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## **Formation of The Practice-Oriented Educational Paradigm on The Basis of The Competence Approach**

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### **Abstrac**

The article is devoted to the solution of the problem related to the formation of an integrated practice-oriented system of continuing education, which includes the realization of individual educational trajectories based on the competence approach. The study's methodology is based on the methods of analysis and synthesis, induction and deduction. The study is based on the fundamental approaches to the development of education as an open multi-option system and to the individualization of the educational process as a prerequisite of the personal and professional formation of a specialist, as well as theoretical provisions about multi-functional pedagogical activities. It has been established that education based on individual educational trajectories taking into account levels of education succession constitutes an integrated parallel consecutive process of achieving educational results, which is also focused on the requirements of a specific professional standard. The advantage of the practice-oriented educational paradigm has been substantiated. It has been revealed that competences are a result of education regardless of trajectories and/or ways of acquiring knowledge, abilities and skills, which promotes mobility of the workforce.

**Keywords:** educational standard, professional standard, individual educational trajectory, continuing education, qualification, qualification requirements, competence, competence approach.

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## Formación del paradigma educativo orientado a la práctica sobre la base del enfoque de competencia

### Resumen

El artículo está dedicado a la solución del problema relacionado con la formación de un sistema integrado de educación continua orientado a la práctica, que incluye la realización de trayectorias educativas individuales basadas en el enfoque de competencia. La metodología del estudio se basa en los métodos de análisis y síntesis, inducción y deducción. El estudio se basa en los enfoques fundamentales para el desarrollo de la educación como un sistema abierto de opciones múltiples y para la individualización del proceso educativo como prerrequisito de la formación personal y profesional de un especialista, así como disposiciones teóricas sobre funciones multifuncionales. actividades pedagógicas Se ha establecido que la educación basada en trayectorias educativas individuales que tienen en cuenta los niveles de sucesión educativa constituye un proceso paralelo integrado para lograr resultados educativos, que también se centra en los requisitos de un estándar profesional específico. Se ha comprobado la ventaja del paradigma educativo orientado a la práctica. Se ha revelado que las competencias son el resultado de la educación, independientemente de las trayectorias y / o formas de adquirir conocimientos, habilidades y destrezas, lo que promueve la movilidad de la fuerza laboral.

Palabras clave: estándar educativo, estándar profesional, trayectoria educativa individual, educación continua, calificación, requisitos de calificación, competencia, enfoque de competencia.

### 1. Introduction

The dynamic social, economic, information and technological development of modern society conditioned the formation of an integrated practice-oriented system of continuing education that would consist of the realization of individual educational trajectories considering succession levels of education and qualification. Such a multi-level approach implies succession in the formation of the relevant competences at various levels of education within the relevant professional standards for the purpose of training a student to hold a certain position. Meanwhile, the backbone factor of education is

integrity, i.e. not mechanical addition of elements, but deep integration of all sub-systems and processes of education (Sergeeva, 2013).

The tendency of the shift “from the concept of qualification to the concept of competence” is global and is expressed by the fact that the deepening of cognitive and information basics in contemporary production is not covered by the traditional concept of professional qualification. The concept of competence has become more adequate. The new type of economy imposes new requirements on employees. More and more attention is now paid to the requirements of systemically organized intellectual, communicative, reflective, self-organizing basis, which make it possible to successfully organize activities in a broad social, economic and cultural context. “More often entrepreneurs do not need a qualification, which, in their opinion, too often is associated with the ability to take one or another financial action; they need competence that is considered as a certain kind of a mixture of skills inherent to every individual who constitutes the combination in the strict sense of this word ... social behavior, the ability to work in a team, the willingness to take initiative and the aspiration to take risks” (Report of the International Committee of Education..., 1997).

Program documents that govern Russian education system (Federal Law No. 273-FZ “On Education in the Russian Federation” dated December 29, 2012 (the effective edition), the National Doctrine of Education in the Russian Federation for the Period until 2025, the National Educational Initiative “Our New School” and others) emphasize that it is necessary to make a shift towards the practice-oriented competence-based educational paradigm, to pay close attention to the activity of talented and motivated students. The attainment of these goals directly depends on the individualization of the educational process.

## 2. Literature review

The competence approach to education is reviewed in the context of the Bologna Process (Baidenko & Oscarsson, 2002; Human Resource..., 2005; Delors, 1996), which Russian higher education institutions have been joining since September 2003 (Belova, 2010; Kobeleva, 2010).

The competence approach is based on the paradigm of inter-disciplinary sciences and education. Regarding the theory of languages (transformational (generative) grammar), the concept of competence was first worded by American linguist Noam Chomsky who stated that the competence in reality is linked with thinking, reaction to the use of language, skills, etc., i.e. linked with the speaker himself/herself, with experience of a person himself/herself. The

category of competence was substantially filled with personal components, including motivation, by R. White (1959).

American scientist David McClelland (1973) proved that competence is a behavioral feature and can be formed through education and development. He elaborated competence tests that make it possible to predict the efficiency of work and later he described features which are typical for the excellent performance of work as competences.

Several scientists who studied the history of the development of education models (Raven, 2002; Zimniya, 2005; Birzea, 2000) concluded that the interest in the problem of studying competences usually coincided with crisis trends in the economy, education and culture.

Back in the 1980s, Russian scientists noted that the trio “knowledge – abilities – skills” is not enough to describe the integrated result of the educational process. During this period, a systematic activity approach was developed (Talyzina (1984), Talyzina, Pechenyuk, Khikhlovsky (1987)), which makes it possible to highlight main results of training and education in the context of key professional tasks. The approach proposed by Talyzina and others (1987) allowed, based on labor market analysis and modeling of professional activities, to identify the objective and functional side of labor for the foreseeable forecast period, and, based on them, to develop a system of requirements for the professional image of a specialist.

Since the late 1980s, the content of competence has expanded substantially through inclusion, along with behavioral features, of knowledge and skills (Albanese, 1989; Ackerman, 1992; Barnett, 1994; Amadiou & Cadin, 1996; Johnson & Aragon, 2002; Boon & van der Klink, 2002).

Following the shift to the competence approach in education in European countries, it became necessary to transform the education system into a more practical demand-oriented model that better meets the labor market’s needs (Mansfield, 2004, p. 300) and put on the agenda the importance of adaptive and/or individual education and education-based employment (Winterton, 2000). Problems related to university graduates’ fast adaptation to practical activities were also much discussed in Russia in the 1990s, when basic education was taken as a prerequisite of high adaptability (Kuzmina, 1990; Yurova, 1998; Markova, 1990; 1996).

A shift to the multi-level education system (primary professional education – secondary professional education – bachelor’s program – master’s program – doctoral degree), which took place in Russia at the turn of the 20th and 21st centuries, required from educational institutions much greater integration of educational, scientific and practical activities (Dumacheva et al., 2016). Such a trend reflects rising recognition, both in Europe and worldwide, of the fact that the

selection of an individual educational trajectory is important (Bjørnåvold, 1997; 1999; Coffield, 2000; Boreham, 2002).

The purpose of choosing an individual educational trajectory for students is to make use of the society's entire educational potential and everyday situations for the comprehensive development of a person. In this context, the educational process becomes a means of familiarizing a person with a profession and further training, achievement of a certain social status, personal development, i.e. determination and execution of a person's life goals and values (Shlenov et al., 2004; Yuriev, 2004; Kurdyumova, 2006; Goncharov, 2010; Astakhova, 2011; Kovalchuk & Khavanova, 2011; Prosalova, 2012; Viazemsky, 2010).

### 3. Methods an the study's mission

The study's methodological basis consists of the idea of developing education as an open multi-option system, the theoretical provisions on multi-functional pedagogical activities, the idea of individualization of the educational process as a prerequisite of the personal and professional formation, bringing together professional education and the labor market.

### 4. Results and discussions

In the conditions of sustainable economic development, it is reasonable to apply a one-dimensional approach to professional education, in accordance with which, a person, while acquiring a profession, follows this profession and systematically takes further training courses. At the same time, real sectors of the economy lack practice-oriented staff because the labor market does not seek just knowledge, but abilities of a professional to apply knowledge and skills in practice, to perform certain professional and social functions.

The multi-dimensional approach, conducted in a parallel consecutive manner as a result of the implementation of individual educational trajectories and consideration of succession of the levels of education and qualification, is justified in the conditions of economic turbulence. The labor market requires employees to take an efficient part in the implementation of labor tasks (functions), the conscientious performance of official duties, self-education and qualification improvement efforts, which is expressed in the formation of developed universal and professional competences (Gorshkova, Falko, 2012; Federal Law of Russia No. 122..., 2015; Khodyreva, 2012). "Higher education methods should be corrected from the subjective-objective to the subjective-subjective pedagogical paradigm, key principles of which are cooperation and interaction between the academic teacher and the student, measures to ensure that pedagogues and students have possibilities for self-realization as partners in the educational process" (Kakutich, Pobir

chenko, Shutaieva, 2016, p. 203).

The integrity of the educational space of the Russian Federation, the succession of main educational programs and additional educational programs at all levels, requirements for spiritual and moral development and education of students are assured by the Federal State Educational Standards (FSES) (Federal State Educational Standards..., 2019). The most significant factor for the formation of educational programs in accordance with FSES is their focus on the requirements for Professional Standards (PS) (Professional Standards/Russian Ministry of Labor..., 2019).

The integration of educational, scientific and practical activities confirms the importance of the selection by students of an individual educational trajectory, which can be considered as:

- one of the ways to execute individualization where a student plays the key role and is responsible for cognitive activities;
- an individual path for the realization of the personal potential of every student;
- a straight-forward process of building an educational program with the pedagogical support of an academic teacher;
- an unbroken conditional line, along which a person moves in the educational space, in accordance with the levels of training and considering the succession of previously acquired knowledge (Yakovleva, et al., 2015, p 21).

The analysis of global and Russian trends in professional education allowed us to identify several main individual trajectories for the formation of the practice-oriented system of education (Dumacheva, et al., 2018) that every student can build with a focus on his/her individual goals and abilities:

- a trajectory from the secondary school through the system of additional professional education (APE) makes it possible to gain a qualification, which meets the requirements of a certain professional standard, thereby allowing a person to perform his/her professional functions during his/her life;
- a trajectory from the secondary school through the system of special professional education (SPE) and APE makes it possible to gain a qualification, which meets the requirements of a certain professional standard, thereby allowing a person to perform his/her professional functions during his/her life;
- a trajectory from the secondary school through one-, two- or three-step system of higher education (bachelor's and master's programs, post-graduate courses) and the APE system makes it possible to acquire a high-level qualification, which meets higher levels of professional standards, thereby allowing a person to perform his/her professional functions during his/her life;

– a trajectory from the secondary school through SPE, one-, two- or three-step system of higher education (bachelor’s and master’s programs, post-graduate courses) and the APE system makes it possible to acquire a high-level qualification, which meets higher levels of professional standards, thereby allowing a person to perform his/her professional functions during his/her life.

The educational potential of the two latest trajectories is inseparably linked with the realization of the research potential of educational institutions and aims not to help students accumulate theoretical knowledge in various areas, but to form students’ competences for the use of acquired knowledge, abilities and skills in the real sectors of the economy.

Knowledge of a college graduate who acquired it based on individual educational trajectories will enable him/her to synthesize general ideas, theoretical and practical laws, which are not formal and conservative, but dynamic, prompt and flexible.

## 5. Conclusion

We believe that education based on individual educational trajectories considering the succession of levels of education should be considered as an integrated parallel consecutive process, which comprises all types of academic work related to basic training and professional components in accordance with the requirements for positions of a specific professional standard.

When forming a new practice-oriented paradigm of education, the key advantage of the focus on competences is that they relate to the results of education regardless of trajectories and/or ways of acquiring knowledge, abilities and skills. This, in turn, promotes workforce mobility in three meanings, namely (1) vertical – career growth; (2) horizontal – movement among industries and/or sectors; and (3) three-dimensional – territorial mobility.

## 6. Further research

The proposed approaches to the formation of a practice-oriented educational paradigm based on the competence approach are viewed as the basis for the increase of general intellectual, cultural, professional and technological level of students.

Further work in this direction aims to optimize and bring to agreement the interests of three interacting parties: employers, employees (students) and systems of general, secondary, higher and additional education.

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