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1.4. ROLE OF THE COMPETENCY-BASED APPROACH IN THE PROCESS OF FUTURE ELEMENTARY SCHOOL TEACHERS' PROFESSIONAL GROWTH

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***Abstract.** The article considers the role of the competency-based approach in the process of future elementary school teachers' professional growth. On the basis of the analysis of psychological and pedagogical literature, the essence of the concepts of "competence", "competency", "competency-based approach" has been determined. The views of well-known scholars on the competency-based approach introduction in the educational process have been noted. The features of the competency-based approach in the professional training of future specialists have been analyzed and summarized. Based on scholars' scientific achievements, the role of the competency-based approach in the process of future elementary school teachers' professional growth has been determined and theoretically substantiated. It has been proved that the relevance of this research is to study in detail the influence of the competency-based approach on the process of future elementary school teachers' professional growth, since this approach is the key to the successful professional growth of future teachers and their formation as highly educated and competitive specialists.*

***Keywords:** future elementary school teachers, competence, competency, competency-based approach, professional growth.*

***Problem statement.** At the present stage of the development of education in Ukraine, scholars pay considerable attention to the competency-based approach introduction in the process of professional training of future specialists. Undoubtedly, this also applies to the training of future elementary school teachers, since it is the competency-based approach which determines the quality improvement of their training, promotes the process of the professional growth and introduces new educational elements (competencies and competences) into the professional training.*

***Relevance of the research.** The competency-based approach introduction in the educational process shows that the professional development of a teacher should*

be considered as a holistic process of a future specialist's general cultural and professional growth. In view of this, the role of the competency-based approach in the process of future elementary school teachers' professional growth is becoming increasingly relevant.

The connection of the author's work with important scientific and practical tasks consists in the detailed study of the competency-based approach and determination of its influence on the process of future elementary school teachers' professional growth. ***The purpose of the article*** is to determine the essence of the concepts of "competence", "competency", "competency-based approach" on the basis of the analysis of scientific literature; to find out and theoretically substantiate the role of the competency-based approach in the process of future elementary school teachers' professional growth.

Analysis of recent research and publications. Many famous scholars have analyzed the problems of introducing the competency-based approach in the educational system. In the scientific achievements of I. Zadorozhna, O. Solovova and T. Sorochan, future teachers' competences acquired in the process of professional training are highlighted. Investigations by V. Aleksandrova, L. Koval and O. Savchenko relate to the formation of future specialists' competency. Scientific searches by D. Ivanov, M. Kuznietsov, N. Nahorna, N. Olefirenko, T. Pilchuk, N. Pobirchenko, L. Seballo, A. Khutorskyi are focused on the introduction of the competency-based approach in the educational process and its peculiarities.

Unsolved parts of the general problem to which this article is devoted. The analysis of scientific experience of native researchers shows that the study of the role of the competency-based approach in the process of future elementary school teachers' professional growth requires constant correction in connection with the reform of education in Ukraine. ***Scientific novelty.*** On the basis of the theoretical analysis, the role of the competency-based approach in the process of future elementary school teachers' professional growth is going to be determined and grounded. ***Research methods.*** Theoretical analysis, synthesis, generalization.

Presentation of the main material. Reforming professional training of future elementary school teachers in Ukraine is an integral part of the modern educational system. In view of this, the introduction of the competency-based approach in the educational process and its influence on the process of future specialists' professional growth are becoming more important. We consider interesting the opinion of M. Kuznetsov that the competency-based approach is based on the following scheme: competence (as a given content of education) – activity (as the main requirement of the organization of the educational process) – competency (as a competence acquired during the activities) [6, p. 38]. In order to disclose the essence of the competency-based approach, it is necessary to consider the concepts of "competence" and "competency" in detail.

It should be noted that the term "competence" does not have a single definition. Thus, I. Zadorozhna considers competence as a set of interrelated qualities of a person (knowledge, skills, experience, work methods) within a certain range of subjects and processes which are necessary for high-quality productive activity; a set of knowledge, skills and abilities which are formed during the study of a discipline,

as well as the ability to perform one or another activity on the basis of acquired knowledge, skills and abilities [3, p. 11]. An important comment is made by T. Sorochan, who states that competence can be considered "as an opportunity to find the connection between knowledge and the situation, as the ability to identify a procedure (knowledge and action) which is suitable for solving the problem. Having a competence does not mean being a scholar or educated. Having a competence means to master skills, be able to detect acquired knowledge and experience in this situation" [14, p. 11].

We agree with the opinion of O. Solovova, who refers the following points to a future teacher's main competences: 1) social and psychological competence (associated with the readiness to solve professional tasks); 2) communicative and professional and communicative competence; 3) general pedagogical professional competence (psychological and pedagogical and methodical); 4) subject competence in the field of teaching specialty; 5) professional self-realization [13, p. 8].

The analysis of discussing the concept of "competence" by scholars makes it possible to define competence as the readiness of a future specialist to apply the acquired knowledge, skills and abilities in practice. As for competency, it also has many interpretations in pedagogy. The most common one in the scientific literature is the definition of competency as a set of knowledge and skills necessary for effective professional activity: the ability to analyze, predict the effects of the professional activity, use information [2, p. 96].

L. Koval determines competency as an important component of the future teacher's professionalism. According to the scholar, a competent teacher is a professional who not only acquired the full scope of knowledge on the subject, but also the ability to form the internal motivation of the learner's cognitive activity, get a point across clearly, logically and affordably, organize cooperation during the lesson, find ways of optimal communication, be able to fulfil creative potential, develop thinking [5, p. 42]. According to O. Savchenko, competency means a confirmed ability to use knowledge, skills and personal, social and methodological capabilities in work, training, for professional and personal growth [11, p. 19]. It should be noted that, according to V. Aleksandrova, the main components of competency are: 1) knowledge, not just information, but fast-changing, dynamic, diverse, which must be found, sifted out of unnecessary, transformed into the experience of the own activity; 2) the ability to use this knowledge in a particular situation; understanding how to acquire this knowledge, which method is needed; 3) an adequate self-assessment, understanding of the world, one's place in the world, definition if the specific knowledge necessary or not for one's activity, as well as the method of its acquisition or use [1, p. 4].

After analyzing various definitions of the concept of "competency" suggested by scholars, we note that competency is a structured, in a certain way, set of knowledge, skills, experience and attitudes which is acquired in the process of studying at a higher educational institution. Based on the above, we can say that competency is a competence successfully implemented in the activity.

It should be noted that the competency-based approach in the higher education system plays a special role in the formation of a future elementary school teacher's

personality and their professional growth. A scientist D. Ivanov defines the competency-based approach as a one which emphasizes the result of education. He believes that the result is not the amount of the acquired information, but the ability of a person to act in various problem situations; it is an approach in which results are recognized as significant outside of the educational system [4, p. 23].

According to T. Pilchuk, the general idea of the competency-based approach is competency-oriented education, which aims at the complex acquisition of knowledge and methods of practical activity, through which a person successfully fulfils personal potential in various spheres of life. The most important specificity of the competency-based approach is in the fact that not "ready-made knowledge" transmitted by a teacher is acquired, but "the conditions for the origin of this knowledge are important" [9, p. 11-14].

N. Olefirenko states that the main feature of the competency-based approach is the focus of educational process on the implementation of education, which is of a forward-looking nature, the focus on creating conditions for the professional growth, on the formation of skills to learn and independently make responsible decisions, on the formation of the need for self-development, which requires to keep systemacity and scientificity in the training of future elementary school teachers [8, p. 427].

According to N. Nagorna, the competency-based approach puts future specialists' ability to solve problems arising in cognitive, technological and mental activity, in the spheres of ethical, social, legal, professional, personal relationships in the first place, but not their awareness. In this regard, this approach involves a kind of educational content which is not limited to a knowledge-based component, but includes experience in solving life problems, the implementation of key functions, social roles, and competencies [7, p. 266-268].

A researcher A. Khutorskyi emphasizes that the competency-based approach is a set of general principles for determining the goals of education, the selection of the content of education, the organization of the educational process and the assessment of educational outcomes. The scholar submits the following ideas to the above principles: 1) the significance of education is the development of students' ability to independently solve problems in various spheres and activities based on the use of social experience, an element of which is the own experience of those who study; 2) the content of education is the didactic adapted social experience of solving cognitive, ideological, moral, political and other problems; 3) the purpose of the organization of the educational process is to create conditions for the formation of students' experience of independent decision of cognitive, communicative, organizational, moral and other problems that constitute the content of education; 4) the assessment of educational results is based on the analysis of levels of learning achieved at certain stages of studying [15, p. 58-64].

We agree with the opinion of N. Pobirchenko, who determines the following peculiarities of the competency-based approach implementation in the training of future teachers: 1) recognition of competencies as the final result of training; 2) shifting the emphasis from the knowledge of future specialists to their ability to use information to solve practical problems; 3) the focus of training on the process of

professional growth; the orientation of professional training to the future employment of graduates [10, p. 29].

As L. Sebalo notes, the competency-based approach in the training of future elementary school teachers ensures the orientation of the whole educational process to the following basic educational goals: the formation and development of the ability to study throughout life, to self-determination and self-actualization of the individual, to active professional adaptation and socialization, continuous development of individuality, etc. In addition, the scholar is convinced that the main idea of the competency-based approach is that students should receive not unconnected knowledge, skills and experience, they have to develop the ability and readiness to work in different life and professional conditions in the process of the vocational training of the future elementary school teacher [12, p. 34]. Based on the above, we can say that a competency-based approach is an approach to the professional training of future elementary school teachers which is aimed at the implementation of person-oriented training of future specialists, the formation of the readiness and ability of future teachers to act in the current educational market. The essence of the competency-based approach in education is determined by the mainstreaming of the intellectual, communicative, moral, cognitive and informational educational components. The advantage of the competency-based approach lies in the fact that it makes possible to assess future elementary school teachers' knowledge and personal changes they got in the process of studying in a higher educational institution.

Findings. Consequently, the study makes it possible to determine that the competency-based approach is an approach to the training of future elementary school teachers aimed at implementing person-oriented training of future specialists, the formation of future teachers' readiness and ability to work in a modern educational market based on the scheme: competence (as a given content of education) – activity (as the main requirement of the organization of the educational process) – competency (as a competence acquired during the activities). We define competence as the readiness of the future specialist to apply the acquired knowledge, skills and experience in practice. It should be noted that competency is a competence which has been successfully implemented in the activity, that is a set of knowledge, skills, experience and attitudes acquired in the process of studying in a higher educational institution. The conducted research proves that the competency-based approach is the basis for preparing future elementary school teachers for the professional activity in the conditions of the "New Ukrainian School". It is important to note that the competency-based approach plays a significant role in the process of future elementary school teachers' professional growth, since it promotes the formation of highly educated, competent, mobile, self-organized, competitive professionals who are ready to enter the globalized world and an open information society.

Prospects for the use of the research results. The competency-based approach in the field of education needs further scientific research, since it requires future specialists to radically change the purpose, objectives and content of higher education: the transfer of knowledge and skills, the formation of a fully developed personality with life and professional competencies. The prospect of introducing a

competency-based approach in the learning process of future elementary school teachers involves the development of new standards for higher education and the ratio of subject areas with different types of competencies, which will be the driving force in the process of professional growth. Prospects for studying the outlined problem may be the study of the peculiarities of other methodological approaches implementation in the process of studying the issue of future elementary school teachers' professional growth in the context of higher education reform.

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1.5. THE CONCEPT OF DIFFERENTIAL ACCELERATED TRAINING OF SWIMMING, AS A FORM OF PROFESSIONAL COMPETENCE FOR THE FUTURE SPECIALISTS OF PHYSICAL EDUCATION AND SPORTS

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Abstract. *The aim of this work is the study of methods of accelerated training and analysis of theoretical sources on the problem of accelerated swimming lessons and methods of teaching swimming to people of the different age, and also the study of the experience in realizing different methodics of accelerated learning. Extension of existing ideas about the possibilities of technology for learning and teaching, to promote the rational development of coordination, motor, cognitive, functional*