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MODERN METHODOLOGICAL APPROACHES TO PEDAGOGICAL COMPETENCE

***Abstract:** This article examines modern methodological approaches to pedagogical competence. Competence - the ability to carry out a real, vital action and the qualification characteristics of an individual, taken at the time of his inclusion in the activity; since any action has two aspects - resource and productive, it is the development of competence that determines the transformation of a resource into a product.*

***Keywords:** Competence, knowledge, procedural, skill, operational and mobile knowledge.*

Competence - potential willingness to solve problems with knowledge of the matter; includes content (knowledge) and procedural (skill) components and presupposes knowledge of the essence of the problem and the ability to solve it; constant updating of knowledge, possession of new information for the successful application of this knowledge in specific conditions, that is, possession of operational and mobile knowledge.

In connection with the transition of education to the humanistic paradigm of the culturological type, there are problems of updating the content of education. In this regard, the competence-based approach to the content of education, as a modern direction of modernization of education, is promising. General cultural competence is a term that refers to the problem of education and culture. As the study of the theory of modern education shows, some scholars equate the concepts of "education" and "culture". For example, V.S. Lednev defines education as a socially organized and normalized process of constant transfer of socially significant cultural experience by previous

generations to subsequent generations, which is, in ontogenetic terms, the process of personality formation in accordance with genetic and social programs.

As you can see, this interpretation of the content of education outlines the convergence of the concepts of "education" and "culture", this tendency is confirmed by B.M. Bim-Bada and A.V. Petrovsky, who define the content of education as a part of sociocultural experience, selected in accordance with the goals and procedural aspects of education, which is transmitted and mastered in the learning process, and includes the culture of behavior, communication, feelings, thinking and practical activity. O.E. Lebedev considers education to be a specially organized process of developing an individual's ability to solve social and personal problems based on the use of cultural achievements. B.G. Gershunsky believes that education in its qualitative characteristics is not only a value, a system, a process, but also the result of the assignment of values that are born in the process of educational activity.

Regarding the results, the concept of education, understood by G.N. Serikov as a property acquired by a person in the process of education, which expresses a certain measure of mastering some part of social experience (achievements of world culture), as well as the ability to use the acquired experience in his life. O.E. Lebedev defines education as a quality that is an individual and personal result of education, which consists in the ability of an individual to solve problems in various spheres and types of activity, relying on the achievements of culture. Other researchers, in particular G.A. Bordovsky, N.F. Radionov, understand by education the need for a person to master a certain system of scientific knowledge, practical skills and abilities and the associated one or another level of development of her mentalcognitive and creative activity, as well as moral and ethical culture, which in their totality determine her social appearance and individual originality.

Main part From the standpoint of culturology, education is defined as a complex cultural process of the development of education itself, as the cultural activity of subjects of education, as a heterogeneous cultural space of interaction between education and other social spheres, primarily culture, and as a socio-cultural system that performs certain functions. Global socio-economic changes taking place both throughout the world and in our country naturally presuppose the search for a new "image" of education. It is associated with the historical reconstruction of ancient, genetically original meanings of education. Only in this case can it acquire new functions in the current situation. In modern education, a movement vector from cognitive and narrowly pragmatic education to qualification education and from it to competence education is clearly visible. The UNESCO materials draw a conclusion, as it seems to us, in the spirit of a great predictive culture: "The concept of qualification in the traditional sense of the word is giving way in many modern areas of human activity to the concept of evolutionary competence and adaptability.

Competence is defined as the ability to implement the real, life, and as a qualification characteristic Key competencies are multifunctional, supra-subject, interdisciplinary, multidimensional and require significant intellectual development: abstract thinking, selfreflection, determination of one's own position, self-esteem, critical thinking, etc. means interactively, to enter and function in socially heterogeneous groups. Our analysis of scientific literature made it possible to single out at least two approaches to the definition of "competence": socio-psychological and psychologicalpedagogical. In the context of the socio-psychological approach, the concept of competence is mainly considered in relation to the professional activities of specialists in the field of

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