



SWOT-ANALYSIS OF THE COMPETENCE-ORIENTED EDUCATIONAL PROCESS

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Abstract.

Relevance: the need to analyze the competence-oriented educational process is determined by the rapid development of educational information technologies and their introduction into the educational process. In Ukraine, as well as in foreign countries, the competence-oriented educational process is gaining broad-based development. Much debate, both internationally and at the level of different countries, has been conducted on the competence-oriented approach to forming the content of education. The important step in the formation of competence is to identify the main areas of activity in which the future specialist will reach vital competence, that is, be prepared for life.

Purpose: to identify the main threats to the formation of competence-oriented educational process and substantiate the strategic positions of its construction.

Methods: analysis and synthesis – to find out the state and level of development of the studied problem; generalization – to formulate conclusions and recommendations on teachers' readiness to introduce the competence-oriented approach; diagnostic (questionnaire, conversation) – to study information about the state of readiness of pedagogical staff to use the competence-oriented educational process.

Results: the main aspects of the implementation of the competence-oriented educational process are revealed, which should be laid down in branch programs, subjects, educational and methodical literature. The methodology of pedagogical influence on the level of content of the competence of educational process is substantiated. Strengths and weaknesses of implementation of the competence-oriented educational process are identified.

Conclusions: the conducted SWOT-analysis of the competence-oriented educational process has allowed to identify urgent needs for the improvement of quality of educational environment, perfection of approaches to its development and introduction of new methods into the educational process.

Keywords: *educational process, SWOT-analysis, competence-oriented educational process, quality of education, teacher.*

Introduction. The priority area in the development of the educational system of the new generation is to consider the learning process and its outcomes through the prism of competence-based approach that contributes to the modernization of educational content and complements a number of educational innovations and classical approaches aimed at achieving modern educational goals.

Undoubtedly, the formation of the competence-oriented educational process depends on the readiness of the graduate to be active in the conditions of development of IT technologies and the implementation of lifelong learning.

Sources of research. In the works of European scientists: E. Svenik, R. Danon, A. Weettheim, P. Vogelius, R. Jacqui-Sivonen, P. Wignod, Huller Solger, M. Norris, P. Trier, F. Kelly, J. Sacken, D. Miller the selection of key competences is mentioned.

In the system of higher and general secondary education, the competence approach is indicated in the works of: I. Drach, I. Babin, P. Bachynsky, N. Bibik, G. Havryshak, I. Hudzik, N. Dvornikova, Y. Kodlyuk, O. Lokshina, S. Nikolaenko, O. Ovcharuk, L. Pilgun, O. Pometun, I. Rodigina, O. Savchenko, O. Sadvnyk, L. Sen, S. Sisoeva, O. Sytnik, T. Smagina, G. Tereshchuk, S. Trubacheva, N. Fomenko and others.

Competence approach as a methodological basis for ensuring the content and quality of higher education was studied by foreign researchers: J. Raven, J. Bowden, S. Maslach, M. Leiter, E. Short, E. Toffler, R. White, A. Bermus, R. Haigerty, A. Mayhew and others.

Purpose of the paper: to identify the main threats to the formation of the competence-oriented educational process and substantiate the strategic positions of its construction.

Research methods: analysis and synthesis – to find out the state and level of development of the studied problem; generalization – to formulate conclusions and recommendations on teachers' readiness to introduce the competence-oriented approach; diagnostic (questionnaire, conversation) – to study information about the state of readiness of pedagogical staff to use the competence-oriented educational process.

Results and discussion. The targeted entry of Ukraine into the world community, the modernization of the international direction in the clear priorities of the future require the development of the modern educational space as a megasystem, where a clear sign of content is the development of the competence approach.

According to the recommendations of the European Parliament, "competence" is interpreted as a set of knowledge, skills and attitudes relevant to the situation. The core competencies are those that are needed by all citizens for personal realization and development, active social life, social cohesion and employment opportunities, since their basic framework is critical thinking, creativity, initiative, ability to solve problems, risk assessment, ability to conclude, manage emotions constructively (Verkhovna Rada of Ukraine. Legislation of Ukraine, 2006).

Based on the analysis of scientific sources, the concept of "competence approach" is interpreted in the context of the orientation of the educational process to the formation and development of key (basic, main) and subject competences of the individual. The result of such a process should be the formation of general competence, which is a set of key competences and an integrated personality trait, which is formed in the learning process and contains knowledge, skills, attitudes, experience of activity and behavioral models of personality (Chernetska, 2013).

The competence approach is closely linked to the person-centered and action-oriented approaches. The person-centered approach creates comfortable conditions for learning, under which each student feels his need, confidence in himself, reveals his abilities. The action-oriented approach can be implemented only in the course of students' fulfillment of a certain set of actions.

The competence-oriented educational process is the focus of educational process on preparation of students for life, development of their intellectual and creative abilities, mastering of knowledge, actualization of skills, in particular the ability to communicate, be in contact with other people, solve specific problems, be able to respond flexibly to changes in life.

There is a great deal of debate about the competence-oriented educational process being conducted at the international level and in Ukraine as a whole. Therefore, these aspects have prompted to conduct a SWOT analysis to develop the competence-oriented educational process.

Thus, highlighting the strengths and weaknesses, opportunities and threats, we will conduct a SWOT-analysis of the current state of organization of the competence-oriented educational process.

Strengths provide effective legal documents that underpin the competence-oriented educational process. These include: the Law of Ukraine "On Education", "State Standards of Education", "National Qualifications System" and "Education Program".

The Law of Ukraine "On Education" clearly states that the educational process is a system of pedagogical, scientific and methodological measures aimed at personal development through the formation of competences (Verkhovna Rada of Ukraine. Legislation of Ukraine, 2017, pp. 4).

The State Education Standard sets out clear requirements for the compulsory competences and learning outcomes of general secondary education applicants (Verkhovna Rada of Ukraine. Legislation of Ukraine, 2018, pp. 12).

General secondary education involves the comprehensive development of the individual, the ability to learn throughout life, as well as education, the desire for self-improvement.

The competence approach has gone beyond theoretical research and is the basis for the development of educational programs and technologies. In particular, a direction in pedagogy has emerged in the United States, called competence-based education (National University of Lviv Polytechnic, 2014, pp. 9).

The problem of formation of key and subject competences of young people has always been in the focus of attention of Ukrainian scientists – T. Baibari, N. Bibik, O. Bidi, S. Bondar, M. Vashulenko, I. Hudzik, L. Koval, O. Lokshina, O. Onoprienko, O. Ovcharuk, O. Pometun, K. Ponomaryova, O. Savchenko, S. Trubacheva and others. The scientists defined the content of the basic concepts of "competence" and "competency", carried out a comparative description of key competences in European educational systems and examined the methodological aspects of the for-

mation of competencies and competences (National University “Lviv Polytechnic”, 2014).

Therefore, it should be noted that the analysis of the competence-oriented educational process has identified strengths based on:

- requirements of the State standards for education of students and graduates;
- the national system of qualifications of graduates;
- a concept that provides for the acquisition of vital competences;
- the main requirements for the teacher (motivation, recommendations for the implementation of the competence approach);
- national scientists’ development on the problem of youth competence formation.

Today, the formation of educational competences takes place at interstate, inter-ethnic levels, where the main priorities of education are decided. Accordingly, there is a strategy for many countries – “Education for All”. There are quite well-known international organizations involved in the study of education and competence-oriented education. These include: International Organization for Standardization, Council of Europe, UNICEF.

In Switzerland, DeSeCo’s “Definition and Selection of Competences: Theoretical and Conceptual Foundations Program” was launched (Chernetska, 2013, pp. 112).

The purpose of the program is to summarize and systematize the experience of many countries. After a detailed analysis, it is revealed that the competence of the individual manifests itself in different contexts (social, economic, political). Besides, it is emphasized that not only the school but also the family, work, religious and cultural organizations are responsible for acquiring the necessary competencies.

In order to set up educational structures in Europe, the TUNING (Tuning Educational Structures in Europe) project has been implemented in Ukraine today. It is a project on the Harmonization of Educational Structures in Europe, launched in 2000 to combine the goals of the Lisbon Strategy and the Bologna Process, taking into account the needs of the higher education sector. Its main task was to implement the Bologna Process at the level of higher educational institutions and subject areas (Ruchen and Salganik, 2003, pp. 118).

Undoubtedly, analyzing the approaches of European countries and Ukraine itself to the organization of the competence-oriented educational process, we can point out the following opportunities:

- to improve the innovative educational space, which will determine the competence-oriented educational process in the 21st century;

- wide recognition of the competence-oriented educational process in the countries of Europe, the European Union, which corresponds to the vision of European education;

- discussing the problem of the competence-oriented educational process at all levels;
- to provide educational training for teachers with regard to the requirements for the person of the XXI century.

- to apply the availability of promising educational methods, European experience in implementing the competence-oriented educational process, taking into account certainty and clarity.

Weaknesses. The main goal of the competence-oriented approach in education is to create a ready-to-live graduate with the ability to navigate a modern society, be adapted to the rapid development of innovative technologies, be able to respond to social challenges and further personal development. Accordingly, the teacher should focus on the smallest achievement of the students, the degree of their development.

Undoubtedly, the level of content of the competence educational process is influenced by the teacher (teacher). At the same time, the level of the learning process is ensured by his understanding of his actions during the lesson.

On this basis, the implementation of the competence approach will increase if more time is given for different forms of independent work in educational programs (not due to the student workload, but the correct allocation of time between audit hours and extracurricular hours). In Europe, this indicator is around 25%.

Therefore, the main characteristic of the competence approach is the implementation of new techniques and the achievement of learning outcomes.

At the same time, we find that the weakness of the competence-oriented educational process is:

- refusal of encyclopedic content of schooling;
- monitoring of the quality of education, implementation of key competences in the content of education;
- conscious experience in the main learning outcomes.

Threats.

An important aspect of the competence-oriented education is the formation of the content and organization of the educational process, due to the improvement of pedagogical skills of each teacher through the introduction of new teaching methods and techniques, modern educational trends.

A number of laws and regulations have been developed to implement modern education, and there is also a new system for evaluating students’ academic achievement, which promotes to transfer the compe-

tence idea into the level of implementation. However, the competence approach has not yet been introduced in all fields and subjects, although it is clearly stated in the State Standard.

Therefore, the main threats to the full implementation of the competence-oriented educational process are:

- low percentage of teachers who understand the competence-oriented approach (10%);
- lack of practical ways of implementing the competence-oriented approach;
- outdated material and technical base.

As a result of the conducted SWOT-analysis of the current state of the organization of the competence-oriented educational process, it has been established:

- to amend the state standard of education, taking into account a consistent presentation of the competence approach in all fields and subjects;
- develop practical recommendations to implement the competency approach;
- introduce retraining of teachers at the state level;
- improve the implementation of the competence-based approach in programs and textbooks;

– to monitor the quality of student knowledge assessment in order to create competence as a result of learning

We see the prospects for further research in studying the stages of implementation of the competence-oriented educational process.

An analysis of the competence-oriented educational process is given in *Table 1*.

For further analysis, the ranking of internal factors of strengths and weaknesses (*Table 2*); internal factors of opportunity (*Table 3*); and internal factors of threats (*Table 4*) was conducted.

The choice of strategy for the implementation of the competence-oriented educational process is given in *Table 5*.

Conclusions. Monitoring the quality of vocational training through the competence-based approach is the weakness of the problem. At the same time, paying attention upon the educational process in the countries of Europe and the European Union, the tendencies of the competence-oriented approach need to be deeply introduced, and in modern conditions it can be achieved at the expense of self-education and constant improvement of professional competence of teachers.

Table 1

A matrix of SWOT analysis of the competence-oriented educational process

Strengths:

- State standards (educational requirements for students and graduates);
- National graduate qualification system;
- Concepts of development of pedagogical education, which includes the acquisition of vital competences;
- basic requirements for the teacher (motivation, recommendations for the implementation of the competence approach);
- national scientists' development on the problem of youth competence formation.

Weaknesses:

- refusal of encyclopedic content of schooling;
- the need for monitoring the quality of education;
- the need to introduce key competences in the content of education;
- limitation of experience in relation to main learning outcomes

Opportunities:

- improvement of the innovative educational space, which will determine the competence-oriented educational process in the 21st century;
- wide recognition of the competence-oriented educational process in the countries of Europe, the European Union, which corresponds to the vision of European education;
- introduction of discussion of the problem of the competence-oriented educational process at all levels;
- providing educational training for teachers, taking into account the requirements for the person of the XXI century, his life competencies, disclosing the skills needed for the person in the modern world;
- application of existing perspective educational methods, European experience in implementing the competence-oriented educational process, taking into account certainty and clarity

Threats:

- reduction of the significant percentage of teachers who understand the competence-oriented approach (10%);
- lack of practical ways of implementing a competently oriented approach;
- outdated material and technical base.

Table 2.

Matrix of internal factors of strengths and weaknesses (ranking)

Impact of Strengths and Weaknesses	Strong Impact 6 points (each position)	Notable impact 4 points	Moderate impact 2 points	Low impact 1 point
Strengths	National graduate qualification system	Concepts of development of pedagogical education, which contains the acquisition of vital competences	State standards	Basic requirements for the teacher
Weaknesses	Need for monitoring the quality of education	Need for implementing key competences in the content of education	Abolishing the encyclopedic content of school education	Limitation of experience of activity due to main learning outcomes

Table 3

The matrix of internal factors of opportunity (ranking)

Probability of using opportunities	Strong impact	Considerable impact	Moderate impact	Low Impact
High probability	1) improvement of the innovative educational space, which will determine the competence-oriented educational process in the 21st century; 2) introducing a broader discussion of the problem of the competence-oriented educational process at all levels; 6 points	1) providing educational training for teachers, taking into account the requirements for the person of the XXI century, his life competencies, disclosing the skills necessary for the person in the modern world; 5 points	4 points	3 points
Medium probability	broad recognition of the competence-oriented education process in Europe, the European Union, that corresponds to the vision of European education 5 points	application of the existing perspective educational methods, European experience in the implementation of the competence-oriented educational process, taking into account certainty and clarity 4 points	3 points	2 points
Low probability	4 points	3 points	2 points	1 point

Table 4

Matrix of Internal Factors of Threats (Ranking)

Probability of threat emergence	Destruction	Critical Condition	Severe condition	“Light Strikes”
High probability	lack of practical ways to implement the competence-oriented approach in life 6 points	Reduction of the significant percentage of teachers who understand the competence-oriented approach (10%) 5 points	4 points	3 points
Medium probability	5 points	4 points	3 points outdated material base	2 points
Low probability	4 points	3 points	2 points	1 point

Table 5

SWOT analysis of the choice of strategy for implementation of the competence-oriented educational process (after ranking)

Strengths: National Graduate Qualification System	Weaknesses: the need for monitoring the quality of education
Opportunities: 1) improvement of the innovative educational space, which will determine the competence-oriented educational process in the XXI century	Threats: lack of practical ways of implementing the competence-oriented approach

Taken into account the major threats to the low level of teacher training, lack of clear methodologies and practical ways of implementation, combined with the outdated material base, steps should be taken to overcome them: develop uniform clear standards for the implementation of the competence-oriented educational process; prepare pedagogical and scientific-pedagogical staff for implementation of the competence-oriented educational process; monitor programs

and textbooks to provide clear recommendations for the competence-oriented approach; improve the methodology of assessing the quality of knowledge of future specialists on the basis of the competence-oriented educational process.

Implementation of the main strategic positions for the development of the competence-oriented educational process will allow us to reach the European level of education development in Ukraine.

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SWOT-аналіз компетентнісно орієнтованого освітнього процесу

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Реферат.

Актуальність: необхідність проведення аналізу компетентнісно орієнтованого освітнього процесу визначається швидким розвитком освітніх інформаційних технологій та впровадженням їх в освітній процес. В Україні, як і в зарубіжних країнах, широкого розвитку набуває компетентнісно орієнтований освітній процес. На сьогодні багато дискусій ведеться щодо компетентнісно орієнтованого підходу до формування змісту освіти. Важливим етапом при формуванні компетентності є визначення основних сфер діяльності, в яких майбутній фахівець досягне життєвої компетентності, тобто буде підготовлений до життя.

Мета: виявити основні загрози формуванню компетентнісно орієнтованого освітнього процесу та обґрунтувати стратегічні положення його побудови.

Методи: аналіз і синтез – з метою з'ясування стану та рівня розробленості досліджуваної проблеми; узагальнення – для формулювання висновків і рекомендацій щодо готовності вчителів до впровадження компетентнісно орієнтованого підходу; діагностичні (анкетування, бесіда) – для вивчення інформації про стан готовності педагогічних працівників до використання компетентнісно орієнтованого освітнього процесу.

Результати: розкрито основні аспекти реалізації компетентнісно орієнтованого освітнього процесу, що мають бути закладені в галузевих програмах, предметах, навчальній та методичній літературі. Обґрунтовано методику педагогічного впливу на рівень формування змісту компетентнісного освітнього процесу. Визначено сильні і слабкі сторони впровадження компетентнісно орієнтованого освітнього процесу.

Висновки: проведений SWOT-аналіз компетентнісно орієнтованого освітнього процесу дав змогу визначити нагальні заходи з покращення якості освітнього середовища, вдосконалення підходів до його розвитку та впровадження в освітній процес нових методик.

Ключові слова: *освітній процес, SWOT-аналіз, компетентнісно орієнтований освітній процес, якість освіти, вчитель.*

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