

FORMATION OF KEY COMPETENCES OF STUDENTS ON THE BASIS OF THE INDIVIDUAL AND DIFFERENTIATED APPROACHES

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ABSTRACT

Relevance of this article are questions of the differentiated approach in a specification of the purposes, tasks, contents and ways of the organization of teaching and educational process to training and formations of key competences of students on the basis of accounting of individual abilities and requirements. The purpose of article consists in a possibility of the differentiated approach in concrete educational institution and technology of implementation of individual approach to students according to the level of their abilities and opportunities for definition of their vocational guidance, the maximum development of each personality at all grade levels. The leader in this research is an individual approach to students according to the level of their abilities and opportunities for the purpose of definition of their vocational guidance, the maximum development of each personality at all grade levels. Materials of the article provide practical value for formation of competences and to improvement of quality of education.

Results of a research can be used for methodological justification and in development of individual training programs of training.

Keywords: the differentiated approach, the differentiated training, individualization, competence, variability of training

INTRODUCTION

Formation of essentially new system of continuous education, assumes continuous updating, individualization of demand and opportunities of satisfaction, development of creative competences, readiness for retraining of students and is connected, first of all, with need of development of the modern maintenance, creation of conditions for individualization, differentiated training.

At identification of essence differentiated approach to the training of students, it makes sense to rely on the following interpretations of scientists.

K.G. Selevko defines that training differentiation (the differentiated approach in training) – :1) creation of various conditions of training for various schools, classes, groups for the purpose of accounting of features of their contingent;

2) a complex of the methodical, psychology and pedagogical and organizational and administrative actions providing training in homogeneous groups [9].

I.S. Yakimanskaya distinguishes the differentiated training and the differentiated approach in training. In the first case, she suggests considering social and economic, legal, organizational and administrative, didactic aspects of training. In the second case it is about scientific development of the differentiated approach to each pupil for the solution of problems of selection, formation and a correction of development of the personality in the chosen area of training [13].

In the conditions of the system of class-lesson the big part is assigned in the ideas of the differentiated training which assumes accounting of individual abilities and requirements and is shown in a specification of the purposes, tasks, contents and ways of the organization of educational process and demands a variety, variability of training. The individual educational programs and individual curricula based on individualization, differentiation of education and considering interests and abilities of the personality, can become a condition of formation of competences. For elaboration of the most exact determination of competence we will consider the following interpretations of scientists.

V.G. Veselova understands set of universal abilities exempted from any psychological and pedagogical context in which they have arisen as "competence". "Development by the individual of any systems of actions, methods of application of knowledge for effective and their adequate use regardless of conditions, demonstrates formation of competence". The competence is defined by the author as the field of responsible use of competence of the person [2].

By V.V. Krayevsky's definition, "competence" is a result and can be considered as the integrated characteristic of the quality of training of pupils, their ability of target, intelligent application of a complex of knowledge and modalities of action [5].

By definition of the theorist of competence-based approach A.V. Khutorskoy, the competence is a readiness of the person for mobilization of knowledge, abilities and external resources for effective activity in a concrete life situation. The competence is an ability to activity in a certain personal and significant situation. Having defined, a concept competence, it is necessary to find out its hierarchy. A.V. Khutorskoy offers three-level hierarchy of competences: - key – belong to the general (metasubject) content of education; - all-subject – belong to a certain circle of subjects and educational areas;

The interest of scientists in formation of competence is caused by fast obsolescence of information, than the training cycle at high school or a higher educational institution comes to an end. It follows from this that mastering a complex of knowledge, abilities and a number of competences, in particular communicative competence by students will allow them to find and select at any time the necessary information on the problem interesting it, to develop the activity, independence, creativity consciously and purposefully .

Formation of competences of students is caused by realization not only of the updated content of education, creation of conditions for development and self-realization of students; but also adequate methods and technologies of training which provided assimilation of productive knowledge, abilities; development of requirements to fill up the knowledge throughout all life. Formation of foreign-language competence is one of the purposes when training students of not language specialties in a foreign language. In the general context of the European tendencies of globalization Council of Cultural Cooperation of education for Europe has defined those main key competences which as a result of education young specialists have to master. The purpose of education began to correspond to formation of key competences that is noted in "The concept of modernization of Russian education. One of the main competences is the communicative competence which is considered as ability of the person to work in a concrete life situation, to build communication and interaction with other people. The communicative competence belongs to basic competences of the modern person.

Use of productive techniques and technologies of training and it`s realization influences on achievement of such result of training as competence.

The organization of individual activity of students was approved in groups of institute of physical culture and sport. Individual training programs have been developed. Feature of a learning of foreign languages by students in the field of physical culture and sport is learning of a huge number of professional lexicon, namely terms. The number of hours at the same time is provided rather small. It is necessary to consider the fact that at receipt results of the unified state examination in English aren't required thereof the level of knowledge of English at students is very low. Respectively, so that the student has mastered a foreign language, it is necessary to pay first of all much attention to grammatical rules and also a phonetic system of language, to studying of lexical material.

When mastering professional lexicon skills an oral and written language are improved, the horizons of students are broadened, the informative activity of pupils develops. The research method, discussions, brainstorming, technology of "critical thinking", interactive, group forms and methods, a collective way of training have been used. From positions of competence-based approach formation of key competences becomes the main direct result of educational activity. Key competences are meant as abilities of the personality to cope with the most various tasks. Taking into account these positions the following groups of key competences are allocated: 1. Valuable and semantic competences. Common cultural competences. Educational and informative competences. Information competences. Communicative competences. Social and labour competences. Competences of personal self-improvement. One of the most important components of competence-based approach is use of information and communication technologies. Information technology (computer technology) is a process of preparation and information transfer to the student. Now within the educational process the following methods of training with use of ICT are applied: Method of projects; Method of information resource; Didactic games. The method of projects allows to involve each student in vigorous cognitive activity. One of

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ways of such independent work is training in cooperation, working with couples or groups. Use of ICT at this method is much more effective, than explanatory and illustrative and reproductive methods. Students, working in groups, develop the joint action plan, find information sources, ways of achievement of the goals, cast, put forward and discuss the ideas. All students are involved in cognitive activity. Training in cooperation allows to seize elements of culture of communication in collective and elements of management. These technologies develop creative activity, form cogitative activity, teach school students to argue the point of view, help to achieve deep understanding of material. Students of the first and second courses have captured by methods of the comparative analysis of the statistical data characterizing functioning of education, questionnaire, testing, the composition, estimates, observation and empirical inspection

Results. For quality control of knowledge of the foreign-language professional lexicon mastered independently tests at the end of each semester which have revealed the following results have been carried out: The I stage (I semester) - 26,3% of quality of knowledge; by results of questioning, carried out among students, it has been defined that at the initial stage of development of special lexicon there is a formation of such professional and important qualities as responsibility, determination, persistence, tolerance, working capacity. Following the results of testing and questioning at the end of the II stage (the II semester) the following results are received: quality of knowledge - 34,8%, formation of professional and important qualities — independence, attentiveness, self-checking, collectivism, sociability. Result of the III stage (the III semester) — quality of knowledge — 46,7% formation of professional and important qualities — self-confidence, optimism, conscientiousness, politeness. The final IV stage which includes the IV semester has revealed the following results: quality of knowledge — 62,5%, formation of professional important qualities — commitment, an initiative, observation, foresight, emotional stability, democratic character.

We use system approach to learning of foreign language which has in essence stage-by-stage and constant working off of special terms, gradual transition of students to studying of terminological phrases, texts in the specialty, and then, having excellently learnt and having worked in various situations a basic and grammatical word stock, performances of students on occupations with reports in a foreign language on a subject of scientific research.

For formation and improvement of all components of professional formation of future teachers of physical culture and trainers in the course of the learning of foreign language, the educational and methodical grant "For reading" in English is developed for students of institute of physical culture and sport. All grant is supplied with the glossary which contains terminological lexicon.

Each text of a grant is supplied with the glossary, students at first get acquainted with terms, the teacher helps them to realize and remember an order of formation and the translation of terminological phrases which students define then in the text with the subsequent his translation. Thus students have an opportunity not only to learn to define correctly in the text special lexicon, to use it in an oral, and then and written language, but also to deepen the knowledge of specialist subjects.

Students have a positive spirit on studying and improvement of knowledge of humanitarian objects that is shown in desire of additional classes on a foreign language. In each type of independent work the informative (theoretical and practical) task is accurately formulated. It, on the one hand, acts in cognitive activity of the student as the basis for regulation by own informative or practical actions according to the conscious purpose of the forthcoming performance of independent work, with another – allows the teacher to find an obstacle, insuperable to the student, in time and by that purposefully to operate individual knowledge of the student at activity achievement of the goal. The teacher, knowing level of training of each student, determines a concrete task for everyone by complexity degree, systematically controlling him. For the differentiated training we used elements of the programmed training. These were the programmed operational cards on grammar and terminological lexicon and also the program for training in the translation with use of the dictionary. Students worked independently in the differentiated range. Such type of work has allowed to develop a number of skills in shorter terms, than at a traditional technique.

In general independent work with preliminary training in methods of works had several positive moments: It has allowed to individualize and differentiate training process, It has provided certain freedom of creativity, it has disciplined and has promoted increase in interest and consciousness in language acquisition. The main objective of the teacher on interactive forms of teaching is activity of students on achievement of the goals of occupation. If passive methods represent, in fact, authoritative style of interaction, then active, including interactive, assume the democratic style based on equal relations between its participants (trainer and students). During such occupations the teacher has to be able to consider opinion and level of individual development of each student, to avoid criticism, creating the atmosphere of goodwill and interest.

In this case each student will be able to express the opinion, without being afraid of criticism. Besides, he will gain necessary experience of communication, that is will begin to develop the communicative abilities consisting in ability to perceive others point of view, ability to participate in a discussion and to develop the joint decision. Long-term practice of teaching allows to draw a conclusion that not all interactive methods can be to the same extent applicable when training disciplines of a different profile. Besides, it is necessary to consider deficiency of time allowed for teaching a number of objects. At the same time entering of certain amendments into standard techniques of interactive methods of training, will allow to use them in practice of teaching the majority of disciplines that will promote formation of key competences at future experts, optimizing their

socialization and professional adaptation. In the course of training the specific features of each student united in the differentiated subgroups of students with the identical level of knowledge are considered.

DISCUSSION

In pedagogics information and communicative approach is connected with differentiation of students, proceeding from extent of possession of information and means of use. A number of researches, including researches of V.K. Shishmarekov, L.N. Dobrynin, etc. are devoted to a problem of the differentiated approach in the course of mastering information. Investigating a problem of the differentiated training of pupils in educational institution, V.K. Shishmarekov developed, on the basis of personal sense, the system of training of different level. At the same time he allocated four levels: the first level — the level of acquaintance, material recognition; the second level - reproductive, connected with mastering concepts; the third - level of proficiency in full-fledged knowledge; the fourth level - the level of transformation, transfer of information in a new situation [10]. The author considers differentiation of pupils on extent of possession of a training material.

On the basis of individual characteristics of pupils L.N. Dobrynin developed the individual-differentiated approach to education of pupils [3]. The differentiated approach in training is implemented through judgment of a training material by pupils, awareness on it, formation of informative skill, educational requirements and the state of health. Works of T.A. Aksenova, A.V. Ivanova, E.I., E.I.Nikolaev, A.N.Nikolaeva, M.V. Sinitsyna, are devoted to problem of introduction of the individual differentiated approach of training. T.A. Aksenova defines organizational and pedagogical conditions of introduction of level differentiation of training in an adaptive gymnasium, installs components of psychology and pedagogical readiness of the teacher and students to educational process in the conditions of the personal focused training, develops criteria of increase in efficiency of individualization and differentiation of training in higher education institutions[1]. A.V. Ivanova establishes the main ways of differentiation of training in the American colleges and the universities (differentiation on types of educational institutions, differentiation of content of education and the organization of educational process), defines limits of admissibility of use of the differentiated training in higher education institution[4]. E.I. Nikolaev in the work "Differentiation as pedagogical technology of increase in interest in knowledge" reveals rational pedagogical conditions for the effective organization of the individual differentiated approach of training in a foreign language, offers the pedagogical technology of realization of system of the individual differentiated training approach providing growth of progress and independence of students at acquisition of a foreign language[7]. A.N. Nikolaeva touches on an issue of the organization of the individual differentiated approach of training in non-native languages[6]. For the first time in a technique of training in nonnative languages 19 approaches to

mastering of the learnt language based on personal features of trainees and their psychophysiological characteristics are developed. M.V. Sinitsyna discloses theoretical aspects of preprofessional differentiation of seniors as a condition of improvement of quality of training in a foreign language, defines criteria of system differentiation of knowledge as means of individualization of training of pupils, features of education of students in the conditions of differentiation [11]. S.A. Nurakhmetova reveals set of didactic conditions of implementation of the differentiated training, with the description of forms and stages of organizational work on their realization, definition of the main requirements to the organization of training and justification of expediency and efficiency of implementation of various forms of differentiation [8]. Competence-based approach is set of the general principles of definition of the purposes of education, selection of content of education, the organization of educational process and assessment of educational results. . In competence-based approach two basic concepts are allocated: "competence-компетенция" and "competence-компетентность". By definition of the theorist of competence-based approach A.V. Khutorskoy, the competence (компетенция) is a readiness of the person for mobilization of knowledge, abilities and external resources for effective activity in a concrete life situation. The competence (компетентность) is an ability to activity in a certain personal and significant situation. Having defined, a concept competence, it is necessary to find out its hierarchy. Khutorsoky A.V. offers three-level hierarchy of competences: - key – belong to the general (metasubject) content of education; - all-subject – belong to a certain circle of subjects and educational areas; - subject – the competences, private in relation to two previous levels, having the concrete description and a possibility of formation within subjects. From positions of competence-based approach formation of key competences becomes the main direct result of educational activity. Key competences are meant as abilities of the personality to cope with the most various tasks. Taking into account these positions allocate the following groups of key competences: 1. Valuable and semantic competences. Common cultural competences. Educational and informative competences. Information competences. Communicative competences. Social and labour competences. Competences of personal self-improvement [12].

Ways of realization of communicative competence of students consist that forms, methods and working methods are directed to that the maintenance of a training material would be a source for independent search of a solution.

CONCLUSION

As a result of a research conclusions are drawn that a subject the organization of individual activity of pupils promotes increase in degree of proficiency, degree of formation of intellectual actions, increase in the general level of self-control of pupils. The big part is assigned the ideas of the differentiated approach which assumes accounting of individual abilities and requirements and is shown in a specification of the purposes, tasks, contents and ways of the organization of teaching and educational process and demands a variety, variability of training.

The individual educational programs and individual curricula based on individualization, differentiation of training and considering interests and abilities of the personality promote formation of competences and improvement of quality of education. Individualization of training exerts considerable impact on efficiency of educational cognitive activity on a foreign language in not language higher education institution; accounting of initial level of language of training of students gives a favourable opportunity to differentiate methods and forms of education individually for each student; introduction of active and interactive methods in educational process will promote individualization of education and improvement of language training of students; reasonable use of information technologies in educational process stirs up cognitive activity of students, increases motivation to a learning of foreign language, provides individual approach according to the level of knowledge of trainees and rate of studying of material that promotes an intensification of educational process in general. Formation of professional foreign-language communicative competence by means of level differentiation will allow students to use a foreign language for systematic replenishment of professional knowledge.

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