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IMPLEMENTING THE COMPETENCE-BASED APPROACH IN HIGHER EDUCATION BY MEANS OF INTERACTIVE LEARNING TECHNOLOGIES

Abstract: The paper is devoted to the actual problem of competence approach implementation through organization of interactive educational technologies. The approbation of interactive technologies in higher education is connected with the fact that the roles of a teacher and students are changing, the passive method as a "one-way communication" is being replaced by an active one. The author notes that the use of innovative technologies, aimed at active learning of social experience and joint immersion in solving professional problems, can solve many problems of competence education.

Key words: interactive learning technologies, active method, innovative technologies, competence-based approach, practice-oriented approach, educational process.

In modern socio-cultural conditions and for modern educational process the problem of qualitative training of specialists in the education system is relevant, it is characterized by the transition to practice-oriented approach. The transition from knowledge-based approach to practice-oriented approach increases and strengthens the practical orientation of the content and organization of the educational process of higher education institution. Given the transition to practice-oriented approach, it should be noted that the role, place and functions

of teachers and students are changing, as the learning process requires improvement, where there is a change of social values and priorities. Taking all of the above into account, it can be said that the training of specialists in the current situation requires a radical change in the strategy and tactics of higher education.

As the roles of teacher and learners change and we move from a passive method as "one-way communication" to an active method, i.e. "multilateral communication", we should note the use of innovative technologies aimed at active learning of social experiences and joint immersion in problem-solving.

The integration of the educational process into a single whole implies competence approach, according to which there is a comprehensive mastering of scientific knowledge system based on students' independent search, taking initiative, performing certain algorithms of work, which take place through active interaction between the teacher and the learners. The teacher in this interaction is an important and necessary link that creates conditions for students' initiative [2].

According to E.Y. Kogan, O.E. Lebedev, I.D. Frumin and other researchers, the competence approach is not limited to the implementation of knowledge-oriented component, it includes solving life problems, performing various social roles, mastering the techniques of self-realization and individuality development within the profession the trainee receives and awareness of their ability to interact effectively with the surrounding world.

The modern labour market is demanding a competitively capable specialist who not only possesses a certain level of knowledge, but is also able to implement it in work and activity, through the introduction of a competence-based approach in the system of higher vocational education.

The implementation of the competence-based approach involves the use of interactive technologies.

The collective interaction of all participants in the educational process on the basis of search, problem and research activities and organization of cognitive activity of students is called interactive learning technologies. Interactive technologies stimulate students to creative search, interaction, reasoning, research, where the main task of learning becomes the creation of conditions for the development of independence and initiative.

It is very important that the interactive technology used in education assumes activation of thought activity rather than ready-made knowledge, and the component of pedagogical culture today is also the skill to present the best ideas and practical experience for retranslation to colleagues.

Let us consider the main interactive technologies used in education.

Creative (brainstorming, design, creative tasks). Creative technologies are characterised by a focus on the development of learners' creative potential, activity, innovation and out-of-the-box thinking in the process of searching for ideas and making decisions. One of the most widespread methods of creative technology is the brainstorming method, which is based on pedagogical and psychological patterns of collective activity, accepts any answer to a given question and is a free-flowing discussion. Brainstorming includes the following algorithm: a topic or question to be discussed; work in groups, where one's own variants of solution to a given problem are put forward; all opinions are recorded; all variants of answers are discussed; the most rational answers to the problem are chosen. The project method also belongs to creative technologies, as it includes research, analytical, prognostic, search and creative types of projects. The project method is based on goal-setting and planning, the purpose of which is practical transformation and solution of specific tasks. It should be noted that the project method focuses on communicative and interactive competence of the learners, develops presentation skills and skills of collaborative activities.

Game technologies (organizational-activity games, didactic, creative, business, role-playing, etc.) and their application in educational process of university (A.P. Panfilova, A.A. Verbitsky) allow "...to combine individualization of learning with implementation of collective forms of training sessions". In the framework of competence approach, game technologies are considered as a co-creative activity of educational process participants aimed at developing professional-creative thinking and team interaction experience [1; 5].

Dialogue technologies (lecture-discussion, case method, heuristic conversations, problem-research dialogues, etc.) contribute to the transformation of the student from an object of activity to a subject of active cognitive activity; they aim to form integrated cognitive and practical skills in the students, which is the basis of their professional thinking.

Based on the sources studied, we can conclude that the trainee is confronted with a specific situation in the classroom, in which he/she has to determine whether there is a problem, what it consists of and determine his/her attitude towards it. Consequently, interactive activities imply organization and development of dialogic communication, which leads to mutual understanding and interaction, to joint solution of common and meaningful tasks. The application of interactive methods is associated with intellectual activity, as evidenced by the interactive learning technologies we have considered, thus building the logic of learning not from theory to practice, but from the formation of new experience, to its theoretical understanding through application, where the learner actively participates in the cognitive process.

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