

Таким образом, метод кейсов имеет практикую направленность, занимает важное место в профессиональной подготовке педагогических кадров. Метод кейсов отвечает всем требованиям, которые предъявляются к современным образовательным технологиям. Применение кейс-метода в подготовке будущего педагога позволяет сформировать необходимые профессиональные компетенции.

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**The development of teacher subject-methodological competency as a basis for implementing competency-based approach**

**Rationale.** At the current stage, the academic realm faces the agenda of the contemporary knowledge society and envisages the implementation of the educational approach which includes broadening of the educational contexts. Consequently, the didactic purposes should coincide with the learning needs and demands of an individual. In a global economy, education systems should address the teaching and learning practice and procedures so as to equip learners with the necessary knowledge, skills and competencies to contend with various social and economic challenges.

Despite the fact that a great deal of developments in education might arise for the reason of global thinking, specific features of each national education system are to be reflected in the curriculum design implementing innovation.

In the last decade, Ukrainian education system experienced an array of transformations in various stratum of its functioning so that the quality of teaching can be improved. The proper professional training of a teacher, notably acquisition of essential competencies, plays a significant role in the framework of Ukrainian education system reform. Nowadays, we are facing a growing concern of the national policy makers regarding the introduction of programs on training teachers to implement competency-based approach.

**The aim of this paper** is to shape the theoretical basis for Ukrainian teacher training programs in line with the endorsement of the National Qualification Framework (2020) and Professional standards for primary and secondary school teachers (2020) in terms of competencies, notably subject-methodological and educational management ones.

The scholarly research of the recent years helps us understand how to equip the teachers with skills and competencies necessary to design, teach and access educational programs developed according to competence-based approach. In the works by A. Barman, L. Curry, M. Docherty, D. Hatmanto, G. Lueddeke, F. Mulder, W. Null, S. Patrick, N. Serdenciuc, C. Sturgis and E. Wendrich the issues of drafting problem-based curricula for learners are addressed. Various aspects of methodological competence of Ukrainian teachers are analysed by V. Danilovich, E. Genkal, M. Opachko, E. Pometun, V. Smirnova and I. Volobueva. The revision of the content

of methodological preparation of future teachers was accomplished by Ukrainian researchers O. Goroshkina, V. Khymynets and L. Ovsienko. However, the problem of acquiring the competencies necessary to draft competence-based curriculum, supervise, complete and assess it by the teachers remain to be unexplored.

**Research findings.** According to the law of Ukraine “On education” (revised 2020), “educational process is a system of scientific, methodological and pedagogical measures aimed at development of the personality by means of forming and using their competences” [3]. Since actors of the educational process are teachers, the the National Qualification Framework (2020) and Professional standards for primary and secondary school teachers (2020) which define the scope of competences an educator should possess were enacted. Particularly, the aforementioned Professional standards specify, among others, a subject-methodological competency any teacher is to acquire. It is defined as “ability to design the educational content in line with the mandatory learning outcomes” [4]. Furthermore, the subject-methodological competency assumes teachers’ ability to form and develop the key competences and skills in learners as well as assess and monitor the outcomes of the learning process the core of which is formed by the competency-based approach.

Other integral competencies of a modern teacher are classified under the category “Management of the education process”. According to the Professional standards, they are prognostic, organizational and assessment-analytical competencies. The prognostic competence is determined as an ability to anticipate learning outcomes and plan the educational process. In its turn, the organizational competency is construed as an ability to arrange the learning, educational and advancement process. The assessment-analytical competency is defined, firstly, as an ability to assess pupils’ learning outcomes and analyse them and, secondly, as an ability to perform both self-assessment and mutual assessment.

The implementation of the perspectives envisaged by the Professional standards of a Ukrainian teacher into new learning practices affects teachers’ role perception. Teachers will have to change their roles from being transmitters of the content to becoming coaches in the learning process. The increasing emphasis on real life problem solving tasks requires teachers to develop complex design skills. Teachers’ participation in the curriculum design process is deemed to be the major factor in impactful curriculum improvement. In this regard, implications for the support of teachers’ design activities should be discussed.

Practice shows that secondary school teachers often attempt to transfer and convert curricular goals straightforwardly into concrete lessons and they direct relatively little attention to evaluation. Consequently, they underrate the two innovative teacher roles. The first one is of a ‘diagnostician’ who is to perform the prognostic function anticipating learning outcomes and planning the educational process. The second role is the ‘evaluator’ one. Pursuant to it, the teacher is to assess pupils’ learning outcomes and analyse them. In competence-based approach, a wide range of supporting educational goals should be formulated, ordered and allocated within the framework of educational programs and curricula. When learning objectives and outcomes are defined and arranged, a conceptual scaffold is created for the work of teachers and learners [5]. Adherence to competency-based education implies thorough analysis of how teachers design, train, assess within the educational programs which are structured in line with the competency-based approach.

In our view, the acquisition of expertise in instructional design and competency-based curriculum planning can help teachers transfer the conceptual innovative curriculum framework into new learning tasks. This process requires widening teacher repertoire of skills and competences in curriculum design. The system approach to instructional and curriculum design is believed to assist in solving the problems of converting the new curriculum principles into learning tasks.

The initial goal of the educational design process is to identify transformational endpoint competencies that would satisfy expectations which should match the pre-specified outcome competencies. Program design techniques should be chosen in such a way as to comply with the

existent situation and facilitate the evolving goals, outcomes and objectives appropriate to the learners and school settings [1, p. 64].

Taking this into account, we deem expedient to introduce Kouwenhoven's Framework to teachers in order to equip them with necessary information regarding the design of competency-based educational programs. This framework includes four categories: purposeful education, new goals and learning approach; the use of cases; learning and advancement routes; learning departure from competencies development. Within the first category, it is assumed to define the start of the professional (in this particular instance, educational) practice, to divide the competencies (in our case, prognostic, organizational and assessment-analytical) into skills, knowledge and attitudes, to focus on application of knowledge and skills, and to encourage active learning. Under the second category, knowledge, skills and attitudes are formulated as separate goals which are strongly integrated into professional practice (teaching and training); real life situations and issues are solved; realistic cases are employed in the learning assessment; and problem-based learning is implemented. The third category envisages inclusion of the learning development trajectory in the curriculum, gradual progress in competencies, the decrease of guidance and coaching, establishment of "learning how to learn" as the ultimate goal, assessment of not only knowledge, skills and attitudes but personal advancement as well. In the final, fourth category, authentic tasks with decreasing guidance and increasing complexity are given to learners, open and broad assignments as well as practical problems are set and learning questions are formulated by pupils [4].

In the competency-based approach, the curriculum is not only viewed as a document. It contains learning materials and the way of teaching these learning materials. Thus, in the competence-based curriculum the significant roles in achieving learner competencies are assigned to teaching and learning methodologies.

**Conclusions and prospects for further research.** The philosophy of the curriculum is pivotal in defining the efficiency and impact of any educational program. The development of competencies and skills in teachers, notably the subject-methodological competency, implies the option to choose, foster and adapt abilities to deal with new situations using creative, innovative research-like teaching strategies. Such a learning format results in flexible learning time, individualized materials and continuous feedback to the learners. Teachers in the competence-based education setting are also highly required to be facilitators of the learning process rather than knowledge transmitters and motivate learners to engage in active inquiry and make their tacit knowledge become explicit. This, therefore, requires mastering of a wide range of competencies. Consequently, we consider further studies should lie within the scope of the development of the teacher subject-methodological competency as well as prognostic, organizational and assessment-analytical competencies from the perspective of the competency-based curriculum implementation.

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