

## ROLE OF TARGETING IN COMPETENCE-ORIENTED PUPILS' EDUCATION

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In the structure of pedagogical activity, targeting plays a vital role by directing the teacher to the intended result, integrating their actions and actions of the students, providing an assessment of the learning effectiveness through the comparison of achieved and projected results.

Targeting is defined as the choice of the most suitable options for learning materials and the preparedness of the students for the options of learning, where external factors (material, environment, means) and internal ones (readiness for study, cognitive interest, level of knowledge, skills, abilities) correlate in the area of the students' immediate development.

Competently oriented learning requires new approaches to target definition, since the implementation of new educational goals requires active cognitive activity of students (planned anticipated results of the course section, topic, specific lesson). The issues that students *learn*, knowledge, skills, abilities, and attitudes they *demonstrate* considerably depends on a target so that they can be considered competent.

The analysis of questionnaires of civic education teachers (subject of the level of the standard, grade 10) has shown that a significant part of respondents (63%) use a comprehensive planning of goals based on the content of the curriculum, formulate the purpose of the lesson as a goal of their own activities (to ensure students' understanding in the presentation of ...; students with concepts ...; expand students' knowledge about ...; develop skills of students ...; promote the formation of attitudes of students about ..., etc.). In this case the goal is identified with the meaning (it is formulated as a part of it to be learned); for the most part, it is general and uncertain in time; refers to the activities of the teacher, while the student actually remains outside it; reflects what the student will do in the classroom and does not cover what he can do, what to achieve, what will happen after the lesson.

In the competence lesson, the volume and level of assimilation of knowledge by the pupils, which will be provided at the lesson, are laid down in the results of the lesson; the volume and level of development of their skills and abilities that will be attained in and after the lesson; formation / development of emotional and value sphere of students as a basis of their beliefs, character, behavior.

The planned results of the lesson can be obtained provided that students who are also responsible for their own education are involved. They must understand why they attended the lesson, what they need to strive for and how they will test the results of their training. The student will direct his or her activity to the achievement of educational results when they will be personal (personal) and personal (meaningful) for him. Therefore, such results should be presented in the format "After this lesson students will be able ...", and in addressing students "After this lesson you can ...".

The overall definition of competence-oriented learning involves: taking into account the goals of teaching students; participation of the student in determining the objectives of studying the subject / course; the diagnostic and operational formulation of goals, namely: the definition of knowledge that students must master; skills (intellectual, practical), which they should master; qualities that will be manifested; ways to achieve goals (list of forms, ways and methods of work, reflexive activity of students); clearly defined end-result of students' cognitive activity.