

VOLODYMYR BASARAB, *Candidate of Pedagogical Sciences, teacher and methodist at the Department of Energy Technologies and Entrepreneurship of the Burshtyn Energy College, IFNTUOG*

ESSENCE OF THE CONCEPT OF «KEY COMPETENCIES OF A MANAGER» IN PSYCHOLOGICAL AND PEDAGOGICAL LITERATURE

The article analyzes the main scientific, scientific and methodological sources for the interpretation of psychological and pedagogical concepts of "competence", "key competence". The conclusion is made about the versatility, diversity and discussion of the definition of "key competence". The proposed wording of the self-definition of the concept "the key competence of Manager".

Key words: pedagogy, competence, competence, key competences of Manager, knowledge, skills.

Formation of a market economy, capable of efficient functioning, motivates the need for the use of new social laws, as well as modern approaches and methods for organizing production at enterprises in all sectors of the economy. The transition of the country to a market economy led to the need to improve the training of highly skilled personnel, whose level of competence should outweigh the complexity of the professional tasks performed. We are talking about the creation of a structure of professional qualification of personnel based on the strengthening of the role of competency approach in professional training.

The concept of competency, competence and key competencies is devoted to a large number of psychological and pedagogical works. In most sources, they are distinguished. According to the researchers (E. Zeier, A. Pavlova, E. Symaniuk), the competence approach means a priority orientation on the goals that are the educational vectors: teachability, self-determination, self-actualization, socialization and development of individuality. I. Zimnyaya's arguments are also noteworthy, she distinguishes three *main stages of the development of a competence approach* in education: the first one (1960-1970s) – the introduction of the category of «competency» into scientific circulation and the creation of prerequisites for distinguishing the concepts of «competency» and «competence»; the second one (1970-1990s) – the use of the categories «competency» and «competence» in the theory and practice of teaching language, communication, as well as in the analysis of the professionalism of specialists in administration and management; the third one (beginning of 1990s) – the interpretation of competence as a scientific educational category.

The definition of «competency», in the words of W. Hutmacher, is included in such concepts as ability, competence, skill; to date, the notion is not substantially characterized. Interpretation of competency/competence and their correlation may be operationally and essentially capacious.

Contextual analysis of the given definitions encourages singling out the generalized characteristic features of the concept of «competency», namely:

- general ability to work professionally;
- a combination of personal qualities necessary for productive activity;
- readiness to perform practical tasks;
- graduate's readiness for realization of practical purposes in the process

of substantive activity.

Back in the 80s of the previous century, the concept of «competence» had significantly expanded and acquired the nature of the set of intellectual, physical, political, social, moral and aesthetic knowledge gained by a person both in the system of higher education and from other sources in different spheres: education, work, culture, politics, economics, management, ecology, environment. All these directions shape the competence of the individual, create conditions for his comprehensive development. It is worth noting that now the category of «competence» becomes the most significant in both higher education and actual practical activity. Consequently, the concept of «competence» reflects qualitatively new perspectives for the understanding of the mission of vocational education and the life results of educational activities.

Researches of scientists reflect a thought that an adequate model of the worker is based not on qualification but on competency. At the same time, the unity of scientific positions regarding the interpretation of the content of the concept of «competence» (despite the fact that today it is at the epicenter of world thought) has not yet been achieved, as there are no established approaches to the development of the means contributing to its formation. In such conditions, higher education requires new approaches to the organization of teaching that would ensure the formation of a set of integrated qualities of the individual reflecting his professional competence, value orientation, social orientation, creative professional self-realization.

The authors of defining dictionaries and encyclopedias present the category of «competence» as knowledge, awareness, authority in a particular industry; as an awareness of the individual of his own ability to interact effectively with the environment; as an ethical, volitional quality, according to which each specialist must make sure that he works within his competence; as a range of issues which a person is well acquainted with (a young person acquires competence not only during the mastering of a subject, a group of subjects, but also through means of informal education, due to the influence of the environment, etc.).

In the writings of scientists, a definition like «professional competence» functions productively. In the Encyclopedia of Education (by V. Kremin), it is presented as an integrative characteristic of the business and personal qualities of a specialist which reflects the level of knowledge, skills, experience sufficient to achieve the goal of a particular type of professional activity, as well as the moral position of a specialist. According to I. Zimnyaya, together with professional competence, the so-called key competencies are important for normal human activity.

In the notion of competence, N. Nychkalo sees «... not only professional knowledge, skills and experience in the specialty, but also attitude to the cause, defined (positive) inclinations, interests and aspirations, the ability to effectively use knowledge and skills, as well as personal qualities for providing the desired result at a specific workplace in a particular work situation».

The study and analysis of scientific literature and pedagogical practice show that the introduction of a competence approach in education should be directed towards the formation and development of professional competence, as well as the basic (key) competencies of a future specialist. Naturally, the competence approach in education is based on the categories of «competence», «competency» and their derivatives. Please note that not all researchers make a clear distinction between these

concepts, which contributes to the diversity of definitions. Competence approach in education is associated with personally oriented and activity approaches to the educational process, as it relates to the personality and can be implemented and tested only in the process of performing a specific set of actions.

Based on the above, we note that there is no unity of views in the pedagogical literature regarding the definition of the terms of «competency», «competence» and «key competencies». Therefore, *competency* consists of interrelated knowledge, skills, abilities, which ensure the performance of certain professional tasks; *competence* is the willingness and ability to carry out professional activities within the competence capably, that is, to make responsible decisions and to act adequately to the requirements of a particular situation; *key competences* represent the main educational result, the integrated knowledge, skills, abilities needed by a future specialist to be professionally mobile in different professional environments; *key competencies of the manager* are personal qualities that provide professional mobility and adaptability on the labor market.