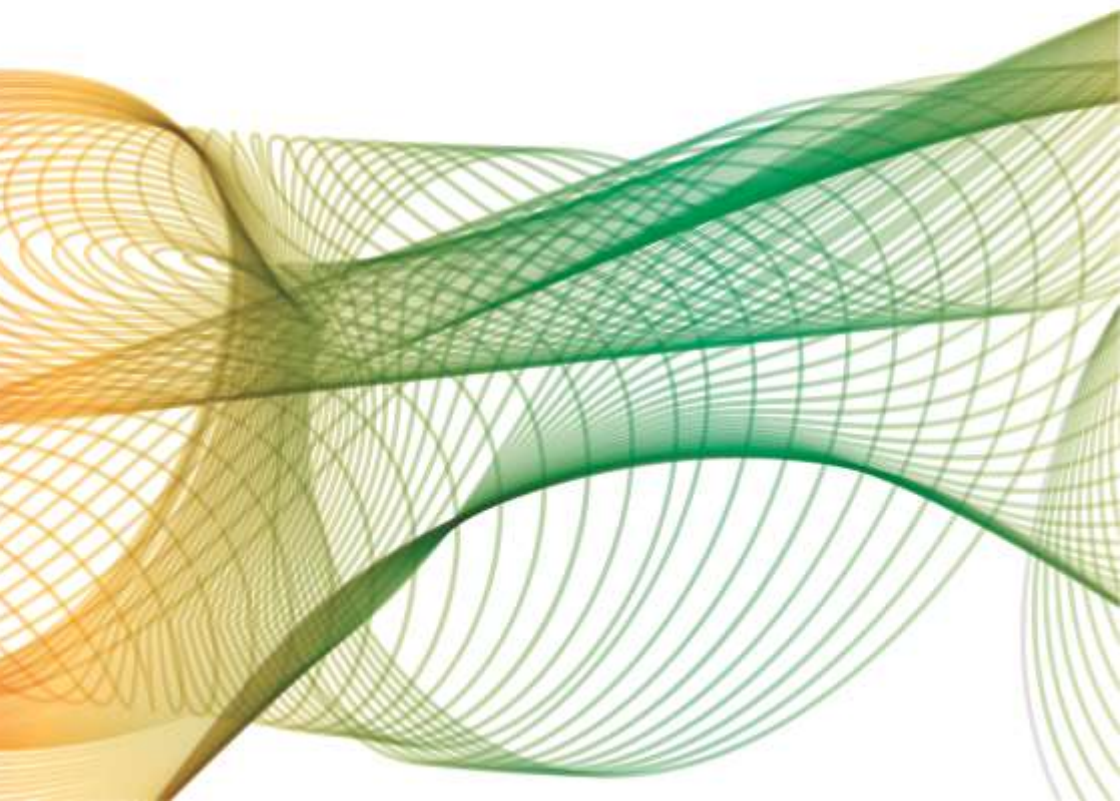


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**PROSPECTS AND KEY TENDENCIES
OF SCIENCE IN CONTEMPORARY WORLD**





PROSPECTS AND KEY TENDENCIES OF SCIENCE IN CONTEMPORARY WORLD

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SECTION 4.

EDUCATION AND PEDAGOGY

PROBLEMS AND PROSPECTS FOR IMPLEMENTING A COMPETENCE APPROACH IN EDUCATION

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In modern society, changes are taking place at the economic, social, cultural levels. All these changes require a new approach to the education system. A person is required to be able to navigate information flows, master new technologies, self-study, seek and use missing knowledge, possess such qualities as universality of thinking, dynamism, and mobility. The principle of school education "to give knowledge" remains in the past. Today's teacher must teach schoolchildren to "find and receive new knowledge". Therefore, the school needs proactive, highly qualified teachers who strive to improve their pedagogical skills and the level of knowledge, who are able to keep pace with the times, to comprehend their professional activities in a new way. The traditional approach to learning is no longer able to meet the demands of modern society. The competence-based approach used at the school at the present time allows to ensure a high level of education quality. Competence-oriented education today is aimed at mastering the methods of not only practical activity, but also ensures the successful functioning of the student in various spheres of life. The competence-based approach is also aimed at

the formation of an individual who is able to adapt to various life situations, helps students learn to act independently in situations of uncertainty in solving urgent problems.

Modern education allows students to develop abilities that help independently solve problems in various areas based on the social experience of the student himself. Assessment of the results of educational activities is based in this case on the analysis of knowledge achieved by students at a certain level. At present, we can talk about a competence-based approach, which is implemented at school through educational competencies that help to highlight the subject content and organize the main types of student activities that contribute to the acquisition of social experience and the acquisition of practical skills. In this case, each teacher, including the teacher of the rural school, must be ready to implement the competence-based approach, having studied the methods and ways of its implementation. The use of such an approach in teaching will provide a modern student not only with successful learning, but also with the realization in the future of his abilities, the ability to find a way out in any non-standard situation.

The goal of school education today, in terms of a competence-based approach, it is not only to teach how to learn, but also to teach how to solve cognitive problems, to teach to explain the phenomena of reality, to navigate the problems of modern life and be able to solve them, including problems associated with professional and other activities.

Modern teacher is a person capable of developing students' desire for creative perception of knowledge, individual abilities, independence. It is very important to teach children not only to think independently, but also to be motivated to study school subjects. The teacher should organize pedagogical activity in such a way that every child would enjoy the acquired knowledge and strive to independently replenish his theoretical and practical baggage. The performance of the school depends to a greater extent on the professionalism of the teacher, on his desire to move forward, self-develop, constantly improve himself, and grow professionally. A teacher should never be satisfied with what has already been achieved, because the teaching profession itself is a source of boundless creativity. The teacher's professional competence lies in the ability to organize the educational environment in which the child achieves educational results. At the same time, the teacher's activity should stimulate the desire and interest of students to comprehend something new, previously unknown, to discuss, express different points of view. Work in the classroom and after school hours must be structured by the teacher in such a way as to motivate students for intellectual growth and achievement of high results, be open to any opinions on the issue under discussion, not just demonstrate enthusiasm for their subject, but really live

in science and science. The teacher should pay special attention to the individual development of each student, which corresponds to his abilities, interests and capabilities. Unlike the traditional approach, the competence-based approach allows you to get education not only for personal development, but also for socialization in society through various forms of organization of self-motivated activities of students, tuned to obtain the final result.

The main result of training will not be knowledge, skills and abilities, but meaningful experience of activity. Life experience is formed in a planned way. It is not the accumulated baggage of didactic units that is evaluated, but the ability to apply it in different situations. The school must prepare for the solution of life's problems and rely on its independence. And therefore, the methods and forms of teaching should be subordinated not to the educational content, but to be used as independent means of achieving certain pedagogical goals.

Through the competence-based approach, students make an independent choice, group work of students is organized with the definition of problems, the distribution of responsibilities and a reflective discussion of the results.

In the process of such work, various forms of student activity can be created, focused on maintaining their activity. Today's schoolchildren need to create conditions for showing initiative, expressing their understanding of the problem, and giving the opportunity to evaluate their activities. Each student can independently determine a place in collective activity according to their interests and abilities, take responsibility for the final result. The competence-based approach includes the following principles [1]:

1) The principle of value-based, personal-semantic inclusion of the student in educational activities.

2) The principle of modeling within the educational process of the content, methods and forms, conditions and situations characteristic of professional activity. The principle of problematic education.

3) The principle of compliance of the forms of organizing educational activities with the goals and content of education.

4) The principle of the leading role of dialogical communication in the process of educational activities.

A teacher, instructor, mentor, within the framework of a competence-based approach to teaching, must:

- be independent, proactive, responsible;
- understand what skills students will need in life;
- connect the material being studied with everyday life and with the interests of students, characteristic of their age;
- to consolidate knowledge and skills in educational and extracurricular practice.

- plan a lesson using the whole variety of forms and methods of educational work, and above all, all types of independent work, group and individual), dialogical and project-research methods;
 - evaluate the progress of the class as a whole and of individual students not only in the subject, but also in the development of certain vital qualities;
 - to evaluate the achievements of students not only by the mark-score, but also by the content characteristic;
 - see gaps not only in knowledge, but also in readiness for life [2].
- On the one hand, it is quite obvious that the modern economy is focused on personnel, which far exceed the educational indicators of most graduates of both secondary and higher education. It is also obvious that more significant and effective for successful professional activity are not isolated knowledge, but generalized skills, manifested in the ability to solve life and professional problems, the ability to communicate in a foreign language, training in information technology [3].

Thus, the basis for the activities of secondary and higher education is not just work on a system of knowledge and skills, but work aimed at developing the ability to act in specific life situations. The ultimate goal of education at the present stage is shifted from knowledge to competence, which makes it possible to solve a problem inherent in school for a long time, when students have a very good command of a set of theoretical knowledge, and experience difficulties in activities requiring the use of this knowledge. The competence-based approach allows you to restore the disturbed balance that has existed for a long time between education and life. With the introduction of the competence-based approach to education, the entire pedagogical system will change, a transition to a new type of education and training will take place. In a word, the competence-based approach, which is the basis of the strategy for modernizing domestic education, should be considered as one of the most optimal responses of the education system to the requirements that modern society places on it. Since modern education requires significant modernization, the implementation of this process runs the risk of being another campaign among many years of unsuccessful attempts to reform education based on the introduction of modern pedagogical ideas and concepts.

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