

UDC 378.1

DOI: 10.34670/AR.2020.1.46.113

Competence-based approach as a basis for teaching University students**Nataliya A. Kameneva**

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Abstract

The article considers the requirements of the Federal state educational standard of higher education, the evolution of its development in the light of its gradual improvement and changes. The article also analyzes the main reasons for the problems of employment of Russian universities graduates and it suggests possible solutions to these problems, such as: direct participation of potential employers in educating students and organizing their practices, focus on solving practical and problematic tasks, improving the state policy in vocational guidance for young people and encouraging their drive for upgrading skills.

The author concludes that it is necessary to implement a competence-based approach to training specialists in continuing professional education process to meet the requirements of the labor market in innovative economy development. It is also noted that sustainable innovative development of the Russian economy is impossible without a significant increase in educational level of human potential and competence-based approach in higher education.

For citation

Kameneva N.A. (2020) Competence-based approach as a basis for teaching University students. *Pedagogicheskii zhurnal* [Pedagogical Journal], 10 (1A), pp. 105-112. DOI: 10.34670/AR.2020.1.46.113

Key words

Life-long education; training level; preparation level educational curriculum; university graduate model; qualification-based approach; competence-based approach; Federal state educational standard (FSES); occupational activity; educational establishments; vocational guidance.

Introduction

Graduating student model is framework profile of special capabilities, skills, knowledge, and training level of specialists, who has graduated from numerous universities and other educational establishments. The absolutely essential preparation level of the graduates is to meet the specifications of the Federal state educational standard (FSES) of higher education (in Russian: federal'nyy gosudarstvennyy obrazovatel'nyy standart – FGOS) and is to ensure the implementation of occupational activity of the graduating students with a given level of quality.

Definite graduate's model determines the corresponding content and realization of educational curricula to form the requisite listing of competences among the learners. Normally, the purpose of the educational process is the formation of universal or general cultural, general vocational and professional competences, so that graduating students would be able to make a successful career in scientific and research fields, administrative work, managerial, commercial or legal activities, industrial-technological, information-analytical, entrepreneurial, pedagogical spheres, etc.

The purposes of this article are:

to define the expected graduate profile of the Russian university in accordance with Federal state educational standard (FSES) of higher education,

to describe the competences graduating student should have to find work according to the profile and level of qualification requirements on the labour market in innovative economy,

to identify the main causes of the employment problems of young professionals.

The article uses methods of analysis, synthesis, observation, generalization of normative and specialized literature and statistical data.

Theoretical analyses of the problem

The system of continuing or life-long professional education realizes the process of interacting educational curricula aimed at further development of vocational guidance and professional and general comprehensive qualities of graduating students in line with current social and economic conditions and personal wants and necessities [Урюмова, 2019, с. 227-229].

The ratification of the Bologna agreement in the Russian Federation initiated the transitional process from qualification-based approach to competence-based one in vocational training. A competence-based approach stipulated the adaptation of the latest generation FSES (FGOS3+ and FGOS3++) [Портал Федеральных государственных образовательных стандартов высшего образования, [www](http://www.fgos.ru)].

The formation of a new competence model of graduating students is based on the application of these latest generation FSES. The history of the Russian higher professional education standardization, including pedagogical education, has already been continuing for almost 20 years. In other words, over the last two decades educational system has passed at least four waves of normalization in 2000, 2005, 2010, 2015-2016 and it comes to FSES of the third generation, which is called in Russian as “FGOS 3++”, in view of the latest requisitions.

Research

Modern vocational training in our country is still under reforming that involves creating unified system of life-long or continuous professional education, integrating domestic with international market of educational facilities and services, developing innovative resources of the national

universities and improving the quality of education.

The final result of the activity of educational establishments and universities is the education of mobile qualified and competent graduate, who knows, how to navigate in current socio-economic conditions of the region, within the country and abroad.

The relevance of competence-based approach is related to the fact that the competence approach is defined as:

- social educational strategy, focused on an individual, who is ready to implement free humanistic choice;
- updated content of educational curricula in response to changing social and economic reality;
- foreground orientation on the following vocational vectors and educational goals: trainability, self-education, self-determination, self-actualization, socialization, and development of independent human personality.

Competence-based approach focuses on the result of education, and this result should not be measured only in the amount of assimilated information, data and knowledge, but according to personal ability to act in diverse situations and to cope with problems. The final results of the educational operating system are determined by the graduates' competencies to apply knowledge, skills and personal qualities in line with the objectives of work and occupational activity. As a result of mastering educational curricula, graduating students are to possess a set of professional and universal competencies.

At the same time, competence-based approach is aimed at developing such competencies, which are demandable to carry out innovative activity at the enterprises. In this regard, when improving the system of life-long or continuing professional education, much of special attention is to be paid to innovation-oriented vocational training that implies integration between various scientific enterprises, educational establishments, national research universities, innovative structures, schemes of management and administration, applications of educational curricula on different profiles and levels.

Realization of competence-based approach in professional education contributes to achieving its main goal, i.e. preparation of qualified specialist of appropriate training profile, level and background, with integrated knowledge, professional aptitudes and skills, competitive, capable to do effective work in the specialty, ready for continuous occupation growth, social and business mobility. Main factors, determining formation of professional competences model in accordance with the FSES of higher education are given in Table below.

Table 1 Main factors, determining formation of professional competences model in accordance with the FSES of higher education

Objectives	Educational Disciplines	Teaching Technologies
Formation and development of the theoretical knowledge and thinking	Humanities, Social and Economic Sciences	Communicative Technologies Project Management
Formation and development of professional skills, abilities and competences	Mathematical and Natural Sciences	Methodology Gaming Technologies
Formation and development of special practical skills, abilities and competences to implement professional activity	Professional Educational Disciplines Majors (Special Disciplines)	Information and Interactive Technologies
Increase of motivation of professional activity		

Professional competencies include knowledge, capabilities and skills that the graduates has mastered during their study at the universities. Occupational competencies should correspond to the

qualification level, which the students should be able to use in their professional activities. This group of these competencies is considered basic and they determines competitiveness of future young specialists on labour market. Such competencies also involve work experience, legal literacy, ability to work with information, computer skills, etc. Meanwhile, besides professional competencies, in vocational training of future young specialists special attention is to be paid to organizational and business competencies. Business competencies are symbiosis of vocational and personal competencies, reflecting personality. The most significant business competencies are the following: focusing on the result, decision-making aptitudes, prioritization of the planned tasks, following business and social etiquette, time management etc.

Continuous professional education should be considered as special arrangement closely connected with economic system and labour market, consequently positive feedback between educational establishments and employers' enterprises should be obviously traced. This arrangement is allow us to developed specified educational curricula to meet the demands of labour market, the needs of modern society and the requirements of the world standards.

Nowadays, when the leading social group is mental employees, i.e. highly intellectual people, in the field vocational training and retraining of specialists the role of the universities with highly qualified faculty and with necessary technical informational support to implement educational activity has greatly increased.

Industrial enterprises and different organizations can operate as active agents in labour market through the wording of the requirements for the training level of future specialists, through participating in the formation of the educational curricula at the universities, as well as through organizing in-house training university students [Заярская, 2016, с. 27]. In general, the basis on vocational training should be:

- continuance – coverage of the long life period;
- democracy – equal access to education;
- universality – unification of different educational stages and structures;
- flexibility – application of various forms, means and methods of education.

The basis for introducing the concept of continuing or life-long professional education within our country should be the following principles:

increasing the number of organizations implementing professional education;
expansion and clarification of the types of educational curricula according to Russian legislation;
reforming various aspects of Russian life: introducing changes in personnel or manpower policy on the labour market, activation of all the participants of the educational services market, innovative way of economic development etc.; allocation of responsibilities between the participants of the whole educational process, when the society forms the demand for the educational services, and the universities meet the demand for their services, and the state controls and partially determines the educational processes in public and social system.

Results and discussions

The obvious trend in the evolution of educational standards implies that educational establishments should be given maximum independence in exchange for competition, control, defending their right to exist in front of the university founders, students, applicants, college entrants, school-leavers, employer's companies and other universities and educational institutions.

Lately it has become evident that the qualification of young specialists and graduates does not meet

the requirements of the employers and the demand of the labour market in our country. The experts specify the following objective and subjective reason of low qualification:

- insufficient theoretical preparation universities students;
- high expectations of the graduates about size of remuneration;
- lack of their practical qualifications and skills; unwillingness to start a career from grassroots;
- deficiency of psychological skills and soft skills for work communication; overestimation of personal vocational potential and competences;
- inability to present themselves at the job interview in a due way.

According to the State Statistics Service (Rosstat) survey, that is conducted every five years, from 2010 to 2015 10.7 million students graduated from the Russian universities. In their first year after graduation, 5.9 million people were employed out of 7.3 million, who were looking for a job; therefore, consequently 1.4 million people remained jobless in this period. 5.5 million graduating students faced difficulties in finding employment, mainly due absence of working experience (3.8 million people), low wages (2.3 million people), lack of vacancies (1.7 million people) and because of the difficulty in finding a job corresponding to the acquired profession and specialization (1.2 million people) [Итоги выборочного наблюдения трудоустройства выпускников, получивших среднее профессиональное и высшее образование, [www](http://www.fedstat.ru)].

Besides this, 26.6% Russians with higher education perform work, which does not require their specialty diploma, and 30% Russian employees do not work in the field of their main specialty [ТАСС. Кто в России работает по специальности, [www](http://www.ass.ru)].

According to the report of the Higher School of Economics (HSE) in recent years employers' interest in university graduates has decreased. Management of Russian companies is not satisfied with the self-organization skills of graduates, their ability to consider, to analyze and to solve problems in non-standard situations. Many employers often evaluate graduates' professional training competences as unsatisfactory.

Most Russian companies recognize the following characteristics as the key qualities of the employees: interest in work, willingness to take responsibility, adaptation in an unfamiliar place, ability to work in a team, to navigate operating environment and to find a solution in non-standard situations [Мониторинг экономики образования. 2016, с.3].

In other words, after graduating from universities, young people very often face the problem of further employment. Receiving higher education is only the initial step on the way toward an independent responsible adult life. Nearly 75% of all university graduates face difficulties in finding a job. After the abolition of mandatory distribution of young specialists to their workplace on the enterprises, even the excellent grades in the prestigious university diploma do not guarantee the protection from possible unemployment.

There are many reasons for this situation:

- discrepancy of quantity of graduates in certain specialties to the real needs society and economy;
- inability to acquire the necessary practical skills by students;
- increased expectation of young people with a low level of professional knowledge, skills qualifications to working conditions (comfortable working hours, strict compliance with the labour code, level of the salary, etc.); unwillingness of the employers, inviting young specialists without experience for a job, to get a "pig in a poke" (it is not known whether the young person has an idea about the field, in which he will have to work);
- lack of competent state policy on career guidance and on attracting young people to professional

upgrading activities.

At the same time, however, rather interesting reverse trend has been observed lately. Employers prefer to hire people with higher education, even on the lowest positions in the companies. The reason of it is that the number of employees with higher education increases the prestige of the company and indicates the general level of staff trainability or learning capability to new trends. It is believed that employee with a higher education has a greater outlook, so such person is able to faster navigate the current changes of the working environment.

Summary

Today, employees are required not only to carefully follow job descriptions, but also to participate in innovations in each workplace, to have versatile theoretical and practical professional skills, to develop them and to acquire new ones.

Competence-based approach allows: to go over from assimilating knowledge to reproduction application of knowledge; to use the strategy of increasing flexibility, which is primarily related to adaptation in the new workplace and the expansion of occupational opportunities; to set interdisciplinary integrated requirements to the outcome of educational process; to link more closely the goals of with higher education with the demands on the labour market; to focus on the variety of professional and everyday situations in social life; to increase the employability of the graduating students.

Sustained innovative development of the Russian Federation economy is impossible without substantial increase in educational human potential and competence-based approach in higher education [Каменева, 2010, с. 48]. That is why the formation of the arrangement of long-life or continuous professional education is closely connected, on the one hand, with developing professional and innovative competencies of graduating students, and, on the other hand, with the establishment of innovative economy in the Russian Federation.

Conclusion

The growth of innovative capabilities of industrial enterprises is impossible without a substantial increase in the training potential of its staff. That is why the formation of continuous of life-long professional education structure is closely connected both: with the formation of professional and innovative competencies and with modern orientation of Russian industry to the innovative economy development. The modern organization needs a specialist, who is an expert in professional field, open-minded, ready for critical and objective thinking, researching and decision-making.

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Компетентностный подход как основа обучения студентов вузов

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Аннотация

В статье рассматриваются требования Федерального государственного образовательного стандарта высшего образования, эволюция его развития в свете его постепенного совершенствования и внесения изменений. Также в статье проанализированы основные причины проблем трудоустройства выпускников российских вузов и предложены возможные способы решений этих проблем, такие как: участие работодателей непосредственно в обучении и организации практик студентов, ориентация на решение практических и проблемных задач, совершенствование государственной политики в области профессиональной ориентации молодых людей и поощрение их стремления повышать квалификацию.

Автором сделан вывод о необходимости реализации компетентностного подхода при подготовке специалистов в процессе непрерывного профессионального образования для удовлетворения требований рынка труда в условиях развития инновационной экономики. Отмечено также, что устойчивое инновационное развитие экономики Российской Федерации

невозможно без существенного повышения образовательного уровня человеческого потенциала и компетентностного подхода в высшем образовании.

Для цитирования в научных исследованиях

Каменева Н.А. Competence-based approach as a basis for teaching University students // Педагогический журнал. 2020. Т. 10. № 1А. С. 105-112. DOI: 10.34670/AR.2020.1.46.113

Ключевые слова

Непрерывное образование; уровень подготовки; образовательная программа; модель выпускника вуза; квалификационный подход; компетентностно-ориентированный подход; Федеральный государственный образовательный стандарт (ФГОС); профессиональная деятельность; образовательные учреждения; профессиональная ориентация.

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