

IMPROVING PEDAGOGICAL STRATEGIES IN PREPARING FUTURE SPECIALISTS BASED ON THE COMPETENCY- BASED APPROACH

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Аннотация: *Статья посвящена улучшению педагогических стратегий при подготовке будущих специалистов на основе компетентностного подхода. Подчеркивается важность интеграции теоретических знаний с практическими навыками для повышения качества профессионального образования. Компетентностный подход обеспечивает студентов не только необходимой теоретической базой, но и практическими компетенциями, необходимыми для успешной работы в своей профессиональной области. В статье рассматриваются инновационные педагогические методы и стратегии, направленные на развитие ключевых компетенций и подготовку студентов к успешной карьере на динамичном рынке труда.*

Ключевые слова: *компетентностный подход, педагогические стратегии, профессиональные компетенции, будущие специалисты, качество образования, практические навыки, инновационные методы обучения, готовность к карьере, рынок труда.*

Abstract: *The article focuses on improving pedagogical strategies in preparing future specialists through the competency-based approach. It emphasizes the importance of integrating theoretical knowledge with practical skills to enhance the quality of professional education. The competency-based approach ensures that students acquire not only the necessary theoretical background but also the practical competencies required to excel in their respective fields. The article discusses innovative pedagogical methods and strategies aimed at fostering the development of key competencies, preparing students for successful careers in a dynamic labor market.*

Keywords: *competency-based approach, pedagogical strategies, professional competencies, future specialists, educational quality, practical skills, innovative teaching methods, career readiness, labor market.*

The competency-based approach in vocational education aims to address the existing issues in the educational process that remain unresolved in theory and practice. The task of education is to activate the demand for learning among students and to ensure the high quality of specialist preparation within the evolving vocational education system. The competency-based approach is recognized as having the potential to accomplish these goals.

By its nature, the competency-based approach to specialist preparation involves ensuring that graduates acquire the abilities and skills required for successfully performing their future job functions. Competence is viewed as the ability to demonstrate knowledge and professional skills and apply them in non-standard situations. In other words, it is a personal factor in the learning process. Competence enables further education opportunities, ensuring the acquisition of new skills and the development of social behavior and cultural norms.

In psychological-pedagogical literature, the terms “competence” and “competency” are increasingly being used in place of the term “professionalism.” Competence includes not only technological preparation but also many other components that are necessary for specialists in various fields. Nowadays, it reflects qualities that every professional requires to some extent.

Competence serves as a leading substantive foundation that allows for the formation of the following needs:

- Reconsidering the educators’ perspective on students, as all students can be competent. Accordingly, teachers need to learn to view each student as possessing a unique set of qualities necessary for success in their field or profession.
- In teaching, the didactic value of the educational process comes first, with the task of developing the personality through an individual approach to each student. It is essential for teachers to develop approaches that are both effective and engaging for students.
- Using teaching methods that support the identification and formation of competencies based on students' personal inclinations and interests.

- Moving away from traditional assessment methods and changing the status of textbooks.

The widespread adoption of the competency-based approach in education is understood as a push to utilize progressive innovative teaching technologies and the best methods. The concept of "innovation" encompasses not only the creation and distribution of new ideas but also the restructuring of activities and changes in thinking associated with these innovations. However, using the term "competency-based approach" in this context may lead to confusion for those who do not fully understand its meaning. Despite its growing popularity, there is still no universally accepted definition of the concept, and different approaches to describing and using this term lack a clear reference point.

The foreign language dictionary interprets the concept of “competence” as the right to do something or make judgments within one’s knowledge or qualifications. In psychological literature, particularly in the "Psychologist's Practical Dictionary," the concept of “social-psychological competence” is explored, which is formed during the acquisition of communication systems and their involvement in collaborative activities.

All these definitions share common features, yet the multifaceted nature of understanding competence is also apparent. In the European Union's educational practice, “competence” is a general evaluative term and expresses the ability to carry out work with a deep understanding of the task at hand. It is typically used to describe the alignment of a person’s knowledge and skills with the complexity of tasks and problems they face in a specific social or professional role.

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