

COMPETENCY APPROACH IN THE PROFESSIONAL TRAINING OF MANAGERS: HISTORY AND MODERN TIMES

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Abstract

The article reveals the historiography of the problem of the formation of a competent approach to the training of managers in higher educational institutions and the influence of general educational trends on the development of a competent approach to education. In the development of educational trends, there are three stages (up to 60-ies of the XX century, 60-70 years of XX century, high light sin the genesis of the problems of training managers, the authorial so considers three stages: the first (from 1946 to the beginning of 90-ies of the XX century), the second (from the early 90's of the XX century to the 2000's of the XXI century), the third (from the beginning of the XXI century to the present time). Each phase contains the fundamental events that have caused the change in our developed periods, including the problems of the system's format ion professional education of future managers (managers); improvement to fide as of competence approach in education.

Keywords: historiography, genesis, competency approach, education, future managers, period, formation.

Introduction

The problem of forming of a competency approach to education for future managers has a number of peculiarities: a brief history of a specialty 'Management' in Ukraine formation; poor development; complexity. The last feature forces us simultaneously to take into account the phase synchronization of three processes at the construction of historiography: the question of the emergence of a competent approach, the formation of higher professional education managers, the genesis of the theory of management.

Main material presenting

The emergence of a competent approach in education is the result of objective historical processes that take place in society. In its occurrence and formation, it is possible to allocate three periods.

In the first period, scientific preconditions for the approach to learning were formed based on competence formation. It covers the period until the 1960's. Prominent thinkers of antiquity attached great importance to the study of human behavior and knowledge of the world. So, the ideas of Socrates were based on the study of the dependence of knowledge about an object (competence) from practical activity. Democritus first expressed an idea, which in modern interpretation can be expressed in words: think – to speak – to do. According to Plato, for a person to be able to master successfully any craft (profession), he must possess certain natural properties. In terms of modern vocational education, their ideas can be expressed as follows: the development of professional competence is based on 'improving personal qualities (soul), intellectual ability (thought) and practical activities (actions)'

The idea of developing professional abilities of a person in practice is inherent in the period of the Enlightenment. In the teachings of French thinkers, it is indicated that man has inexhaustible possibilities for perfection. These ideas influenced the development of psychological and pedagogical theories, which emphasize the importance of reinforcing theoretical knowledge of practical activities. In the writings of J. J. Russo there is a positive influence of the experience acquired by man. I. Pestalozzi in his studies emphasized the need to combine learning with professional work.

The relationship between learning with work and life was considered by W. Humboldt [1], A. Disterweg [2], R. Owen [3], and others.

The emergence of scientific teachings and theories of the beginning of the XIX-th also influenced the formation of views on the possibilities of becoming a specialist. Influence of the social environment on a person who studies the organic theory of society, gave

an opportunity to draw a conclusion on the importance of social knowledge for a person, the inclusion of social component in the professional qualities. Conclusion on the relationship between personality development and stimuli, suggested that the professional environment influences the development of professional competence of a specialist – all these conclusions are based on the idea of E. Thorndike on the implementation of intellectual abilities of a specialist in practical work [4]. Ye. G. Erickson mentions the notion of ‘competence’ in describing of eight stages of human development. [5] In describing personal orientation, Maslow discloses the concept of ‘competence’, which compares the value and behavior associated with the self-actualization of personality [6]. In Ukrainian science, under the influence of various ideas, there were also ideas about the approach to learning based on the formation of competence. In this period of the formation of a competent approach, the training of managers was not discussed, because there was no such profession. These thinkers and scientists laid the philosophical and conceptual foundations of a future approach based on the formation of competences.

In the 20th century, the basis for an effective organization of work was professional activity and qualification. In the United States, starting in the 1930s, the concept of qualification was considered to systematize the spheres of employment. It is the emergence of the concept of qualification gave impetus to the emergence of the scientific concept of competence.

Friderik Taylor's book ‘Principles of Scientific Management’ was published In 1911, for the first time, which is considered the birth date of management science. That is, during this period there was a separate science and a separate profession - the manager.

The training of a competent specialist has now been considered based on the practical orientation of higher education. For the first time, the term ‘competence’ was used by R. White (1959) when describing the individual features of a person. He regarded it as ‘an effective interaction (person) with the environment.’ In the Soviet Union one of the first developers of the prerequisites for justification and the emergence of a competent approach in management became O.K. Gastev, who formulated specific requirements for the general cultural and professional competencies of the employee.

It was at this time that the Soviet Union was more precisely in 1946 by the decision of the Central Committee of the CPSU (b) for the first-time organized training of leading party personnel. Since this year the complex of higher educational institutions of the corresponding direction began to operate.

Select a unit of the historical process we are investigating [7]. In our opinion, the unit of the investigated historical period of the formation of an approach based on the competences in the education of managers in Ukraine – an indicator of the change of periods – it is advisable to use the emergence and development of the interest of the scientific and educational society to the formation of competence of future managers.

The subject of our study is a complex in its characteristics, and therefore, when considering each stage of its development requires taking into account several basic parameters. Among them: education and development of the higher education system of future managers; perfection of ideas of competent approach in education;

In the genesis of the problem of competence formation in future managers, we distinguish the stages: – the first (from 1946 to the beginning of 90's of XX century); – the second (from the beginning of 90-ies of XX century to 2000 year of XXI century); – the third (since the beginning of 2000 of XXI century to the present time).

Before the party schools were assigned two main tasks: education and comprehensive preparation for the leadership of the members of the Communist Party of the Soviet Union [8, p. 1019]. Even though party schools were preparing managers not for a particular industry, but for the entire national economy as a whole, party personnel were convinced that they were capable of effectively setting up the work of any enterprise. At the same time, such managers could not take on their own basic managerial decisions, such as, for example, recruitment of employees, search of competitive partners. However, the process of learning party leaders can safely be considered a prototype for modern professional training managers. The training of party leaders has become a solid foundation for the further development of the business education system. In this period, the development of a general management theory abroad has been considered in the Soviet Union. Domestic scientists considered some of its elements within the framework of higher education of the country. The publication of theses, in which the authors considered different management problems, also evaluated the degree of influence of management on the success of education in high school (B. Ananiev, A. Dikunov, V. Yakunin, etc.). But in general, in this period, the training of managers and managers in the Soviet Union is not conducted and no issues of vocational education managers of different levels are not considered. In this regard, we can confidently state that the concept of organizing the training of future managers based on the creation of competences in Ukraine has not yet existed. The competent approach in Ukraine has not yet been used by educators.

In the same period since the end of 1960s in the western literature a special direction – a competent approach in education.

In the second period (60-70s years of the XX century) the emergence of a competent approach in the world was the formation of a scientific basis for identifying mechanisms for the creation and improvement of competence as a person's personal quality rights, the emergence of the idea of competence as the basis of professionalism. In this period, the category 'competence' is introduced into scientific circles. Determination of competence is studied in conjunction with the concept of motivation.

In the United States, research was devoted to the importance of forming competences in the process of learning. Among the first works is the article by D. McClelland, 'Testing Competency, Not Intellect', published in 1973 [9]. Scientific work was undoubtedly successful, and the competence approach began to be implemented in educational systems in Germany, France, Sweden and other countries.

In the early 70's the theory of the importance of motivation and competence for economic and political development, management, professional success, which has been successfully applied in practice, was put forward. It has been shown that it is competence that forms the basis of effective work, and competences themselves are formed through different types of development and learning.

The third period (70s of the XX century to the present time) is characterized by the allocation of competence and competence as a subject of scientific analysis, the creation of tools for its practical application in various fields. In the 80s, the definition of competence was given as 'the basic characteristics of the individual, which underlies the effective performance of work' (R. Boyatzis). Competences include ability to interact with people, excellent communication skills, high level of motivation, precise and positive self-esteem, ability to logical thinking, and also to rational use of resources. The American approach to competences highlights its focus on determining the behavioral characteristics necessary for the successful performance of a person's professional activities. In the 1980s, in the UK, a 'functional approach' appeared the main idea of which was to work effectively in accordance with standards, that is, competencies. In the late 1990s, the concept of 'competence' was considered wider, it included in addition to functional competences, basic knowledge and personal characteristics. In France, interest in a competent approach arose in the 1980s. In the German system of vocational education, the competent approach was introduced in 1996.

In the curricula the standard typology of not only professional and technical competences, but also personal and social competencies began to be indicated. Austria's competency approach, like the German one, describes key qualifications through 'functional

and professional qualifications that include non-specific specific capabilities and abilities of the person's structure.' Here are three main types: cognitive, social and personal competencies. Thus, various international schools contributed to the development of a competent approach.

As part of the third period, the development of a competent approach in higher education. In this period, in the world of educational practice, competence acts as one of the central concepts, competencies and competencies as a subject of comprehensive consideration.

There are three stages of formation of education in the USSR in general and in Ukraine in particular, based on competences (I. Zymnia). At the first stage (60-70-ies), the very scientific concept of 'competence' was studied, the preconditions for differentiating concepts competency and competence were identified. Appeared competence-based education (CBE) in the United States. The concept of 'competence' to the theory of language, transformational grammar (N. Khomsky) was used.

At the second stage (70-90-ies), studies were devoted to assessing the ability to apply competence and competence in the theory and practice of language learning, in professional management education, in communication learning. At this time, the concept of 'social competence and competence' was derived and described.

In 1984, in London, the work of J. Raven 'Competence in a Modern Society' [17] was published, which provides an expanded explanation of competence and set out their 37 categories. Types of competency are presented as different target person's abilities. Other researchers not only systematized the concept of competence but emphasized that competence is the ultimate learning outcomes. A list of competencies for different types of activities was developed. There is a reorganization of views on the organization of training; training begins to be evaluated from the point of view of the formation of the results.

In Soviet pedagogy, the concept of competence as a term describing the result of learning, begin to be used only in the last quarter of the twentieth century.

In the Soviet encyclopedia (1960), this concept was not at all. Only in the next edition appears the notion of 'competence'. In the encyclopedic dictionary (1983) the notion of 'competence' of 'competence' is identified. The Dictionary of Foreign Languages (1985) already separates these concepts.

The third stage (the end of 1990 and the beginning of the XXI century) is characterized by a wide introduction of a competent approach to education.

The second period of becoming a competent approach to training managers in Ukraine can be defined from the early 90's. XX century to the beginning of the XXI century. The main historical event of the mid 80-ies was the proclamation in the USSR of 'perestroika'. The new independent state –Ukraine was already formed in accordance with other political and public laws and had another system of higher education with a fundamentally different content. In the times of the USSR was taken a course on market economics and business development. Economic stability and profitability of enterprises became directly dependent on the level of managerial competence of management at all levels. The importance and relevance of specialized training to management activities became apparent.

The UNESCO documents identified a list of competencies that should be considered as the desired result of education. The report of the International Commission on Education for the twenty-first century. 'Education – a hidden treasure' (1996), formulated 4 competences of the global order: to learn to acquire knowledge; learn to work; learn how to live together; learn to live [16]. At the symposium in Berne (March 1996), the Council of Europe program adopted 5 groups of key competencies: 1) political and social competences; 2) competences related to life in a multicultural society; 3) competences relating to the possession of oral and written communication; 4) competencies related to the growth of information society; 5) the ability to learn throughout life as a basis for continuous learning.

The Cabinet of Ministers of Ukraine, by its resolution of May 18, 1994, approved the direction of professional training –'Management' # 325. This is the starting point from which in Ukraine the work on professional education of managers in the country's high education establishments was started. During this period, the country began a real boom of knowledge in the field of management: translations and mass publication of relevant literature, held various levels of training and seminars, scientists discussed the problems of management at roundtables and scientific conferences.

The Bologna Declaration, signed in 1999, contributed to the creation of the European Higher Education Area. The Bologna process has contributed to the introduction of a competency-based approach to higher education, based on the following components: the European Credit Transfer and Accumulation System (ECTS), the TUNING project, the Dublin Descriptors (a general description of the levels of competence relating to educational outcomes for each cycle of study) in the context of the European Framework of Qualifications in Higher Education. Dublin descriptors are based on learning outcomes and competencies.

Learning outcomes are defined in the form of knowledge, skills, subject-specific, and formed during the study of discipline.

Educational results are the stages of formation of a certain competence.

In this case, competence is determined by a set of more generalized knowledge, skills, skills (ownership), aimed at addressing a wide range of educational-social-applied and professional tasks [12].

Learning outcomes and competences according to the Dublin descriptors are based on the elements: 1) knowledge and understanding; 2) application of knowledge and understanding; 3) judgment; 4) communicative skills; 5) the ability to self-study. These descriptors for degrees and qualifications are a universal tool for describing qualification requirements for all higher education cycles. This allows for the comparability of national qualifications frameworks, on the one hand, and the comprehensive qualifications framework for the European Higher Education Area and the European Qualifications Framework for lifelong learning on the other [10]. In 2003, the Berlin Communiqué stressed the need to establish a structure for comparable and consistent qualifications for national systems of higher education.

The intensification of research in the area of competence in Ukraine is due to its integration into the international and European space. The analysis of pedagogical literature, recent research on the problem allows us to conclude that the attention of many researchers in the competence approach is concentrated mainly on theoretical and methodological principles of the problem.

Socio-cultural [11], professional-activity aspects [12; 13; 14; 15] of this problem, pedagogical concepts and theories substantiate the need for competent education.

The development of competences is a long process and is carried out in the course of educational, social-professional activities and self-education.

Competences are formed in a complex way, in the course of all forms and types of student activity. The competence approach is aimed at strengthening the personality oriented learning and activating the students' independent work, strengthening the practical orientation of the educational process, defining the results of education as indicators of the student's readiness to apply competencies for solving various tasks; expanding university connections with employers, the scientific sphere, business. O.L.Zhuk distinguishes the types of competences:

- special (subject) defining the possession of professional activity;

- general-purpose (general subjects), connected with several subject areas or types of professional activity, which must be mastered by a graduate within the profession;

- key (basic, universal), which contribute to the effective solution of various tasks and the implementation of socio-professional functions based on knowledge, skills, universal abilities [12].

Competency approach is presented in educational standards at different levels and in different contexts. At the terminology level, terms and definitions are given in the standards. As general objectives of specialist training are: formation and development of social-professional, practical-oriented competence, which allows to combine academic, social-personal and professional competencies to solve problems in the field of professional and social activities. The next level involves the formation of three groups of competences: academic competences (knowledge and skills in academic disciplines, ability to study); social and personal competencies (cultural-value orientations, knowledge of ideological, moral values of society and the state, ability to adhere to them); professional competences (ability to solve tasks, to develop plans and to ensure their implementation in the chosen field of professional activity). Then, each group of competencies is considered at the level of regulatory requirements for specific competencies [15].

Competency approach in educational standards is presented at the levels:

- Competent content of the studied disciplines ('know', 'be able', 'to own');
- Scientific and methodological support of the educational process;
- Diagnosing student / graduate competencies.

The branch standard of the educational-professional program of training managers of the field of knowledge 07 'Management and administration' of specialty 073 'Management' distinguishes the following types of competencies integral competence; general; special (professional, substantive) competencies.

Competency approach allows implementing competent-oriented models of training specialist in specific institutions of higher education. It contributes to the creation of an educational environment and the formation of certain competencies of students in the institution of higher education at the university, faculty, departmental levels and the level of a specific teacher. At all levels, educational and methodological documentation, educational technologies for the formation and diagnosis of socio-professional competences are being developed and implemented. It should be born in mind that the formation of those or other competences takes place not only within the framework of separate educational

disciplines, but is the result of interdisciplinary ties, educational technologies, methods, organizational forms, educational and educational environment.

Describing in general the research interest in training managers based on the competence approach in his today's understanding, it is too early to talk about the formation of competencies for future managers. The pedagogical system of vocational training on this problem remains unworked, and the work related to education based on the formation of competences for future managers is not at all.

The third period (from the beginning of the XXI century to the present). The large-scale development of business, which has captured all sectors of the economy, has become the main trend of the beginning of the XXI century in our country. Every year, there is a growing need for competent, skilled managers who have all the necessary modern manager knowledge, skills and abilities. During the last ten years the specialty 'management' is one of the most desirable and popular, not losing ground to such prestigious specializations as 'jurisprudence' and 'economics'. However, the unceasing demand for managers of all levels imposes high demands on the knowledge and skills of future specialists. A competent modern manager must comprehensively, at the level of world standards, have knowledge, skills and skills in his profession, be aware of contemporary world trends and navigate both in the global economic and information space, achieving his own management objectives.

But without basic education, which is guaranteed by higher education institutions, the qualitative training of managers is impossible. This fact leads to the emergence of a great number of various studies that have been carried out since 2000, which addresses the issues of competent approach to the organization of education of future specialists in different specialties. The training of managers also during this period becomes a subject for research, which is conditioned by social orders of the society to the level of education and competence of managers of all levels.

Among the most significant are the studies of I. Babin, P. Bachinsky, I. Drach, M. Nagach and others.

At the same time, the problem of organizing the training of future managers based on a competent approach is still not enough. For example, the problem of the formation of a competent approach to the education of students of the law of the specialty of management was investigated in the works of L.Batchenko, L.Vaschenko, M.Drobnokhod, L.Karashchuk, N.Kolominskyi, V.Krizhko, S.Krysiuk, O.Marmaz, Ye Pavliutenkov, T. Rohov, T. Sorochan and others.

In the process of studying works relating to the third period of our historiography, we were unable to identify any work that directly refers to the formation of a competent approach to the preparation of future managers. The analysis carried out proves that the problem we have chosen is poorly understood.

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Conclusions

Summarizing mentioned above, it should be emphasized that the third stage of the problem we are examining is characterized by key transformations in the system of higher education in the country, an official full recognition of the competence approach as a comprehensive educational foundation, as well as the increasing number and quality of research related to the issues of the formation of competency an approach in training specialists of different directions, including future managers. The historiography analysis of the problem we examined showed that this question is relevant for the further development of the theory and practice of higher management education and needs further development.

Undoubtedly, the competence approach in the educational process of institutions of higher education is the basis of high-quality professional training of modern specialists, managers particularly. These are the competences (integral, general, professional, specific) that are formed and developed in the process of professional training, and then in the professional field of practical activity is the basis of successful and effective self-realization of each specialist.

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