based approach to out-of-school education.

Cognitive competency is the first competency at the core of fulfillment of the competency-based approach in out-of-school education. It provides for the mastering of concepts, knowledge about culture, nature, technology, society; spheres of a person's life; types, ways and means of labor, materials and instruments; moral and psychological qualities of an individual; ways of organizing one's free time, etc. This competency also helps learners to master technical, environmental, economic and other terminology.

Taking into account the psychophysical characteristics of children, cognitive competency involves introducing them to the world of modern technology, culture, environment.

At the same time, children acquire a system of knowledge about working

tools and machines from the simplest to the most complex (ruler, scissors, machines, etc.); processing materials (paper, cardboard, fabric, wood, metal, plastic, etc.), their physical and mechanical properties, and methods of making products (modeling, design, etc.).

The set of moral, psychological, emotional, volitional, and labor concepts, knowledge, and beliefs that children acquire in the process of developing cognitive competency is the basis for the formation of their principles, mindset, and qualities.

Awareness of the types and ways of organizing their free time helps children to learn how to manage it properly.

To sum up, the acquisition of cognitive competency equips a person with concepts and knowledge. At the same time, it is particularly important not just to acquire some knowledge, but also to master it comprehensively. It is necessary not only to develop an appropriate level of a wide knowledge range, but also to apply it in practical activities, which is carried out with the help of the following competency.

Practical competency is the second competency that serves as the basis for the implementation of the competency-based approach in out-of-school education.

This competency aims at developing the individual's skills and abilities to apply the acquired concepts and knowledge in practice. It implies the main types of cognitive, leisure activities, working with materials and tools, making various products, etc. We should note the growing role of the ability to acquire information from various sources, assimilate, expand and evaluate it, and to apply methods of cognitive activity. Meanwhile, knowledge, skills and abilities serve not so much as independent goals but also as means of forming a competent personality.

The introduction of practical competency into out-of-school education will help to solve a typical problem in education when learners, having mastered a set of theoretical knowledge, experience significant difficulties in applying it to real-world tasks or problem situations.

At the same time, the acquisition of practical competency only ensures practical application of knowledge and proficiency in labor skills and abilities. Further formation and advancement of a competent personality is determined by the next competency.

Creative competency is the third competency that underlies the implementation of the competency-based approach in out-of-school education. It ensures the development of creative activity, skills, abilities, inclinations and imagination of the individual.

Nowadays creative competency is of particular importance, given the requirement for an individual's creative approach to solving any problem, creative work, continuous improvement of skills, and self-education. After all, mastering a ready-made form of knowledge and skills, with the help of ready-made samples and templates, provides only a reproductive, performing level.

Creative competency in out-of-school education involves teaching children to be creative, forming their experience of creative activity and skills, as well as developing their creative abilities and inclinations from an early age. This can be achieved by learners while accomplishing creative tasks, finding rational ways and means of doing their work, making rational suggestions, determining the technology of manufacturing products, etc.

It is essential to develop creative imagination, fantasy, creative thinking, passion for art, as well as aesthetic taste, artistic and technical talent.

Thus, creative competency ensures creative working, rationalizational, inventive activity and enhancement of personal abilities. At the same time, formation of a competent personality is impossible without developing working culture and personal qualities required by a person as a subject of modern production and cultural society development.

Social competency is the fourth competency that ensures the implementation of the competency-based approach in out-of-school education. It aims at educating and developing an individual's general culture, ability to cooperate, self-realization and self-determination. This competency also determines the set of personal qualities that make up one's image and individual activity style.

Social competency in out-of-school education ensures the formation of an active life position, adaptability, commitment to continuous education and competition in the labor market, willingness to proactively engage in the system of new economic relations and entrepreneurial activity. Its acquisition determines the manifestation and development of personality qualities, attitude to work; social experience acquisition.

Social competency may as well characterize a person's interaction with society, socium, other people. This competency, as an integral feature of a professional's civic maturity, is also a social capacity to foresee the consequences of one's actions, make the right choice and keep general and personal interests balanced.

Thus, under the current circumstances, it is important to introduce the competency-based approach, the structure of which includes cognitive, practical, creative and social competencies, into the system of out-of-school education.

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Биковський Т. В., Биковська О. В. Упровадження сучасних підходів у позашкільній освіті.

У статті проаналізовано компетентнісний підхід до організації освітнього процесу в позашкільній освіті, який базується на виробленні необхідних вмінь і навичок, а не на штучному

накопиченні теоретичних знань. Такий підхід сприяє формуванню особистості, яка може швидко ухвалювати рішення, брати на себе відповідальність, вирішувати проблемні ситуації, а також адаптуватися до змінних умов життя. Одним із векторів компетентнісного підходу є навчання впродовж усього життя і прагнення до саморозвитку.

Розглянуто наукові погляди вітчизняних учених на теорію компетентнісного підходу, а також надано тлумачення терміна "компетентність", яке визначають як індивідуальну властивість людини, яка повною мірою реалізує себе в житті, володіючи відповідними знаннями, вміннями, навичками, досвідом і культурою. Поняття компетентності посідає центральне місце у світовій освітній практиці.

Вказано, що якість і швидкість формування компетентностей залежить від самодіяльності, свідомого ставлення особистості до різних видів діяльності. Поняття компетентності є ширшим за знання, навички і здібності, оскільки передбачає інтелектуальний розвиток і активну діяльність особистості водночас.

Компетентнісний підхід має регулярний характер і базується на узагальненні загальноприйнятої практики. Він передбачає посилення практичного спрямування в освіті, формування у здобувачів освіти компетентностей, що дають їм можливість повноцінно самореалізуватися в сучасних умовах.

Встановлено, що з-поміж компетентностей, які є основою реалізації компетентнісного підходу в позашкільній освіті, виділяють пізнавальну, практичну, творчу і соціальну компетентності.

Доведено, що формування компетентностей – це двобічний процес, що залежить як від здобувачів освіти, так і від викладача, який має створити відповідні умови для навчання і знайти індивідуальний підхід до кожного учня.

Ключові слова: компетентнісний підхід, освітній процес, позашкільна освіта, особистість, самоосвіта.