

Scientific and pedagogical internship

**«PHILOLOGICAL EDUCATION IN MODERN UNIVERSITY –
PROJECT-BASED APPROACH TO THE WORK
ORGANIZATION ACCORDING TO THE GUIDELINES
OF THE EUROPEAN QUALIFICATIONS FRAMEWORK
(EXPERIENCE OF DANUBIUS UNIVERSITY)»**

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«Philological education in modern university – project-based approach to the work organization according to the guidelines of the European Qualifications Framework (experience of Danubius University)» : scientific and pedagogical internship, which was organized by Danubius University for scientists of philology schools of Ukrainian universities on April 26-28, 2017 in Sladkovicovo, Slovak Republic.

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COMPETENCE-BASED EDUCATION: CONTEXT ANALYSIS FOR THE SUBJECT AREA OF PHILOLOGY

Current demands on professional functions of philologists comprise not only of high professional qualities, but also of willingness to self-development and self-perfection, professional qualification and skills mastering, ability to recognise and critically assess personal strengths and weaknesses and choose ways and means of development of the former and elimination of the latter. Present-day philologists need to realise abilities to analyse their professional activity and its outcomes critically. Capability of constructive reflection and introspection as a part of qualification functions of a contemporary philologist indicates the desire for self-improvement and professional and personal growth enhancement. The existing requirement of the contemporary world in general and the job market in particular is for competitiveness of an employee. With the aim to create an integrated higher education area in Europe, the demand for competitiveness as well as for compatibility and comparability of higher education in Europe has arisen recently. Thus, today the awareness of necessity of continuing self-growth, professional skills and abilities improvement as well as readiness for professional mobility is highly significant. This is especially urgent and vital for the area of philological education, because its final goal is to train qualified competitive experts, who satisfy the employers' demands built on definite specific competences. The philological specialists are expected not only to have proficiency in English, but also to be interested in and to use innovative methods and techniques, to keep up with changes taking place in the sphere of professional activity. Subsequently, the Ukrainian system of higher philological education requires changes towards the competence-based education, aiming to train intellectually prepared professionals able to function in the

areas of research, elaboration and dissemination of research findings, innovative methods of researching and teaching languages. On one hand, students' increasing mobility has introduced the need for objective information about educational university programmes. On the other hand, employers demand reliable information about practical values and meanings of the necessary qualification. As the Competency Group has stated, competency-based system can be beneficial for both employers and employees. This system can help employers reduce cost overruns caused by poor performance or miscommunication of job expectations, improve communication between employee and management, increase internal employee mobility, clarify job standards and outline employee development and promotional paths within organisation. Moreover, this approach enables employees to be proactive beyond their individual roles, by learning additional competences that are valued by the organisation. It can also provide clear direction for learning new job skills and increases the potential for job satisfaction [1]. The societal shift towards the «society of learning» [3, 30] involves a move from «teaching-centred education to learning-centred education» [3, 63]. This means development of the «new paradigm of student-centred education» [3, 29]. According to Dr. Robert Mendenhall, the most significant characteristic of the competency-based education is that it values learning rather than time. This means that students need to prove that they have mastered required competences regardless of how long it takes. [2]

The Oxford Dictionary of Education defined the notion of competence as the «ability to perform to a specified standard». [4, 60] The Tuning Academy in its Final Report Pilot Project introduced the concept of competences as «including knowledge, understanding and skills a learner is expected to know and demonstrate after a completion of a process of learning» [3, 24]. Introduction of the competence-based learning is one of the key priorities that ensure increase of academic and professional mobility, as well as acquisition of proper skills required for learners' prospect employment. In regards to the current tendency of implementation of competence-based studies, it is vital to take into account the aspects of competence awareness and development. However, prior to competences development, it is highly significant to define and classify competences

for the subject area of philological education. We will analyse contextual competence constructs of the course on philological education with intention to trace transformations of abilities and skills into competences with their classifications and relations to the professional requirements.

Regardless of the subject area of education, competences represent a dynamic combination of cognitive and meta-cognitive skills, demonstration of knowledge and understanding of interpersonal, intellectual and practical skills and ethical values. The list of competences cannot cover all desired and necessary competences for a successful philological career path. A revised list presented by the Tuning Educational Structures in Europe includes abilities and skills crucial to a philological career. Some competences are subject-related, while others are generic. In the sphere of philological education, the skills, abilities and capacities, which belong to important generic ones require corresponding grouping. There are three groups of generic competences identified by Tuning [3, 33]: 1) Instrumental competences, which include cognitive abilities, methodological abilities, technological abilities and linguistic abilities; 2) Interpersonal competences, comprising of individual abilities and social skills; 3) Systemic competences, encompassing abilities and skills concerning the whole systems and requiring prior acquisition of instrumental and interpersonal competences. However, certain competences are not pure generic by their nature, as they overlap with the subject-related, specific skills. For example, the ability to implement knowledge is indivisible from the ability to use fundamental subject-specific information, to generate innovative solutions to existing issues etc. Interpersonal competences such as the ability to participate in group activities, capacity to realise the vitality of group multicultural diversity may vary in their degree of development and depend on a person's professional area and additional profession-specific competences. Nevertheless, effective communication skills can help in building close personnel relations, handling conflicts and negotiating. Systemic competences involve most of the professional competences, naming understanding of the subject area of studies, mastering relevant skills and taking responsibilities for the consequences for the job-related tasks. In regards to the philological education, the subject area understanding covers three sub-areas: understanding linguistics, literature

and culture studies. Speaking about understanding linguistics, we should refer to understanding and knowledge of the grammatical and lexical structure of the English language, its fundamental stages in historical development and the key principles of certain trends in contemporary linguistics, including semantics and pragmatics, corpus linguistics, discourse analysis etc. As for the cultural studies, they assist in understanding the underlying principles of human behaviour in distinct cultural and societal settings. Besides, the competence also involves mastering additional skills such as the English language proficiency, mastery of basic translation, which requires the native language proficiency, and pedagogical skills.

Subject-specific competences can be grouped into five sets: 1) Profession specific competences; 2) Linguistic competences; 3) Literature and culture competences; 4) Communication competences; 5) Education competences. Profession specific competences encompass ability to formulate and refine a research problem, to conduct valid research and to present sound conclusions. This competence is related to the ability to use acquired knowledge and skills effectively and to demonstrate successful integration of theoretical knowledge and practice. Linguistic competences, in their turn, make the core of professional philological education, because any professional career will not be successful without a standard or above level of the competence. Similar to linguistic competences, literary and cultural competences form the foundation of philological education, as they are part of a successful professional career. Communicative competences are closely related to the previous two competences, linguistic, and literary and cultural competences. Communicative competences encompass reading comprehension skills, oral skills, writing skills, and as well mediation and translation skills. Pedagogical competences are vital for those wishing to pursue a teaching career, because the former involves knowledge of language teaching methodology, ability to apply knowledge of conceptual requirements of the education system, foreign language teaching objectives, etc.

The proper philological knowledge can help set situations in a broader context and view them in different perspectives. This provides a better understanding of importance of philological education, especially in the area of the English language, in the global world. Philological pro-

professional education and later further professional development accounting competence-based approach to learning in response to the current demands of the present-day job market will provide Ukraine with qualified philologists with solid communication skills, understanding of English literature, as well as culture of English-speaking countries. Promotion of philologists' professional independence and mobility will enhance their productivity, creativity, openness to innovations; improve competence standards for professional activities; foster positive changes in specific philology-oriented knowledge, communicative culture, willingness to acquire new experience in the spheres of scientific research, teaching methodologies and techniques, innovations within the area of management and administration. These prospects support the necessity and significance of active implementation of the competence-based approach to philological education in planning and designing educational syllabi in accordance to the European educational demands and standards.

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