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TEACHER ADVANCED EDUCATION FOR IMPLEMENTATION THE COMPETENCY-BASED APPROACH: THE CURRICULUM COMPETENCE

Key words: teacher competency; competency-based approach; curriculum design; assessment; competency-based curriculum planning.

The education system of Ukraine underwent a number of transformations in various spheres of its functioning so that the quality of teaching can be improved. The professional preparation of a teacher, acquisition of core competencies is of great importance for 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 theoretical basis for Ukrainian teacher training programs constitute the National Qualification Framework (2020) and Professional standards for professions “Primary school teacher for an institution of secondary education” and “Teacher of an institution of secondary education” (2020). The scope of competences an educator should possess is defined by the enacted orders.

Particularly, the aforementioned Professional standards specify under the category “Management of the education process” prognostic, organizational and assessment-analytical competencies as competencies any teacher is to acquire. 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 and ability to perform both self-assessment and mutual assessment [1].

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. 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.

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