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Characteristic Features of Technological Support of Competence-oriented Educational Program for High School

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Abstract

Characteristic features of technological support of competence-oriented educational programs of higher school have been stated. Competence potential of active educational technologies has been shown. Didactic examples reflecting problems solving of developing practice of competence-oriented technologization of higher education have been presented. The article materials are based on the data received at using research methods: theoretical analysis, enquiry (interviewing), and analysis of documents and teaching aids of higher education institutions in Tomsk.

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1. Introduction

In Russia, competence renovation of higher education is first of all connected with implementation of new educational standards – Federal State Educational Standard of Higher Professional Education of the third generation FSES HPE (FSES-3 + Higher Education). These educational standards determine results of modern programs of higher education – competences, which are different from the former form. New form of educational results of academic training alternative to knowledge-skills-experience requires new understanding of higher education didactics tasks. Didactic means of implementing the tasks of competence transformation of higher education practice is competence-oriented educational program (COP) (Zimnyaya, 2009; Smyshlyaeva, 2010).

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Implementation of COP of higher education (COP HE) is connected with transformation of all didactic aspects of educational process: goals setting, results planning, syllabus development, determination of the forms, methods and means of organization of educational interaction, productivity estimation methods. The main characteristic feature of COP HE is that during educational process along with teachers and students potential employers (or their representatives) and specialists of real sector of economy take place.

In the course of the process of education in high school based on COP, the question of choosing the most appropriate and adequate pedagogical technology for developing students' competences as their professional competency seems very important. It is supposed that for establishment of professional competency (which is the key goal of COP HE) the students should have definite subjective characteristics. Such characteristics connected with transformation of the set of values as well as intellectual, emotional, characterful, communicative characteristics will determine significant and visible manifestations at the level of the behavior (activity) of personality.

To meet challenges of education formulated in «the competence-based format» it makes sense to use such educational technologies, which result in establishment of the student's subjective position in the educational process. Resulting from actualization of the problem of the student's subjective status establishment during implementation of COP HE consideration of active educational technologies (AET) needs special attention. In scientific-pedagogical, psychological-pedagogical and methodical literature technologies with the help of which the students are intentionally motivated to take active subjective position refer to AET (Verbitsky, 1991; Klarin, 1999; Panina, 2006; Selevko, 1998).

2. Methodology

From our point of view the classification of educational technologies presented by Zeyer (2005) is very useful for considering peculiarities of technological support of COP of higher education. Thus educational technologies can be classified as cognitive-oriented, pragmatist-oriented and personal-oriented. Such approach to the classification of educational technologies, and to AET, should be referred to the competences typology according to their "individual" accentuations. According to Baidenko (2006) cognitive-oriented, pragmatist-oriented and personal-oriented competences (according to their accentuations) can be mentioned. As the majority of specialists point out, the structure (component content) of the competence includes three components – *cognitive* (component of "knowledge and comprehension"), *pragmatist* (component of "action, operation, procedure") and *personal* (component of "personal characteristics, system of values") (Baidenko, 2006; Zeyer, 2005; Zimnyaya, 2009; Smyshlyaeva, 2010). The main criterion for determining accentuation of the competence is the dominant form of its manifestation in human activity (in educational or professional situation): cognitive-oriented competences – *demonstration of comprehension*; pragmatist-oriented competences – *demonstration of action* (objective, verbal, communicative, intellectual and other); personal-oriented competences – *personal demonstration* (position, quality, etc.).

Competences classification and educational technologies correlation denoted above is the basis for making didactic solutions connected with implementation of COP HE (Smyshlyaeva, 2010).

3. Results and Discussion

Understanding possibilities of AET for developing these or those competences according to their accentuations will provide solution of the didactic problem in terms of implementation of COP HE – the problem of choosing necessary AET by the teacher for achieving the goals of the educational programs. Characteristic of the competence potential of AET obtained by using theoretical analysis is presented in table 1 (Verbitsky, 1991; Klarin, 1999; Panina, 2006; Selevko, 1998; Smyshlyaeva, 2010).

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