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COMPETENCY APPROACH IN PREPARING PROFESSIONALS IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT IN HIGHER EDUCATION

ENFOQUE DE COMPETENCIAS EN LA FORMACIÓN DE PROFESIONALES EN UN ENTORNO EDUCATIVO DE INNOVACIÓN EN LA EDUCACIÓN SUPERIOR

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ABSTRACT

The peculiarities of the competence approach to the training of specialists in the innovative educational environment of a higher school are disclosed. Competence is shown as a category that is determined by experience, level of professional education, and individual abilities of the future specialist, which assumes a valuable attitude to professional activity, an innovative approach to the performance of professional functions, a humanist pedagogical position, ensures a high level of professional and general culture. The principles of professional competence have been clarified, and the competencies that should be mandatory in the pre-subject content of the innovative educational environment of the higher school have been revealed. The main components of competence are defined, and the mandatory functions necessary for the competence approach in the field of education are identified. In the educational process, students need to create conditions for the development of professional competence,

while applying the elements of the competence approach in professional training in the innovative educational environment of a higher school. Therefore, the article lists these conditions.

Keywords:

Competence approach, training of specialists, innovative educational environment, higher school, professional culture.

RESUMEN

Se destacan las particularidades del enfoque de competencias en la formación de profesionales en un entorno educativo de innovación en la educación superior. La competencia se presenta como una categoría condicionada por la experiencia, el nivel de educación profesional, las habilidades individuales del futuro especialista, lo que implica una actitud valorativa hacia la actividad

profesional, un enfoque innovador en el desempeño de funciones profesionales, una posición pedagógica humanista y un alto nivel de cultura profesional y general. Se establecen los principios de competencia profesional, se revelan las competencias que deben ser obligatorias en el contenido pretemático del entorno educativo de innovación en la educación superior. Se identifican los componentes clave de la competencia y se destacan las funciones obligatorias que son necesarias en el enfoque de competencias en el ámbito educativo. En el proceso educativo, es necesario crear condiciones para el desarrollo de la competencia profesional, aplicando elementos del enfoque de competencias en la formación profesional en un entorno educativo de innovación en la educación superior. Por lo tanto, en el artículo se enumeran estas condiciones.

Palabras clave:

Enfoque de competencias, formación de profesionales, entorno educativo de innovación, educación superior, cultura profesional.

INTRODUCTION

In the context of world globalization, European integration processes and socio-political transformations direct the development of higher education to the training of a competitive specialist who must have a high level of practical and theoretical training, pedagogical and general culture, be professionally competent, intellectually capable, creative, communicative, implement in professional activities educational innovations; to possess innovative technologies of tutoring and pedagogical coaching; to build one's life professional position based on spiritual interaction, equal dialogue with education seekers during training and colleagues in professional activities.

The urgency of the problem requires creative self-expression of the very personality of the future specialist, and full professional self-realization in the process of professional activity. The competence of a modern specialist characterizes his level of professionalism and determines the ability to solve problems thanks to the knowledge, abilities, skills, and experience gained during education and practical activities (Kravchenko, 2015).

The training of competent highly qualified specialists is an important condition for the development of the economy of the countries of the world, social policy, their competitiveness, and prosperity. After all, the leading countries of the world began their economic prosperity precisely from investments and reforms in education, the introduction of a competency-based approach to the training of specialists in the innovative educational environment of higher

education. Therefore, the processes of reforming and modernizing higher education based on the competence approach are gaining special importance today (Druhanova, 2021).

LITERATURE REVIEW

M. Yarushak (2021), in the conditions of training of specialists in institutions of higher education, the peculiarities of the implementation of the competence approach are highlighted. The essential characteristics of the concept of "competency approach" are systematized, the analysis of the process of self-preservation, self-realization, and self-improvement of the person seeking education during professional activity is presented, the terminological unity of researchers regarding the competence approach in the training of specialists in the innovative educational environment of a higher school is shown, the ways of influencing personal formation and qualities are described of the student of education, which, with sufficient motivation, ensures the quality of the educational space. From the practical point of view, the peculiarities of the introduction of the competence approach are outlined. The possibility of implementing the competence approach with an innovative approach to the content, methods, and organizational forms of the educational process has been proven, and the educational process will have a professional and personal orientation

Vakulova (2022) substantiated the presence of an innovative component in the field of education, researched regulatory documents based on the competence approach, namely: standards of higher education and basic education, educational-professional and work programs, the National Framework of Qualifications, etc. through In some links of the educational system, the analyzed documents show a partial insufficiency of the innovative component, a certain inconsistency of the trend of introducing innovations in the educational space has been established. In the field of education, the ways of correcting educational documents are substantiated, and the need for their revision is indicated to implement a competent approach in the training of specialists in the innovative educational environment of a higher school. The theoretical content of the concepts of "competence approach" and "innovation" is revealed; the importance of forming an innovative person in the modern educational space is emphasized. Competence, competence, and competence approach are disclosed as forming the methodological basis for the implementation of the competence approach in the educational system; the relationship between the concepts is shown. Competence, which combines professional and social-communicative skills, is defined as the result of the acquisition of competencies. It has been found that the transition to a competency-based approach in the training

of specialists means a shift of emphasis in the innovative educational environment of a higher school from the accumulation of normatively defined abilities, knowledge, and skills to the development and formation of the ability to act practically. The analysis of international projects in the educational space is presented, which indicates the need to improve the quality of training of specialists and which is aimed at evaluating innovative competence. The features and possibilities of training competitive highly qualified specialists capable of innovation have been clarified. The inconsistency of the innovation strategy of education, gaps in the innovativeness of individual educational programs, and the need to improve the process of training specialists are indicated. It was determined that the introduction of innovations in education, the creation of an educational trajectory for the training of specialists, and the presence of changes in the educational system depend on the state educational strategy aimed at introducing a competency-based approach to the training of specialists in the educational innovation environment of a higher school.

Yakubovska (2019) raised the problems of the competence approach in the training of specialists, in the system of higher education the scientific and theoretical aspects of the algorithm of the competence approach in the training of specialists in the conditions of innovative changes, which are based on compliance with the challenges of the modern age, modern innovative education, when pedagogy for the approval of innovative quality processes of pedagogical interaction creates prerequisites in the system "student of education - teacher", performing his tasks, which is the basis of the competence approach in the training of specialists for society. The scientific-theoretical aspects of the formation of cultural competence of education seekers and the competence approach in the training of specialists are considered as a necessary component of the formation of professional competence of future specialists; the latest technologies for cultural education of future specialists are substantiated; the trends of personal and humanitarian technology, the systematic understanding of the discourse of the modern innovative component of the educational field were investigated, and the problems of the formation of cultural competence of modern education seekers were pointed out; the ways of innovative teaching of cultural disciplines in institutions of higher education are shown, the trends of personal and humanitarian technology are highlighted; the process algorithm is shown, which includes the formation of cultural competence of students, the systematic understanding of the competence approach in the training of specialists, the provision of technologies in the educational field of education seekers, which is formed on the basis of the

interaction of artistic and scientific thinking as the basis of professional communication.

Kravchenko (2015) devoted her research to the competency-based approach to specialist training in higher education. Concepts ("competence approach", "competence", and "professional competence") are analyzed and their essence is shown. Pedagogical, philosophical, and psychological views on the problem of the competence approach in the training of specialists and the formation of professional competence of those acquiring educational space in the process of professional training are highlighted. In the context of the modernization of professional education, the peculiarities of training are shown when applying the competence approach in the training of specialists in higher education. It is proven that the formation of professional competence of a specialist determines and characterizes their level of professionalism.

Druhanova (2021) analyzed the concepts of "competence approach in education", "competence education", "competence", provided a list of factors necessary to stimulate the scientific development of the studied phenomenon, revealed the advantages of traditional and innovative models of education; singled out the requirements of the leading countries of the world, in particular, representatives of business and enterprises regarding the significance for their work and prosperity of the further development of the development of an innovative competence system of employee training, etc. It was found that the search for pedagogical concepts, and new methodological guidelines to improve the practical and theoretical training of a qualified specialist became the main thing for higher education and pedagogical science as a whole. Ways of intensifying the search for new methods to improve the competence approach of training specialists in the innovative educational environment of a higher school, and updating the content and organization of the innovative process in higher education institutions are shown. Ways to improve the content of training, search for new methods, and models of training a future specialist are substantiated; the importance of matching the innovative training of specialists with production needs is emphasized; the latest forms of practical classes, the meaning and importance of practice, independent work of education seekers, etc. are disclosed. Innovative ways of eliminating the shortcomings of the problem of competency-based education modernization, which became the subject of community discussion, are shown; in the process of training competitive specialists, the issue of the implementation of the competence approach in educational activity was clarified: the analysis of the experience of the leading countries of the world regarding the implementation of the competence approach in higher education; improving the essence of the concept of

“competence approach” and developing a terminological definition of competences; ways and essence of formation of socio-cultural, digital, multicultural, social and other competences, etc. among students of higher education.

The aim of the study. To reveal the peculiarities of the competence approach to the training of specialists in the innovative educational environment of the higher school.

METHODOLOGY

The research is based on a systematic approach to the analysis of phenomena, which considers a competency-based approach to the training of specialists in the innovative educational environment of a higher school, in particular, and higher education, in general, as a complex open system that actively interacts with the environment (external, economic, social), while analyzing educational trends as a set of interconnected trends that create objectively determined, natural, qualitative changes in various aspects of higher education.

General scientific methods were used to achieve the research goal. In the system of education in institutions of higher education, the analysis of the content of innovative changes made it possible to identify the main forms, directions, and methods of activity in the context of the competence approach to the training of specialists in the innovative educational environment of a higher school. An analysis of educational research on innovations in higher education was carried out.

A description of research related to the competence approach to the training of specialists and innovative activities in higher education institutions in recent years is made. The systematization and analysis of the content and forms of innovative changes in mastering the competence approach to the training of specialists have been carried out.

The generalization and synthesis of the main features of the trends that were highlighted in the innovative educational environment of the higher school were used.

In higher education, the factors of innovative trends have been analyzed. In the main part of the work, the method of submitting innovations using the structural-logical method is defined.

Methods and ways of implementing innovations in the educational process of higher education institutions were formalized. According to the structural scheme, the characteristics of educational trends are given to consistently reveal the topic of our research, which includes the following components:

- the essence, main content of the competence approach to the training of specialists in the innovative educational environment of a higher school;
- the need for innovation;
- forms and ways of implementing educational innovations by applying the competence approach in the training of specialists in the innovative educational environment of a higher school.

RESULTS AND DISCUSSION

The competent approach in higher education in determining the potential directions of development of the innovative nature of the entire system of professional training of specialists is dominant and is based on integrated, interdisciplinary requirements for the result of the educational innovation process.

The essence of the competence-based approach to the training of specialists is the priority orientation towards the goals of the innovative educational environment of the higher school - the vectors of education: self-actualization, the ability to learn, self-determination, socialization, self-determination, and the development of the individuality of the future specialist.

The main goal of education based on a competency-based approach to the training of specialists is to educate a free, highly moral person who develops in the innovative educational environment of a higher school and is aware of his responsibility for events in the world (Yakukhno, 2011).

The term “competence”, which means the possession of practical skills, abilities, and theoretical knowledge, comes from the Latin “competens” (appropriate, proper, capable) and in the dictionary “Professional education” (Honcharenko et al., 2000) competence is defined as “a set of knowledge and skills necessary for effective professional activity: the ability to analyze, predict the consequences of professional activity, correctly use information.”

Competence is a category that is determined by experience, the level of professional education, and individual abilities of the future specialist, assumes a valuable attitude to professional activity, an innovative approach to the performance of professional functions, a humane pedagogical position, a high level of professional and general culture.

The principles of professional competence, compliance with the requirements, and qualification characteristics of future specialists, are formed in the acquirers of educational space even in the process of obtaining professional education in institutions of higher education.

The competency approach accommodates the manifestation of professionalism of a future specialist, which combines integral elements of general culture and professional culture, experience of professional activity, and creativity in professional development using a competency approach in an innovative educational environment of a higher school (Kravchenko, 2015).

A competent approach to the training of specialists in the innovative educational environment of a higher school in the process of modernization of the higher education system is recognized as "key" because it "shifts the educational goal towards the mobilization of knowledge that the acquirer can understand and perceive, teaches him to think and act in a social environment » (Avsheniuk et al., 2014), "puts the first place not on the student's awareness, but on the ability to solve problems arising in various types of activity (cognitive, technological, etc.) and ethical, social, legal, professional spheres, personal relationships" (Nahorna, 2007), "helps the specialist to effectively solve various tasks related to his professional activity" (Savchenko, 2010).

We will reveal the competencies that must be mandatory in the pre-subject content of the innovative educational environment of a higher school:

- social and labor - assignment of methods, norms, and means of social interaction;
- general cultural – mastering the ways of knowing the world, the language of culture, which contains informational and educational-cognitive competence;
- communicative - formation of the ability to understand others, the readiness to build communication by the situation that has arisen;
- competence in the field of personal self-determination: understanding one's place in the world, forming the experience of self-knowledge, choosing value and meaningful attitudes for one's own actions.

The competency-based approach is "close to the activity approach, but more productive, as it is possible to identify several generalized key competencies that unite a group of activities based on similar ways of doing things" (Druhanova, 2021).

The goal of higher education with a competent approach to the training of specialists is the upbringing, comprehensive development, and socialization of a person who is capable of civilized interaction with nature, and life in society; has a desire for work, lifelong learning, self-improvement, ready for self-realization, conscious life choice, responsibility, civic activity (Plakhotnik et al., 2023).

Achieving the educational goal is possible only through the formation of key competencies during the training of specialists in the innovative educational environment of a

higher school, which are necessary today for every person for successful life activities: this, information and communication competence; lifelong learning; mathematical competence; innovativeness; fluency in foreign languages and the state language; competence in the field of engineering, natural sciences, technologies; environmental competence; social and civic competences related to the ideas of justice, democracy, human rights, equality, well-being, and a healthy lifestyle, with awareness of equal opportunities and rights; financial literacy and entrepreneurship; cultural competence other competences.

The competent approach, which is a methodological approach in education, is the main thing for the high-quality training of specialists in the innovative educational environment of a higher school. It directs the education process to integral results, which are provided in education by the students of basic or general key competencies and special (subject) competencies. General or key or basic competencies ensure the consistency and continuity of the educational process throughout human life, they are gradually enriched and deepened, depending on the level of education (Deidysh, 2021). The essential features of the competence approach in extracurricular education are the functional nature of generalized skills in combination with subject knowledge and skills in specific fields, as well as making a choice based on an adequate assessment of oneself in a specific situation (Shuliak et al., 2022).

The priority in the competence approach is the goal, which is aimed at the educational process, self-determination, self-actualization, self-determination, development of individuality, and socialization.

Let's highlight the mandatory functions that are necessary for the competence approach in the field of education:

- the function of forming a competent personality;
- the function of development and socialization;
- the function of ensuring the quality of education;
- education function;
- the function of increasing the efficiency of the educational process (Deidysh, 2021).

The necessary functions for the implementation of the competence approach, which contribute to the creation of conditions for the full development of the personality, are the following:

- the function of being, which consists of creativity and the search for the meaning of life;
- the function of selectivity, which ensures the ability of a person to choose an educational space;

- a formative function, which is necessary for the formation of the image of "I";
- the function of reflection, which enables the individual to evaluate his life and abilities;
- the function of individual autonomy, which increasingly becomes freed from other factors as society develops;
- the function of responsibility, which is the provision of human responsibility for everything (Kyrychenko, 2021).

Competence combines hard skills and soft skills, i.e. social, professional, and communicative skills of an individual (Salman et al., 2020).

Let's define the main components of competence:

- know-how, where awareness of the future specialist's knowledge of how to act and how to be a professional in his field comes only through practice;
- know-what, that is, to be able to integrate numerous types of skills, abilities, and knowledge;
- the tendency of education seekers to study, such as attitude, personal characteristics, motivation for knowledge, and practical activity;
- the ability to "effectively apply knowledge, practically operate with it in certain specific situations (Esfandiari et al., 2015).

As for the competence approach to the training of specialists in the innovative educational environment of the higher school, it is considered an innovative key idea of the modern educational space, and its implementation in the educational sector contributes to the determination of the effectiveness of education, which is necessary for the individual and makes the individual in demand in professional activities and a competitive figure in society (Tsiuniak, 2020).

The transition of the educational space to the introduction of a competency-based approach to education means a shift in emphasis from the accumulation of professional skills, abilities, and knowledge by the students of education, to the development and formation of their ability to apply the experience of successful actions in the profession, to act practically in specific professional situations (Onipko, 2012).

In our study, the introduction of the competency approach into the educational process makes it possible to consider the entire educational space through the prism of competencies, which in modern education are an indicator of the quality of the innovative process in the environment of higher education.

The existence of changes in the educational system, and the creation, implementation, and mastering of innovations

in education depends on several important factors. Let's call them:

- general state educational strategy aimed at innovating the educational sector;
- significant contribution of scientists as a theoretical basis for innovations in the educational environment of a higher school;
- the practice of students who are positively oriented towards innovation and can generate, evaluate, implement, and master innovations in their own professional activity when applying the competence approach in the innovative educational environment of a higher school.

Therefore, a special role in the process of total innovation of society is assigned to education (Vakulova, 2022).

In the educational process, students need to create conditions for the development of professional competence, while applying the elements of the competence approach to the training of specialists in the innovative educational environment of a higher school. Let's list these conditions:

- mastering the basics of professional and methodical disciplines of the curriculum in the specialty;
- providing the subject of the educational process with the transition from automatic knowledge acquisition to the ability to apply professional knowledge in practical activities;
- development of independent acquisition of professional competencies of education seekers in the process of mastering the content of all general and professional disciplines within the curriculum;
- development of professional qualities of education seekers (responsibility and motivational activity).

In our opinion, the formation of professional competence among future specialists in the innovative educational environment of a higher school acts as a purposeful professional formation of future specialists, which can only occur due to the influence of the educational environment and the foundations of upbringing on the internal forces of a certain person's development, which is possible in an institution of higher education as a result of joint educational activities.

At the basis of the process of applying the competence approach to the training of specialists in the innovative educational environment of the higher school and the formation of pedagogical design of education, it is necessary to put a conceptual model through the development of a motivational psychological system of mastering the profession and to implement the formation of awareness

of the importance of the chosen profession, the motivation for self-improvement, which is professional and continuous.

With such an approach to the development of education, interactive methods are effective methods of forming a professional competitive specialist (when applying a competency-based approach to training specialists in an innovative educational environment of a higher school) (Yarushak, 2021).

A competent approach to the training of specialists in the innovative educational environment of a higher school creates favorable opportunities for improving the education process, namely: providing an integrative approach to the organization of the education process, promoting its personal orientation towards the acquirer of educational space and variability; strengthening in the forms and content of education of the organization of a practical activity direction.

The essence of the competence-based approach to the training of specialists lies in the educational interaction of the teacher and the student, in his methodological orientation, which helps the future specialist to develop a life strategy to achieve success.

The main educational ideas of the competency-based approach to the training of specialists are as follows:

1. education of a competent specialist for an innovative society is an intersubjective process, education of a subject of successful life creation, a subject of life;
2. education should be an equal component of the educational environment, and not declared declaratively;
3. fostering spiritual communication between a teacher and a student of higher education, their practical cooperation, and not empty moralizing;
4. education is a means of forming the optimal life strategy of an education seeker.

The strategy of building an educational process in the planning of a competency-based approach to the training of specialists in the innovative educational environment of a higher school involves the education of a modern competitive personality who has developed life competence, and can enrich it in the course of his own life independently, creates an individual life and takes part in the creation of the life of the entire society.

We will reveal the specific principles of the competence approach to the education of specialists in the innovative educational environment of a higher school:

- the principle of the subjectivity of education – the process of education should be oriented towards life creativity and the formation of a higher education student

as a subject of his own life activity (cognition, activity, communication, relationships);

- the principle of effectiveness – the process of education should lead to the development of life competence, life competences of the individual to concrete life results, this is the basis of its effectiveness and humanity;
- the principle of creativity - the education of vitality and vitality, creativity of a student of higher education should not and cannot be limited to outdated educational stereotypes; the effectiveness of education depends on the teacher's ability to find a creative, non-standard solution to the educational situation; in education outside of creativity, it is difficult to increase and preserve the creative potential of the person receiving education;
- the principle of reflexivity – not the educational action itself, but its analysis by the teacher and its comprehension by the pupil is useful; one of the core, most important, tasks of moral and intellectual education is to inculcate in the student of higher education the need for reflection, the ability to evaluate one's life situation and analyze one's own actions;
- the principle of constructing and designing an educational space - the main factor in the development of life competence is the life of a higher education institution, its educational space, and not individual educational influences, i.e.: breadth, depth, consistency of requirements and educational conditions that are put forward to the student of higher education by the entire life activity of the institution higher education and his personal life in it; hence, as a result, effective education - that is, the implementation and design of an effective educational space of a higher education institution, aimed at nurturing a self-sufficient, free, socially mobile individual who will instantly and professionally make a decision and bear responsibility for it.

The technological arsenal of the competence approach in the training of specialists in the innovative educational environment of a higher school consists of techniques, methods, and forms that meet the following requirements:

- dialogically;
- activity-creative nature;
- focus on the development of life competence of the individual and personal development of the student of higher education.

These can be dialogue, life design, online team games, creating a situation of choice and success, social practice, business games, participation in social projects, reflection, portfolio of success, training, methods of diagnosis and self-diagnosis, targeted creative programs, group work on creolized texts (book trailers, comics, cardmaking, motivators, etc.), as well as the creation of a system of pedagogical support for students of higher education

and facilitation in the process of self-realization and their self-development (Kyrychenko, 2021).

A competent approach to the training of specialists in the innovative educational environment of a higher school is recognized as one of the priority directions for the modernization of education in the global space. It is becoming more and more important in connection with the shift of emphasis from the process of accumulating normatively defined skills, knowledge, and skills to the plane of formation and development of education seekers' ability to act practically and creatively apply the acquired knowledge and experience in various situations.

Therefore, the urgent tasks of today, which require a quick solution, are the replacement of the educational paradigm system, which is oriented on the teacher who is a relay of knowledge, with a system oriented on the acquirer of the educational space, according to which the teacher performs the role of the organizer of the educational process, and the behavioral model of the acquirer of higher education changes to research-active, self-educational and independent activity, in contrast to the passive acquisition of knowledge.

So, as an alternative to the process of higher education, which is built based on the didactic triad "knowledgeability - skill", where the problem of the separation of the ability to apply knowledge from the process of acquiring knowledge was observed, the competence approach in the training of specialists in the innovative educational environment of a higher school, the implementation of which can be considered is accompanied in the system of higher education by increasing the competitiveness of specialists, improving interaction with the labor market, updating the methodology, content, and the corresponding educational innovation environment.

The fundamental difference of the competence approach in the training of specialists in the innovative educational environment of a higher school lies in the value orientations of the subjects of study, the target orientation of higher education, and the expected results of the training of future specialists.

Following the needs and realities of the information society, a professional, competence-oriented higher school refuses to reproduce ready-made knowledge and outdated practices of knowledge transfer and directs all students of education to achieve integral indicators, which are understood as competencies, in personal and professional development.

A competent approach, first of all, is oriented toward a new evaluation of the results of professional education, an innovative vision of goals, and presents its requirements

to other components of the educational process (educational technologies, content, means of evaluation, and control). With this approach, the main thing is the implementation and design of such technologies in the educational process, which would create situations of inclusion in various types of activities of higher education students (problem-solving, communication, disputes, discussions, implementation of projects) and would contribute to the formation in real life of a graduate of a higher education institution of a high level of readiness for successful professional activity. In such a scheme, teachers and students of higher education focus on activity-oriented and personally oriented approaches to learning, which requires a change of emphasis from the information space to the organizational and management space in the educational and educational activities.

A lot of attention is paid to the competence approach by scientists of European countries. This is explained by the fact that the acquisition of vital competencies can give an individual the opportunity to navigate in the modern information space, innovative society, the rapid development of the labor market, and contribute to further education.

Competency education is aimed at the formation of competencies in the training of specialists in the innovative educational environment of a higher school as manifestations of the future specialist's awareness of certain issues, in the value attitude towards oneself and others, and the skills of practical application of knowledge.

The main characteristics of competence training in the training of specialists in the innovative educational environment of a higher school (Pometun et al., 2018) are:

- absence of a strict algorithm for conducting the class, the assumption of situational in its didactic structure;
- the possibility of competent interpretation and diversification of points of view and different approaches to the coverage of educational material;
- effective use of search, interactive, and research teaching methods;
- providing an opportunity for students to choose the path of education and the trajectory of their assimilation of new knowledge, skills, and abilities;
- use of self-presentation, reflection, and protection of the creative product of education seekers instead of external control (Shevchuk, 2021).

CONCLUSIONS

The peculiarities of the competence approach to the training of specialists in the innovative educational environment of a higher school are disclosed.

Competence is shown as a category that is determined by experience, level of professional education, and individual abilities of the future specialist, which assumes a valuable attitude to professional activity, an innovative approach to the performance of professional functions, a humane pedagogical position, ensures a high level of professional and general culture.

The principles of professional competence have been clarified, and the competencies that should be mandatory in the pre-subject content of the innovative educational environment of the higher school have been revealed.

The main components of competence are defined, and the mandatory functions necessary for the competence approach in the field of education are identified.

In the educational process, students need to create conditions for the development of professional competence, while applying the elements of the competence approach in professional training in the innovative educational environment of a higher school. Therefore, the article lists these conditions.

Interactive methods are proposed, the main educational ideas are highlighted, and specific principles and requirements for the formation of a professional competitive specialist are revealed when applying the competence approach in the training of specialists in the innovative educational environment of a higher school.

The main characteristics of the competence training in the training of specialists in the innovative educational environment of the higher school are written down.

Further research will clarify the progressive ideas of the competence approach from the scientists of European countries.

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