

TO THE QUESTION OF CORRELATION BETWEEN KNOWLEDGE AND COMPETENCE APPROACHES TO EDUCATION

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The author of the article starts by giving a brief outline of the two currently existing approaches to education. The previously generally recognized "knowledge-abilities-skills" paradigm is more often than not opposed to the competence approach, which is incorrect due to a number of reasons, for instance the cognitive basis of all competences. Moreover, it must be mentioned that knowledge and practice constitute two parts of a single process.

The competence approach, though, is not devoid of problems, which presents difficulty for its effective realization. Therefore, it is probably advisable to try and develop the educational model comprising both approaches. To give better understanding of the correlation between those the author also presents other scientists' views of the nature of the notion of competence.

Present stage of development of education is characterized by formation of new paradigm of result of education. The long existing "knowledge - abilities - skills" - paradigm of result of education" included theoretical basis, definition of the nomenclature, hierarchy of knowledge, abilities and skills, techniques of their formation, control and assessment. This paradigm used to be generally accepted by pedagogical community and still is, by its part. However, the changes taking place in the field of the aims of education in the world and Russia, correlated, in particular, with a global task of facilitating a man's entry in the social world, his productive adaptation in this world, cause the necessity of stating the question of education providing a more complete, personality oriented result. Thus the concept of "competence" [2, p. 3-4] has served as a general definition of such an integral social - personal - behavioral phenomenon as the result of education, all motivation-value, cognitive components taken together.

How right is the statement that the competence approach has cardinally innovative character? In many publications the competence approach is viewed by the authors as the opponent of the conceptual triad of "knowledge - abilities - skills", established in the Russian pedagogics.

The incorrectness of categorical opposition of the "knowledge - abilities - skills"

and competence approaches is reflected, in our point of view, in the following points:

1. "The cognitive basis of all competences is the scientific knowledge" (from the conclusion made by the substantiation of the project of the typical competence standard of the higher vocational education) [3].

2. The principle of submission of knowledge to ability and practical necessity, examined as the main feature of the competence paradigm, did not appear in the "information society" of XXI century and not at the last stage of development of modern education (The requirement "that all should to be done" by means of the theory, practice and application had been proclaimed by J.A. Komensky [4]).

3. The adequate training demands precise allocation of knowledge as independent purpose of educational activity and also representation of knowledge in the form of logical coherent system, since without regular development of knowledge no effective formation of abilities takes place.

4. Knowledge and practice constitute two parts of the single process of the world development. Knowledge is considered to be a peculiarly discrete moment of practice. The theory constantly expands opportunities of practical activity, promoting development of new abilities and competences. Practice gives impetus to the development of knowledge.

Unsolved problems of the competence approach produce difficulties for its effective

realization; they are serious enough and can be formulated as following questions:

1. How can the competence standard be operated? Is it possible, within the competence approach, to present the process of mastering the educational material, the procedure of monitoring its results as a sequence of steps?

2. What are the specific competence requirements to results of the pupils' training? How can we avoid ambiguity, subjectivism, certain abstract wishes, comeback to "knowledge" approach while formulating didactic units of the "competence" standard?

3. How can the influence of the "knowledge - abilities - skills" and competence approaches be reflected in the vision of social development prospects? What should be correlation of accents in understanding of importance of two abovementioned approaches in the aspect of recognition of priorities in the Russian educational system?

While searching for the answer to last question, our attention was attracted by A. L. Andreev's view. In his opinion, "the competence approach does not only touch upon didactics, technique and organization of the educational process, but, in its essence, it is also a *social strategy* focussed on the sphere of education" [1, p. 23], connected with adaptation of educational tasks to some particular features of social - historical situation. We can realistically claim that the accent that is on a priority role of transfer of knowledge as unconditional foundation of education is based on the official recognition of the cognitive process, knowledge, education as true values.

Taking into account the fact that the project of modernization has not developed yet and the society has to linger in a situation of historical uncertainty, it is necessary to create such educational system which will be capable of solving *tasks of different type*. A. L. Andreev puts forward an idea "of two-segment educational model, in which studying of fundamental disciplines, traditional for the Russian education, is combined with applied knowledge of the social - technological

orientation" [1, p. 26]. The set of fundamental disciplines constitute the foundation of global, systematized understanding of social reality. Mastering applied social knowledge is aimed at acquisition of certain competences. Such an approach allows to recognize each approach as having its own place in the general process of the Russian education improvement.

What is said does not mean hopelessness of competence approach problems but specifies normative -expedient correlation between "knowledge" and competence approach. Accordingly, understanding the necessity of the given problematic development, we do believe it is significant to emphasize the following points.

We accept the opinion of the scientists (J. I. Dick, E. V. Titov, A. V. Chutorskoj etc.) who consider that the core competences should be viewed as the component of the personality-oriented educational paradigm [6; 7]. Applying the competence approach to the educational process on the whole and to pupils' activity, S. N. Tchistjakova notes that readiness as a quality which includes knowledge, abilities, skills, motivation for particular actions can be named as "a functional condition of a person, the result of the mental processes preceding an activity" [8, p. 9]. Readiness for an activity can be presented as the educational competence in the context of the personality-oriented education paradigm, which is characterized by A. V. Chutorskoj as "the set of the interconnected semantic orientations, knowledge, abilities, skills and experience of pupil's activity, that is necessary for the realization of personally and socially significant productive activity in relation to a certain circle of the objects of reality" [7, p. 143].

Core competences as a desirable result of education do belong to the personally oriented paradigm, which is clearly seen from the grouping of the competences according to their kinds, offered by Zimnyaya; it must also be taken into account that "competences are some internal, potential, hidden psychological new formations: knowledge, notions,

program (algorithms) of actions, system of values and relations which then are reflected in a man's competences" [2, p. 8]. According to the viewpoint, I. A. Zimnyaya differentiates three basic groups of the competences: competences concerning oneself as a personality, as a subject of vital functions; competences concerning a human's interaction with other people; competences concerning a human's activity, manifested in all its types and forms [2, p.8]. Such a classification seems rather expedient in the way of maintaining the unity of pedagogical and psychological aspects of the pupils' education.

What has been said cannot but draw the attention to the fact that a teacher's ability to form pupils' core competences will be entirely dependent on the level of his readiness for realization of the personally oriented approach in pedagogical activity.

One more aspect of the discussed problem is of interest.

The nature of competence, in J. Raven's opinion, which we would like to agree with, is that it can only be revealed in an organic unity with man's values that is on condition of man's deep personal interest to the given kind of activity. In this sense, according to G. Raven, competence acts as a major substantial basis allowing to formulate four main consequences about the necessity of:

- reevaluation of views on each child's abilities, as all pupils may become competent, having made their choice in the wide spectrum of occupations; it is important to see the child from the point of view of his possessing a unique set of qualities, important for success in this or that sphere;

- reformulation of the aims of education, when in the foreground there should be

the task of person's development on the basis of individualization of training;

- the changes of training methods which should assist revealing and formation of the pupils' competences depending on their personal inclinations and interests;

- sharp refusal of traditional procedures of the pupils' testing and assessment of the educational programs [5].

The named problems within the question of correlation between knowledge and competence approaches appear directly interconnected with professional and personal (including value) self-determination of the subjects of the educational process.

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