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**COMPETENCE APPROACH AS A METHODOLOGICAL BASIS FOR  
IMPROVEMENT OF THE TRAINING OF FACULTY SPECIALISTS  
ON INFORMATION AND TECHNICAL SYSTEMS OF  
KHARKIV NATIONAL UNIVERSITY OF THE AIR FORCES  
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Proposed in the European project TUNING "... the concept of competences includes:

knowledge and understanding (theoretical knowledge of the professional field, ability to know and understand),

knowledge of how to act (practical and operational application of knowledge to specific situations),

knowing how to be (values as an integral part of the way we perceive and live with others in a social context). "

The concept of "competence" includes not only the cognitive and operational-technological components, but also the motivational, ethical, social, behavioral aspects (educational outcomes, knowledge, skills, value system). Not only the content of education, but also the educational environment of higher education institutions, the organization of the educational process, educational technologies, including the independent work of specialists, etc. play a crucial role in the formation of competence.

The general, integral nature of the concept of "competence" in relation to the concepts of "knowledge", "ability", "skill" must be emphasized. The European Commission identifies 8 key competences that every European should possess:

1. competence in the field of the mother tongue;
2. competence in the field of foreign languages;
3. mathematical and fundamental natural and scientific competences;
4. Computer competence;
5. educational competence;
6. interpersonal, intercultural and social competences, as well as civic competences;
7. competence of entrepreneurship;
8. cultural competence.

These competences are backed up by certain competencies, which include, in all walks of life, such essential aspects as critical thinking, creativity, the "European dimension" and an active life position. Together, these abilities contribute to the development of personality. In today's context, for graduates of educational institutions it is especially important to understand the social

importance of their profession and, accordingly, to understand their place in the system of social relations, as well as the ability to critically evaluate their life and professional experience, conscious choice of ways and methods of improving their personal and professional qualities.

The competence of the graduate specialist to meet the requirements of the industry standard of higher education should be determined by his competencies:

Improving the training of IT and IT professionals should be based on a competent approach.

The competence approach in the system of training specialists is implemented with the help of the following mechanisms:

1. The principle of building the content of the training system "Through the development and activation of cognitive competencies to the formation of professional competencies".

2. Portfolio of the discipline (as a whole or on separate topics studied).

3. The presence of components that support the reproductive and creative activities of the specialist in the development of discipline.

4. Learning tasks are products that are fully or partially realized competencies.

5. According to the results of the training tasks, a specialist's portfolio is formed.

6. Question-and-answer method for constructing texts (What? Where? When? How? Why? Who needs it? Etc.)

7. Formation of motivational component of competence: "Why do you know this? - It is interesting to me ", " How to do it? - I can and can do it ", " Where does it apply? "I want to be successful."

8. Built-in memory card builder. Creating a memory card from the topic studied, the specialist concentrates on the basic concepts, ideas and other objects of the topic, understands their essence and relationship.

All researchers highlight the motive, purpose, actions and result (product) among the common components. All actions and actions of the specialist are motivated by the needs, so we agree that the first component of the activity is the need. According to the psychological vocabulary, the need is the "initial form of activity" [1-7]. Another element of the activity is the motive - "an incentive for activity related to meeting the needs of the subject" [2]. Motives can be interests, aspirations, emotions, attitudes and ideals.

All authors distinguish in the activity of the goal, which is the determining factor of the activity of the specialist. Aim is a "conscious image of the intended desired result, to which the action of a specialist is directed, a pre-imagined result of conscious activity" [3]. But to get the result, some operations or actions must be performed. Action is "arbitrary deliberate indirect action aimed at achieving an informed purpose" [5].

One operation will not produce the desired result; this requires a set of actions. In addition to actions, to achieve the goal, you should use the means - objects, which are determined by the nature of the purpose and characteristics of the object of activity [6]. The consequences of the action are a real result that must be compared with the goal. To do this, use reflection - "reasoning full of doubts, contradictions" [7]. So, in our opinion, activity (educational and professional) consists of the following components: need - motive - goal - action - means - result - reflection.

The development of the managerial competency component of future specialists takes place when mastering appropriate methods of action that are combined with those managerial skills, abilities and abilities, which is actualized in the process of management and decision making.

So, the development of a motivational component is aimed at the formation of sustainable motivation for success, which is the key to the effective implementation of future management in the functions of the line. Study

subjects Faculty fully contributes to this, as strong interest in developing future management actively with those.

The personal component management competence formed during mastering future specialist management knowledge and skills aimed at developing their aggregate pro and but important professional qualities that influence the formation of individual style of specialists .

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