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COMPETENCE APPROACH IN THE FORMATION OF EDUCATIONAL PROGRAMS (BY THE EXAMPLE OF THE PHD PROGRAM IN PHILOSOPHY)

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This article discusses the main positions and orientations of the European approach to education. It shows the Ukrainian realities of implementation of competence approach in Ukrainian education. The PhD program in philosophy and the main "competence" requirements of the Decree of the Cabinet of Ministers of Ukraine on the procedure for the preparation of applicants for higher education, Ph.D. and Doctor of Science degrees in higher education institutions are analyzed in the article. It emphasizes the importance of forming general and professional competences in philosophy. The impact of competence approach on the formation of a professional scientist and a highly developed person is improved.
Keywords: education, philosophical education, general and professional competences, educational PhD program in philosophy, competence approach.

The educational sphere was and remains one of the most important areas of social development. It provides the society with highly skilled specialists and contributes to its development and improvement. Therefore the quality of modern education is very important and for one country and for the entire public space. The quality of education meets certain requirements of society and therefore it is dynamic and volatile. The modern paradigm of education, meeting the challenges of a changing society, forms the ideal of an individual who is capable of making decisions independently and adapting to new social demands. So, **the problem** of our current education is to change the direction of the education from the standpoint of "education for all life" to "education during the whole life". Moreover, only this position allows us to improve our skills and develop new knowledge that will allow to solve various problems.

Analysis of the recent achievement. Such an approach was followed by such well-known scholars as A. Bazhenov and L. Pelevin, who believe that education during the whole life at the state level should take into account the present realities and provides some protection for pupils and students. M. Clarin, who emphasizes that education of adults beyond the framework of basic education. O. Gluzman considers that core of development of education during all life is a competent approach to learning that covers the motivational, value, social and behavioral components and helps in the formation of the ones own worldview [3].

Such researchers as V. Turenko [5] and N. Yarmolitska [6] analize the modernization of Ukrainian education in accordance with European standards (competence approach) of lifelong education.

Therefore, the **purpose** of this article is to analyze the competence approach as a methodology for the formation of new educational programs. The object is general and professional competence basis for creating new educational programs. The subject is competent PhD programs in philosophy.

So this article has several **tasks**: to highlight the international guidelines for modern education; to explain the term "competence" in accordance with the European vision of this concept; the disclosure of basic national normative documents on the procedure for the preparation of applicants for higher education in the degree of doctor of philosophy and doctor of sciences in higher educational institutions; analysis of professional and general competences of the PhD program.

Presentation of the main research. Taking into account the modern social development, the demand to reform education in Ukraine has become necessary. The education should be adapted to the new conditions as much as possible, should be made relevant and effective in accomplishing such tasks as: providing citizens of Ukraine with the opportunity to realize the constitutional right to acquire professional qualifications in accordance with their vocations and abilities, retraining and improve the qualifications; meeting the current and future needs of the country in skilled and competitive workers, employees, scientists; promoting the state policy of population employment in the conditions of an unstable market economy. An international UNESCO commission was convened for the change of priorities in education. It formed the following guidelines for modern education:

1 to teach learning and using knowledge, that is, to acquire education during the whole life, to work in its narrow area with rather broad general knowledge;

2. to teach doing business, not only using standard skills, but more widely, to learn in the framework of both formal and informal social experience to cope with different situations and work in a team.

3. to teach living together, developing and understanding other people and their aspirations for independence (by performing joint projects and learning to resolve conflicts), strengthening pluralism, mutual understanding and peace;

4. to teach being yourself, that is, to develop more of the personality and ability to act with greater independence, guided by his own judgments and personal responsibility. Education should not ignore any aspect of human potential: memory, intelligence, sense of beauty, physical ability and communication skills.

These positions are the main ones in the competent approach to education and whole European education is based on them.

In the European Tuning project, which has been developed to determine the path to the improvement of the European educational system

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and the adjustment of educational structures in Europe, competences represent a dynamic combination of knowledge, understanding (theoretical knowledge of a particular industry, ability to know and understand), skills, abilities (knowledge, how to act: the practical and operative application of knowledge in specific situations), attitudes and relationships (values as an integral part of the way of perception and life with others in the social context) and are divided into special (professional) and general competencies [4].

Taking into account the peculiarities of the European system of education, on March 23, 2016, the Cabinet of Ministers of Ukraine approved the Decree of the procedure for the preparation of applicants for higher education, Ph.D. and Doctor of Science degrees in higher education institutions (Scientific Institutions), that determines the mechanism for training applicants for higher education in the educational and scientific levels of higher education.

According to the Decree of the Cabinet of Ministers, the educational and scientific program of postgraduate studies (adjunctures) of a higher educational establishment (scientific institution) must include not less than four components, which include the acquisition of postgraduate (adjutant) of such competences in accordance with the National Qualifications Framework [1]:

1. obtaining deep knowledge in the specialty (group of specialties). According to it the graduate student (adjunct) should conduct his or her own research, mastering of the basic concepts, a conscious understanding of theoretical and practical problems, the history of development and the current state of scientific knowledge in the chosen specialty, to know and practical apply terminology of his or her own scientific direction (1);

2. mastering of general scientific competencies aimed at forming a systemic scientific outlook, professional ethics and general cultural outlook (2);

3. acquiring the universal researcher skills, which include the ability to present orally and in writing the results of one's own scientific research in the Ukrainian language, apply modern information technologies in scientific activity, organize and conduct training sessions, manage scientific projects and / or make proposals for the financing of scientific research, registration intellectual property rights (3);

4. Obtaining the linguistic competencies sufficient to present and discuss the results of their scientific work in a foreign language (in English or another one according to the specifics of the specialty) in oral and written form, as well as for a complete understanding of foreign scientific texts in the corresponding specialty [1] (4).

These requirements were fully taken into account when the program competencies of the Philosophy Faculty of Taras Shevchenko National University of Kyiv were formed. Program competencies are the most important competencies that determine the specifics and are included in the program profile [7]. They include general and professional competencies. General competencies (GC) is a system of intellectual, psychological, moral and active specialist positions that reflect the level of acquired knowledge, skills, experience, information saturation and other properties in the wide field of social activity.

Professional (special) competencies are research competencies that characterize the knowledge and skills, the specifics of the educational program and the qualifications of the graduate, provide the individuality of each educational program.

In the PhD in Philosophy program [2] is assumed that the graduate student will acquire such general competencies that can be attributed to one of the four compulsory components of the educational and scientific programs of the graduate school of higher education institutions approved by the Cabinet of Ministers of Ukraine. Schematically belonging to one or another component of the educational and scientific program can be identified with numbers (1) − profound knowledge in the specialty, (2) − general scientific competence, (3) − universal skills of the researcher, (4) − language competencies. Considering this, we have the following `picture` of the general competences (GC) of the educational and scientific program for the preparation of PhD students at Taras Shevchenko National University of Kyiv, specialty 033 − philosophy:

· (GC-1) possession of the most advanced conceptual and methodological knowledge in the field of research and professional activities and on the boundary of subject areas (1);

· (GC-2) the ability to critical thinking, the ability to apply critical thinking to the analysis of the results of his or her own scientific research, his or her scientific novelty, theoretical and practical value (1);

· (GC-3) possession of critical analysis and assessment in a situation of synthesis of new and complex ideas (2);

· (GC-4) skills of using the latest information and communication technologies for the organization and implementation of the cognitive process (3);

· (GC-5) the ability to search, process and analyze various data from different sources in the context of creating an information base for the research process (1);

· (GC-6) the ability to generate new ideas (creativity), use the most up-to-date methodological approaches in complementarity (2);

· (GC-7) linguistic and communicative ability to work in the international scientific space, making full use of its resources for the formation of its scientific position, for scientific cooperation, as well as for the promotion of postgraduate student`s research projects (4);

· (GC-8) the ability to practice the foreign language in scientific work, pedagogical and innovative activity (4);

· (GC-9) organizational and leadership ability to develop and manage scientific projects that require a complex level of cooperation between scientists in one industry and adjacent (3);

· (GC-10) the ability to identify, put and solve problems, systematically and consistently forming a scientific study of a high level of abstraction and complexity (1);

· (GC-11) the ability to communicate with experts from other fields for the formation and support of interdisciplinary scientists` interaction (3);

· (GC-12) the ability to work autonomously, based on constant self-development and self-improvement (1);

· (GC-13) the ability to participate in the organization of the scientific and pedagogical work of the profile department, to know and understand the principles of the profile department organization (division of functional duties, distribution of pedagogical load, place of the department in the system of research work of the faculty and university) (1);

· (GC-14) to be the responsible subject of the scientific community, to comply with the requirements of the ethos of science and the scientific community, its ethical rules and norms, to share its values and goals, and to transfer in the process of pedagogical practice to others (2);

· (GC-15) the ability to act socially and civic consciously, presenting in his or her activities and results for the general community the social science institute and humanistic values in general (3).

The professional competences (PC) of the educational and scientific program of preparation PhD programs in postgraduate study at Taras Shevchenko National University of Kyiv in specialty 033 – Philosophy, as well as general ones, can also be divided into four groups:

The first is the profound knowledge of philosophy and the ability to conduct their own philosophical research. It includes such philosophical competencies as knowledge of the essence, specific features, properties and criteria of new scientific knowledge in the field of theoretical and practical philosophy; the ability to formulate the general methodological base of postgraduate student`s scientific research from new research positions (PC-1); the ability to use effectively the modern methodology of scientific knowledge and the latest methods of scientific research in the field of theoretical and practical philosophy (PC-4); the ability to practically apply modern philosophical knowledge in the process of performing postgraduate student`s scientific research (PC-5); ability to initiate, organize and conduct comprehensive theoretical and experimental research (PC-6); have knowledge of philosophical traditions, use them in the pedagogical process (PC-15).

The second is the development and application of philosophical competences that manifest themselves in the knowledge of the specifics of the pedagogical process in the field of philosophical sciences (PC-14); practical skills in the methodical organization of the pedagogical process with the obligatory consideration of the specifics of philosophical knowledge (PC-17); the ability to use the specifics of philosophical knowledge for self-reflection and self-perfection (PC-18); the ability to work within the modern (post-classical) type of scientific rationality (PC-19).

The third is acquiring the ability to present in oral and written form the results of postgraduate student`s scientific research in Ukrainian, apply modern information technologies in scientific activities, organize and conduct training sessions, manage scientific projects. This group includes the learning of such special competencies as the ability to participate in multidisciplinary projects of complex scientific research of complex systems (PC-3); the ability to organize and conduct scientific discourse on the basis of philosophical knowledge of its nature, purpose and meaning (PC-12); the ability to participate in the organization of scientific and pedagogical work of the profile department (PC-16); knowledge of the specifics of the pedagogical process in the field of philosophical sciences (PC-14); the ability of practical use of information technology in organizing and conducting philosophical scientific events (conferences, scientific seminars, workshops, etc.) and presentation of the research (PC-10); the basis and specifics knowledges of the management of the research work of the philosophical faculty (PC-11).

The fourth is the acquisition of language competences sufficient for presentation and discussion of the results of postgraduate student`s scientific work in a foreign language in oral and written form. This group includes the following competencies: the ability of written and oral possession of a philosophical foreign language (PC-7); the ability to write with a philosophical foreign language in accordance with a specific style with knowledge of special terminology (PC-8); the ability to use orally the philosophical foreign language in scientific and innovative activities (oral speech at a conference, using a foreign language in business negotiations on the commercialization of scientific research results (PC-9)), etc.

Conclusions. The analysis of the PhD program in the Philosophy of Taras Shevchenko National University of Kyiv showed that it fully corresponds to the "competent" guidelines of modern education, developed by the UNESCO International Commission and the Decree of the procedure for the preparation of applicants for higher education, Ph.D. and Doctor of Science degrees in higher education institutions (Scientific Institutions), which determines the mechanism of preparation of higher education graduates at the third educational and scientific levels of higher education in our country. According to these documents graduates should be able to use their own knowledge and critical thinking, to be able to work in a team to organize and conduct joint projects, to be independent and to develop their personal qualities, to have their own outlook and to be able to effectively use their knowledge of philosophy for the conduct of philosophical research, presentations of its results both in Ukraine and in the international arena. The competency will be needed by any specialist in the professional field, as well as in solving any problems and will help graduates to become competitive employees. So, we can see that competence approach is very important for Ukrainian education because it helps to form different useful skills and to adapt to the world`s challenges.

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КОМПЕТЕНТНІСНИЙ ПІДХІД У ФОРМУВАННІ НАВЧАЛЬНИХ ПРОГРАМ (НА ПРИКЛАДІ PHD ПРОГРАМИ З ФІЛОСОФІЇ)

Анотація
В даній статті розглядаються головні позиції та орієнтації європейського підходу до освіти. Автор розкриває українські реалії використання компетентнісного підходу в освітніх програмах. Аналізуються PhD програма з філософії та основні вимоги постанови Кабінету міністрів про порядок підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у вищих навчальних закладах. Обґрунтовується важливість формування загальних та фахових компетентностей з філософії. Доводиться вплив компетентнісного підходу в освіті на формування професіонала-науковця та високорозвиненої особистості.
Ключові слова: освіта, філософська освіта, загальні та фахові компетентності, освітня PhD програма з філософії, компетентнісний підхід.

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Аннотация
В данной статье рассматриваются основные позиции и ориентации европейского подхода к образованию. Автор раскрывает украинские реалии использования компетентносного подхода в образовании. Анализируются PhD программа по философии и основные требования постановления Кабинета министров о порядке подготовки соискателей высшего образования степени доктора философии и доктора наук в высших учебных заведениях. Обосновывается важность формирования общих и профессиональных компетенций по философии. Доказывается влияние компетентностного подхода в образовании на формирования профессионала-ученого и высокоразвитой личности.
Ключевые слова: Образование, философское образование, общие и профессиональные компетентности, образовательная PhD программа по философии, компетентностный подход.

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