

TRANSVERSAL COMPETENCES AS A RESULT OF STUDENT'S MODERN WORLD VIEW FORMATION

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ABSTRACT

In this article we are talking about competence - which is an integrated result of the interaction of several components: motivational - expressed in interest in activities and the presence of personal meanings for solving problems; target - associated with the ability to set personal goals, the ability to design actions and deeds; orientational - provides for accounting for external and internal levels of activity; functional - knowledge, skills, ways of working, information literacy are used to form their own models of actions and decision-making; control - the presence of accurate meters of activity and its results; evaluative - introspection and adequate assessment.

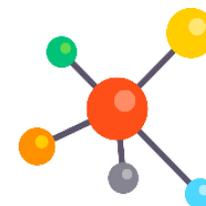
KEYWORDS

Competence, integrated result, subject-specialized and general competencies, evolutionary worldview, transversal competencies, civic culture, intercultural interaction, intergenerational relations, social responsibility.

INTRODUCTION

In pedagogy, the definition of “competence” is an integrated result of mastering the content of the educational process, expressed in the readiness of students to apply knowledge, skills and abilities. Also,

the ability to apply methods of activity in different life situations in order to solve theoretical and practical problems.



The peculiarity of the training of a modern professional lies, among other things, in the need to form a system of competencies in him. Our closest understanding of competencies lies in the Tuning project, which states: “Competences are a combination of characteristics related to knowledge and its application, to positions, skills and responsibilities that describe the level or degree to which an individual is able to implement these competencies” .[one] The English scientist S. Adams states that: “...competencies are a combination of characteristics regarding knowledge and its application, skills, responsibilities and positions and are used to describe the level or degree to which a person can demonstrate them. Competences can be demonstrated and therefore evaluated.”[2] The Tuning project writes: “... the language of competencies also allows you to describe common reference points for various subject areas, offering a kind of non-prescriptive coordinate system for the academic community (we are talking primarily about subject competencies).”[1] The concept of "competence" includes: "... knowledge and understanding (theoretical knowledge in the academic field, the ability to know and understand), knowledge as an action (practical and operational application of knowledge in a particular situation), knowledge as being (values as an integral part of the way of perception and life in social contact)".[3]

Most scientists distinguish subject-specialized and general competencies: “Subject-specialized competencies refer to subject areas that provide the originality of specific educational programs while observing the only important principle: the result of education is to ensure the graduate's competence in the designated field of activity. General - associated with a wide range of personal qualities necessary for the implementation of subject competencies, i.e. characterize the personal qualities of the student. In the Tuning project, the list of general competencies

includes 30 items, divided into three main groups: instrumental, interpersonal and systemic competencies. In turn, each of these groups of competencies can be differentiated into specific competencies that determine the skills, abilities and skills acquired in the learning process. [3]

The formation of an evolutionary worldview (first of all, its activity-practical component), in our opinion, is the basis for the formation of transversal competencies in students. “Transversal competencies are universal, or key, because they are based on generalized knowledge and skills, skills and experience of attitude, the formation of which goes beyond the development of academic disciplines by future teachers. These competencies at the international and national (state) levels are aimed at solving urgent democratic (civil), socio-economic, environmental and other problems in modern Europe. At the educational level (at the level of an educational institution), these competencies allow teachers to master effective strategies and methods for managing new situations that arise on the basis of sociocultural changes in society, school, student groups, extracurricular associations, as well as master non-violent ways to prevent and resolve conflicts. [4]

“The transversal competencies of a teacher are based on knowledge, understanding, abilities and relationships in the following areas:

- 1) Civic culture (willingness to live, work and cooperate in a variety of traditions, lifestyles, experiences, languages, religions and beliefs);
- 2) Intercultural interaction (readiness for dialogue and mutual understanding, possession of non-violent ways of preventing and resolving conflicts, etc.);



- 3) Intergenerational relations (in the context of an aging society, be able to establish appropriate relationships with various categories of older people, anticipate and adequately assess their own opportunities and problems that may arise at different stages of old age);
- 4) Social responsibility (to be aware of one's rights and obligations, to respect the personal space of another, to show environmental responsibility in personal, social, economic, professional life, to show morality, humanism, courage and responsibility in dealing with complex social problems - social cohesion, responsibility to future generations etc.)".[4]

“Possession of transversal competencies will allow teachers to model in the educational process of the school democratic processes and processes of student participation (in various situations), based on respect for human rights, human dignity, acceptance of a diversity of visions of problems, and intercultural dialogue. The formation of these transversal competencies in the teacher will contribute to the development of the skills necessary for the students to live together in a democratic society.”[4] It is our deep conviction that the possession of these competencies will help the teacher in solving the problem of developing the evolutionary worldview of schoolchildren. Transversal nature will have all the competence of the teacher to develop the evolutionary worldview of schoolchildren. The formation of the future teacher's competence in goal-setting and forecasting the process of formation of the evolutionary worldview of schoolchildren is determined by:

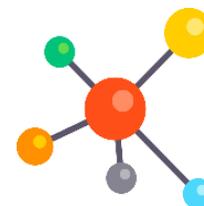
- The ability to formulate goals for the development of the components of the evolutionary worldview of schoolchildren and to single them out in an

integral system; willingness, on the basis of specific goals, to determine educational and upbringing goals, taking into account the individual manifestations of schoolchildren; possession of information and knowledge of the analysis of the subordination of certain components in an integral system.

- The presence of prognostic skills, involving the design of activities for the development of components of the evolutionary worldview of students (taking into account their development in certain age groups);
- The presence of predictive skills aimed at the dynamics of changes in the values of a developing society, school, educational space. Goal-setting and forecasting can only be carried out taking into account the verification and analysis of the level of development of the evolutionary worldview of students, the effectiveness of their education and upbringing, therefore, another competence is combined with the described competence: the diagnostic and analytical competence of the teacher:
 - The accuracy of the criteria and indicators developed by the teacher for the development of the components of the evolutionary worldview of schoolchildren;
 - Use of a system of diagnostic methods;
 - Experience in the implementation of diagnostics;
 - The ability to conduct analysis and introspection of activities.

We have singled out one more competence of the teacher in the development of the evolutionary worldview of the student. This is the teacher's possession of a certain model for the development of the student's evolutionary worldview.

She suggests:



- Awareness of the role of worldview in the structure of personality;
- The ability to modify the model, taking into account the specifics of the student's personality, as well as the demand for the development of the student and the demand for the development of various components of the worldview;
- The ability to apply model options under the influence of changing conditions for the functioning of an educational organization and the requirements of a sustainable development society.

The technological competence of the teacher is necessary for the development of the evolutionary worldview of schoolchildren, which involves:

- The teacher's possession of various technologies for the development of an evolutionary worldview;
- Experience in the effective application of pedagogical technologies for the development of the evolutionary worldview of schoolchildren;
- The desire to improve the existing ones, or to create a personal effective technology for the development of the evolutionary worldview of students;
- The teacher's openness to innovation, to the content-technological renewal of the educational process, in particular, the process of developing an evolutionary worldview.

Psychological readiness for the development of the evolutionary worldview of schoolchildren implies a positive experience of communication with students, their representatives, and colleagues; the ability for personal and joint reflection with other subjects of the educational process. Analytical and evaluative preparation of the teacher for the development of the worldview is important, assuming the readiness to

apply the criteria for the growth of the components of the evolutionary worldview of students. Undoubtedly, it is planned to develop a system for evaluating the development of the evolutionary worldview of students. For specific teachers, the formation of competencies for the development of the evolutionary worldview of schoolchildren varies from complete absence to a very high level. We took into account that in the absence of knowledge and practice in the development of a worldview, absolute unpreparedness for this process is possible.

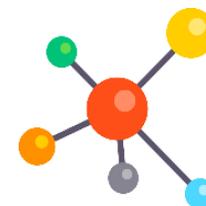
Therefore, we have singled out 5 levels of the teacher's formed competencies for the development of the evolutionary worldview of students: These are non-professional, low, medium, theoretical and theoretical-operational.

At the first, non-professional level, the teacher does not know which components of the evolutionary worldview need to be formed and why.

At the second low level, the teacher is aware of the components of the evolutionary worldview, which, in accordance with modern approaches, should be developed in students, but does not understand the purpose of their development.

At the third middle level, the teacher knows what components of the evolutionary worldview should be, understands the corresponding goals, but is not aware of their interrelationships, is not ready to operate with concepts and operations, i.e. implement goal setting.

At the fourth theoretical level, the teacher knows which components of the evolutionary worldview should be developed, understands the corresponding goals, is aware of their interconnections, and is ready to operate with concepts and goal-setting operations.



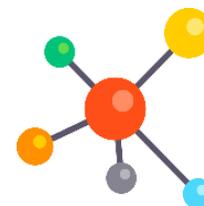
Works on different components of the evolutionary worldview in accordance with the goal.

At the fifth theoretical-operational level, the teacher knows which components of the evolutionary worldview should be developed, understands the corresponding goals. The teacher easily operates with concepts, works on different components of the evolutionary worldview in accordance with the goal. Freely formulates the goals of development of the components of the evolutionary worldview of schoolchildren.

Thus, the educational space of the university for the formation of the evolutionary worldview of students in the context of the sustainable development of our society should be supplemented by the possibilities of the sociocultural environment (as a set of educational, informational, social, cultural, political, etc. organizations and structures), as a result of the interaction of which occurs the formation of a person's worldview, focused on the interests of the survival of mankind in the current crisis conditions and its full-fledged future development.

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