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REALIZATION OF COMPETENCE APPROACH IN TRAINING BACHELORS IN THE FIELD “SPECIAL (DEFECTOLOGICAL) EDUCATION”

Abstract. The article looks at the problem of realization of the competence approach in training bachelors in the field of “Special (Defectological) Education” in connection with new requirements to special pedagogical education in accordance with FSES HPE. It analyzes the principles, content and specific features of the competence approach designated by the FSES. Special attention is paid to the notion of “professional competence” as a result of professional training of future specialists in pedagogical education. The author dwells on the corresponding funds of assessment tools presented both in teaching guides and in the concrete basic professional educational program 44.03.03 “Special (Defectological) Education” in the profile “Special Preschool Pedagogy and Psychology”. The choice of concrete professional competences (PC-1, PC-3, PC-5, PC-7, PC-8, PC-11) subject to diagnostics is substantiated. The article evaluates the level of formation of the basic professional competences of the fourth year students of a given specialty on the basis of results of current testing held in accordance with the assessment materials of a concrete basic professional educational program. The results of evaluation of the level of formation of professional competences are analyzed in reference to the fund of assessment tools designated by the given basic professional educational program and the institutional levels of attainment. Conclusions are made about the level of formation of the competences in terms of realization of the competence approach in training bachelors of the field “Special (Defectological) Education” in the profile “Special Preschool Pedagogy and Psychology”.

Keywords: bachelor’s degree course; special education; students-defectologists; training defectologists; competence approach; professional competences.

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Modernization of the Russian education is connected with the search of new avenues of its development and perfection, one of which is represented by realization of the competence approach. The latter is realized, in its turn, in the Federal State Educational Standard of Higher Education, in particular, in the field 44.03.03 “Special

(Defectological) Education (Bachelor’s degree level)” (FSES) [11].

Competence-based approach is connected with radical changes in the means, methods, approaches and technologies in the sphere of education. University graduates should possess not just separate habits, skills and a certain amount of knowledge but certain spe-

cialist competences in professional activity. Competence approach is based on the principles necessary for the determination of educational goals, organization of education process and assessment of its effectiveness. The principles and main peculiarities of the competence approach have been elaborated in the works of foreign and domestic scholars (A. Giddens, R. Boudon, I. A. Zimnyaya, A. A. Verbitskiy, A. A. Radugin, A. I. Kravchenko, V. A. Kozyrev, A. P. Tryapitsina, etc.). The following principles of the competence approach are singled out:

- the principle of creative origin of a person (it presupposes the formation of the habit to create);
- the principle of professional mobility (means readiness to acquire new technologies, technical means and professional advancement);
- the principle of modular education (it is characterized by the opportunity of independent work along an individual educational path including information bank and guidelines for attainment of the aims of professional training; segmentation of academic blocks into education units – modules);
- the principle of professional orientation of education (it regulates the relationship between the general and the specific in the simultaneous study of the foundations of sciences and professional disciplines and establishes connection between learning and practice and professional activity);
- the principle of modeling professional activity in the education process (it presupposes completion of tasks and doing exercises simulating professional activity and prepares students for

work during on-the-job training and practices and courses);

- the principle of continuing education (it includes a system of basic ideas realized in the process of designing a system of education institutions);
- the principle of adaptation of professional education to the changing conditions of the market and social demands;
- the principle of orientation of the subjects of education activity towards formation of the universal competences (it is the basic principle of the competence approach in professional education and is looked upon as a kind of interaction in the education structure with regard to the formation of complex competence orientation in training a specialist-professional) [6; 9].

The distinguished principles rest on the following foundations:

- on the development in students of ability to independently solve problems in various spheres of activity with support of social experience;
- on inclusion of didactically adapted social experience of solution of problems of various levels (worldview, political, moral, cognitive, etc.) in the education content;
- on creation of the necessary conditions for the formation of the students' experience in independent solution of communicative, cognitive, organizational, moral and other problems which should constitute the education content [1; 3; 4].

The main features of the competence approach in professional education are the following:

- general social and personal significance of the formed habits, skills

and knowledge, of the properties and methods of productive activity;

- determination of the goals of professional-personal development expressed in behavioral and axiological terms;

- revealing certain competences which are aims of personal development;

- formation of competences as meaningful orientations based on acquisition of the national and universal culture;

- presence of a clear-cut system of testing criteria which may be processed statistically;

- pedagogical support for the developing personality;

- individualization of the program of strategy selection for the accomplishment of the set goal;

- creation of situations for complex check-up of the skills to use the mastered knowledge in practice and acquisition of important life experience;

- integrative characteristic of personality connected with its ability to perfect the mastered knowledge, skills and methods of activity in the process of socialization and accumulation of life experience [3; 15].

Thus, the result of professional training may be shown through the concept of “professional competence”. In this case professional competence of a teacher (pedagogue-defectologist) “means an integral characteristic determining the ability of a specialist to solve professional problems and accomplish typical professional tasks emerging in real situations of professional activity using knowledge, professional and life ex-

perience, values and inclinations” [8, p. 8].

In connection with realization of the competence approach in education, generally accepted forms of instruction and control cannot be regarded as satisfactory for the formation of the competences designated by the FSES. The pedagogical community faces the challenge “to work out educational technologies and learn to form assessment tools which would let the pedagogues:

- form in their students universal (general cultural) and professional competences demanded by the educational program;

- carry out objective complex assessment of the formed competences” [12, p. 1].

And it is necessary to take into account interdependence between the two aspects of the education process: educational technologies as ways and methods of competence formation and methods of evaluation of the level of their formation – the corresponding assessment tools funds (ATF). Assessment tools or forms of control in a certain way follow the used teaching methods and help the student realize their achievements or failures in the process of learning, and help the teacher modify their pedagogical activity in the needed direction.

According to FSES, education institutions can independently determine the main content of the basic professional educational program (BPEP) and work out the corresponding set of educational technologies and assessment tools which, in their turn, are presented in numerous teach-

ing guides in various ways. For example, the following types of control are singled out on the basis of the level of acquisition of the BPEP: current control, midterm control and state final certification (SFC). The following kinds of control are distinguished within each type: oral quiz, written papers, control assisted by technical means or information systems. Kinds of control can be realized through certain forms (similar for several kinds of control or specific for each kind). That is several kinds of control may be realized in one form (for example, a credit or examination in a discipline may include both oral and written tasks). As a rule, forms of control include interview, report at a seminar or colloquium, test, written test paper, graded or ungraded test, exam, paper, course paper, graduation qualification paper, etc. There are also innovative assessment techniques, such as modular rating system, portfolio, standardized tests with additional creative tasks, etc. [5; 14].

The ATF of the BPEP 44.03.03 "Special (Defectological) Education" in the profile "Special Preschool Pedagogy and Psychology" include practically all traditional types, kinds and forms of control which were used to assess the level of formation of the students' competences in the given research. 17 fourth year students out of 19 (which made up 89%) of the education field 44.03.03 "Special (Defectological) Education" in the profile "Special Preschool Pedagogy and Psychology" took part in the assessment procedure. The given profile is characterized by the fact that it touch-

es upon aspects of teaching and upbringing preschool children with various types of disorders. These may be children with intellectual disability, impairment of speech, hearing or vision, etc. That is why the academic material of the BPEP includes various branches of special education: preschool deaf education and tiflopedagogy, logo psychology and defectology, development of hearing perception of children with hearing impairment and acquaintance with the surrounding world, etc.

6 professional competences (PC-1, PC-3, PC-5, PC-7, PC-8, PC-11) were chosen for the assessment procedure. This choice is explained by the fact that, first, it is these competences that are realized in the majority of disciplines of the work programs of the basic and variable (obligatory disciplines) parts. Second, they represent all spheres of professional activity towards which the bachelor program is oriented: rehabilitation activity (PC-1, PC-3), diagnostic-counseling activity (PC-5, PC-7), research activity (PC-8), and cultural and educational activity (PC-11).

According to the FSES requirements the university can independently design and regulate objective procedures of assessment of the level of competences formation at different stages of education. We chose standardized test because it ensures a secure feedback between the student and the teacher, saves time spent on doing and marking it and gives a chance to objectively assess knowledge and skills in different disciplines or their parts.

We used four test tasks for as-

assessment of each competence. The tasks presupposed various types of answers: choice of at least one correct variant, matching definitions with the notions and distinguishing main directions among those listed (24 tasks all in all). By their content the tasks were oriented towards checking both theoretical knowledge (terminology, classification, definitions) and its practical application (diagnostics, tasks and organization of education of children with disabilities, rehabilitation activity in education of children with disabilities, etc.).

Our analysis of the results of assessment of formation of the competences was undertaken in accordance with the three recommended levels: high (75-100% of correctly performed tasks), advanced (50-74%), and threshold (25-49%).

The analysis provided the following results:

● *in the sphere of rehabilitation activity:*

– ability to carry out rational selection and realization of rehabilitation programs based on the learner-centered and individual-differentiated approaches to persons with disabilities (PC-1) – 88% of correct answers (high level);

– preparedness for planning rehabilitation work taking into account the structure of disorder, the real state and potential of persons with disabilities (PC-3) – 65% of correct answers (advanced level);

● *in the sphere of diagnostic-counseling activity:*

– ability to carry out psychopedagogical observation of persons with disabilities, analysis of results of

complex medico-psycho-pedagogical observation of persons with disabilities on the basis of clinico-psycho-pedagogical classifications of developmental disorders (PC-5) – 81% of correct answers (high level);

– preparedness for psychopedagogical support for families of persons with disabilities and interaction with the nearest interested surrounding people (PC-7) – 35% of correct answers (threshold level);

● *in the sphere of research activity:*

– ability to realize defectological, pedagogical, psychological, linguistic and medico-biological knowledge for setting and accomplishment of research tasks in professional activity (PC-8) – 84% of correct answers (high level);

● *in the sphere of cultural and educational activity:*

– ability to interact with social organizations, education institutions, healthcare and cultural organizations with the purpose of formation and consolidation of tolerant thinking and behavior towards persons with disabilities (PC-11) – 40% of correct answers (threshold level).

The average indicator of the level of formation of student competences was 66%, which corresponds to the advanced level and may be regarded as a satisfactory result. But it should be noted that the formation of PC-7 and PC-11 was only at the threshold level. On the one hand, it may be explained by the fact that testing took place early in the school year and not all skills and knowledge under test had been actualized by this time. On

the other hand, we believe that the formation of these competences is connected not only with the learning process and the studied disciplines but also with personality traits of the students, with their individual attitude to the concepts which are new for the modern education paradigm. Understanding psycho-pedagogical support for families of persons with disabilities and interaction with the nearest interested surrounding people (these are actually integration processes in education), formation and consolidation of tolerant thinking and behavior are difficult to cover in the education process and check up by testing. The given competences may be realized and, consequently, manifest themselves in an indirect way, for example, in pedagogical practice and in the prospective independent work of the graduates as psychologists, defectologists and logopedists [13].

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