

PHENOMENON OF «PROFESSIONAL COMPETENCE»

Chumak Mykola

*Doctor of Pedagogic Sciences, Associate Professor,
Head of the Department of Theories and
Methods of Teaching Physics and Astronomy
National Pedagogical Dragomanov University*

Professional training of future specialists under modern conditions is conditioned by the need to clarify the qualitative characteristics of the specialist; the availability of a model of his training in the context of educational activities of the educational establishment provided that appropriate pedagogical conditions are created for the successful training of a specialist in this field. It is worth noting that the effectiveness of each task directly depends on the level of knowledge management development at the personal, as well as social levels in general.

An urgent requirement of modern society is the formation of a professionally competent person able to adapt to the changing modern conditions. Under the market conditions, the young generation is faced with increasingly progressive requirements for prompt management of their knowledge. In this context, the issue of creating optimal organizational and pedagogical conditions for the formation of a competitive specialist able to properly present his homeland in the international arena becomes especially relevant.

Under such extraordinary conditions of social and cultural life, the identifier of the level of the knowledge management development at the personal level is the indicator of competitiveness [1; 2; 3; 4]. Likening these two interrelated concepts, the researchers concluded that their versatility quite reasonably reveals the fullness of the three fundamental approaches:

- 1) implicit – targeted definition of the integrity of the hierarchical construct

«personality – enterprise – state», where each link is interconditioned and interdependent (in particular, the competitiveness of the state directly depends on the level of competitiveness of an enterprise and an individual and vice versa) [4];

2) disjunctive – focused on determining the set of features, peculiarities, and characteristics, which identification and analysis gives us a detailed description of the image of a competitive specialist [4-5];

3) conjunctive – aimed at reflecting competitiveness as «... an integral characteristic inherent in an active person able to effectively manage knowledge under specific conditions of professional activity» [5].

Thus, the orientation of the educational process on the deepening of skills and abilities of the subjects of cognition to manage their own knowledge in typical and atypical situations makes the formation of a highly qualified specialist of the relevant profile problematic. The level of competence of such a specialist, in particular, will confirm the personal focus on cooperation with specialists in related fields; readiness to work effectively within the specialty, according to the requirements of world standards; focus on the professional growth and life-long education for self-improvement.

Considering such extensive multilevel tasks of the educational process, in particular, aimed at the acquisition of knowledge management skills by the subject of cognition, the need to involve a competency-based approach to the implementation of the planned one. The prognostic model of the average graduate is represented by general cultural and professional competencies, which are the basis of the study program in this area and the appropriate level of training.

Competence approach is distinguished among others by its targeted effectiveness, which allows ensuring the guaranteed quality of training of future professionals, including the development of skills and abilities of knowledge management. Such a wide semantic field of the essential content of the phenomenon of the «competence approach» significantly complicates its interdisciplinary dimensions and emphasizes the projectivity

of the quality of learning outcomes for social progress. Taking into account such social and cultural significance of the competency approach for establishing the value of knowledge management development in the international educational space, draws the attention of the public to the formation of a single and integral treasury of global knowledge, distinguished by its cosmopolitan status.

References

1. Chibuzor A., Jovita O. & Onyemachi U. (2019). Knowledge management and organizational innovation // *Journal of Business and Social Science*, 2(2). 1–19. URL: https://www.researchgate.net/publication/331330077_KNOWLEDGE_MANAGEMENT_AND_ORGANIZATIONAL_INNOVATION.
2. Ngoc-Tan N., & Gregar A. (2018). Impacts of Knowledge Management on Innovation in Higher Education Institutions: An Empirical Evidence from Vietnam // *Economics and Sociology*, 11(3). 301–320. URL: https://www.economics-sociology.eu/files/18_637_Tgoc-Tan.pdf
3. Skyrme D. (2015). The Seven Ages of Information & Knowledge Management: What Have We (Not) Learned? // *Gurteen Knowledge Log*. URL: <http://www.skyrme.com/kmarticles/7ikm.pdf>
4. Esmaeelinezhad O. & Afrazeh A. (2018). Linking personality traits and individuals' knowledge management behavior // *Aslib Journal of Information Management*. URL: https://www.researchgate.net/publication/325227784_Linking_personality_traits_and_individuals'_knowledge_management_behavior
5. Chu M., Kumar P., Kumar K., & Khosla R. (2014). Mapping knowledge sharing traits to business strategy in knowledge based organisation // *Journal of Intelligent Manufacturing*. 25. 55–65. URL: <https://link.springer.com/article/10.1007/s10845-012-0674-1>