

ORGANIZATION OF THE TEACHING PROCESS STUDENTS OF HIGHER EDUCATION ON COMPETENT APPROACHES

The article deals with the peculiarities of organization of the teaching process of higher educational institutions based on a competent approach. The structural components of this process, its purpose, content and significance in the educational process are described. The structure of the learning process based on the competency approach and its components is described: target, stimulating and motivational, content, operational-activity, control-correction, evaluation-productive. It is proved that certain components of the learning process, ensuring the implementation of the competence approach, are interrelated and function within the framework of a holistic educational process. The scientific structural and functional model of competence-oriented student's education is substantiated.

Key words: training, learning process, components of the learning process, competency approach, principles of competence training.

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In the context of the renewal of socioeconomic life, an issue of effective professional training for future specialists arises in the system of higher education, which can easily adapt to changing conditions of the present and be competitive in the labor market. Today's society needs highly skilled and competent specialists. That is why the issue of qualitative training of future specialists in higher educational institutions capable of mastering the basic knowledge, skills and abilities, ready for constant professional growth, social and professional mobility, effective work in a specialty at the level of world standards and creative approach to the solution of extraordinary issues is equally important. The enhancement of the qualitative training of future specialists through the introduction of innovative approaches to learning, in particular, the competence approach in the educational process is very important. The latter will ensure the formation of not only professional students but also general life competencies. There is a need to organize such a process of teaching students, which will make it possible to formulate in their minds integral professional knowledge as a social and pedagogical category, development of professional competencies and the adoption of an appropriate strategy of life. That is why the acuteness and urgency of the issues of organizing the teaching process based on a competent approach.

The process of teaching students of higher educational institutions is integral, that is, having an appropriate structure, internal and external regularities and dependencies. However, It can be highlighted some of the essential features of this approach. Competency approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational

process and evaluating educational outcomes. Among these principles are the following provisions:

- The meaning of education is the development of the ability to solve problems independently in various spheres and types of activities based on the use of social experience, an element of which is their own experience of students.
- The content of education is a didactically adapted social experience in solving cognitive, ideological, moral, political and other problems.

The meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent decision cognitive, communicative, organizational, moral and other issues that constitute the content of education.- Evaluation of educational outcomes is based on the analysis of levels of education, achieved by students and at a certain stage of training.

The structure of the learning process based on a competent approach includes:

- the target component, which reflects the purpose of the educational process;
- the stimulatory and motivational component, which is caused by the content component and envisages the motivation of students' educational and cognitive activity to study and study the relevant educational disciplines;
- a content component that reveals the content of the studied disciplines;
- operational-activity component, which, being derived from the content component, determines the organization of educational and cognitive activities of students and the procedural component of the educational process;
- control-correction component, which reflects the teacher's control of the learning process and correction of students' professional competencies, their self-control;
- an evaluation and productive component that reveals the effectiveness of competence-oriented learning on the basis of evaluation of the results of students' acquisition of the system of professional knowledge in terms of their integrity, acquisition of their professional competencies, the formation of the corresponding culture.

Consequently, the process of teaching students based on a competent approach is a system characterized by the interconnection of components that ensure the unity of purpose, tasks, content, forms and methods of teaching. The links between learning process components are system-based. The objectives of the learning process act as the main system-based component of the holistic learning process, aimed at implementing a competent approach.

The transition to a competent approach in developing state educational standards for higher vocational education is timely and necessary, since an integral assessment of the quality of graduate training can be most fully obtained only when determining its competence in the chosen field of professional activity;

- the competence of the bachelor must reach the chosen area of humanitarian knowledge, the master's degree - on a wide range of professional activities and leadership of professional and interdisciplinary teams;
- the competence of the bachelor and master must be checked on the basis of the competences included in their qualifications, as the competence of a specialist is determined by the experience of successful activity, which is practically absent from the graduate;
- the use of a competent approach in developing state educational standards for higher professional education requires a change in the views on the structure, form and

content of assessment and diagnostic tools for the final state certification of graduates in the areas of training, as well as organization of quality management training specialists.

The application of a competent approach to learning makes it possible to integrate knowledge on the basis of cross-cutting conceptual-categorical integration with the help of basic concepts and cross-cutting content lines, and so on.

The operational-activity component involves the organization of educational and cognitive activities of students on mastering the content of educational disciplines. This is a procedural component of the learning process, which ensures the implementation of a competent approach with the help of appropriate methods and forms of organization, methodology and system of educational and methodological literature.

The control-correction component provides the teacher's control over the learning process, the correction of the content of the disciplines. During the training of students, the teacher receives information about the degree of mastering their teaching material, identifies difficulties and disadvantages, eliminates them. At the same time it is guided by methods of control and self-control. The control is carried out by means of an oral and written survey of students, questionnaires, modular control works, etc.

Enrollment is a necessary component of any activity; his result is not only the knowledge, skills and skills of the subject, but also the ways of the individual; the ability not only to actively interact with the teacher in the process of teaching, but also the readiness for self-learning, self-knowledge.