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### PEDAGOGICAL APPROACHES TO THE FORMATION OF LIFE COMPETENCE IN CLASSICAL UNIVERSITY STUDENTS

**Summary.** *The article is devoted to the issues of developing life competence in teachers-to-be in the educational environment of a classical university. Some information about certain peculiarities in a system of pedagogical training in a classical university which cause attempts in elaborating new practically oriented tactics and proficient mechanisms for effective realization of professional training in future specialists in the educational field has been highlighted and systematized. It is found that in classical universities there is the tendency not only to provide students with fundamental knowledge, but to develop their creative thinking, research skills, independent creative approach to solving practical tasks, striving to learn throughout life, continuous self-education which considerably contribute to student life competence developing. It is determined that in the educational process in classical universities the emphasis should be based on two main blocks, which form life competence of a person: learner-centered (physical, cognitive, emotional-volitional and spiritual) and society-centered competencies which define the successfulness of a person's life activity in economic, social, family, politic, and cultural spheres. The purpose of the article is to outline and analyze the principal components of the main approaches to the formation of life competence in classical university students. The basic aspects of personality-activity, axiological and competence approaches as a theoretical background of pedagogical conditions of developing life competence are stressed. The fundamental pedagogical principles in the process of professional training of teachers-to-be are accentuated. It is concluded that fulfillment of the basic aspects of personality-activity, axiological and competence approaches contributes to forming value guiding line of a personality, to developing ethical and creative abilities, effective performing social roles, self-development and self-fulfillment and productive living which are constituents of a concept of life competence.*

**Key words:** *life competence, classical university, pedagogical conditions, pedagogical principles.*

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## ПЕДАГОГІЧНІ ПІДХОДИ ДО ФОРМУВАННЯ ЖИТТЄВОЇ КОМПЕТЕНТНОСТІ У СТУДЕНТІВ КЛАСИЧНИХ УНІВЕРСИТЕТІВ

**Анотація.** Стаття присвячена питанню формування життєво компетентної особистості майбутнього вчителя в освітньому середовищі класичного університету. Актуалізуються деякі особливості системи підготовки педагогічних кадрів в умовах класичного університету, які зумовлюють пошук практико орієнтованих тактик та дієвих механізмів для ефективної реалізації професійної підготовки майбутніх фахівців освітнянської ниви. Встановлено, що в класичних університетах наголос робиться не тільки на прищепленні ґрунтовних знань, але й на розвитку у студентів творчого мислення, навичок дослідницької роботи, самостійного, нешаблонного підходу до вирішення практичних завдань, прищеплюється потреба в постійному поповненні знань, подальшій самоосвіті, що суттєво впливає на формування життєвої компетентності студентів. Встановлено, що під час навчання в класичному університеті необхідно робити акцент на двох основних блоках компетентностей, що сприяють формуванню життєвої компетентності особистості: особистісно-центрованих (фізична, когнітивна, емоційно-вольова та духовна компетентність та пов'язані з ними здатності особистості) та суспільно-центрованих (визначають успішність життєдіяльності особистості в економічній, соціальній, родинно-побутовій, політичній, культурній сферах діяльності) компетентностях. Розглядаються основні положення особистісно-діяльнісного, аксіологічного та компетентнісного підходів як теоретичне підґрунтя визначення педагогічних умов формування життєвої компетентності. Розкриваються та аналізуються складники педагогічні принципи основних підходів у процесі професійної підготовки майбутніх освітян. Визначається, що реалізація базових принципів особистісно-діяльнісного, аксіологічного та компетентнісного підходів у навчально-виховному процесі забезпечує формування ціннісних орієнтирів особистості, розвиток її духовних, моральних і творчих основ, вирішення складних питань в усіх сферах життєдіяльності, успішність виконання життєвих і соціальних ролей, саморозвиток і самореалізацію, що є складниками поняття життєвої компетентності особистості.

**Ключова слова:** життєва компетентність, класичний університет, педагогічні умови, педагогічні принципи.

**Introduction.** Modern global transformations cause a change in the priorities of social development, social institutions, a part of which is education. According to V. Kremen (2005), the modern era poses to society, especially to education, the important task to form a new individual: competent, educated, professional in his or her business. Hence, it is an urgent need to find practice-oriented tactics and effective mechanisms to implement the tasks of training of future teachers, because they must play the leading role in the implementation of these reforms. Basic features of teacher training in classical university – namely, fundamentality, interdisciplinary nature, focus on scientific research, lack of psychological and pedagogical training – highlight certain contradictions between the society's demand for pedagogues with a well-shaped system of conscious manifestations of life competence and lack of scientific and pedagogical conditions that ensure the formation of life competence of students of classical university in the course of their training.

**Analysis of recent publications.** Brief analysis of scientific sources proves that the problems of university training of future teachers have been studied in the works by V. Bazylevych, T. Turkot, A. Kutuzov, Y. Lazarev and others. The features of the educational process in higher pedagogical school are covered by such scholars as V. Galuzinsky M. Evtukh, E. Spitsyn, Z. Shalik. But the range of issues associated with the formation of life-competent individuality of a future teacher in the educational environment of classical university has not been studied sufficiently and needs further scientific exploration.

**The purpose of the article** is to outline and analyze the principal components of the main approaches to the formation of life competence in classical university students.

**Presentation of the main material.** We consider the study of the individual activity, competence and axiology to be the theoretical basis for determining pedagogical conditions of formation of life competence of future teachers in the classical university.

At the core of the personality-activity approach (B. Ananiev, L. Vygotsky, A. Leontiev, A. Markova, K. Platonov, S. Rubinshtein, K. Ushinsky, I. Yakimanska et al.) lies the understanding of individual as the subject of activity formed in the process of communication with other people.

The personal aspect of this approach means maximum consideration of the student's individual psychological, national, age-sex, and status features while teaching any school subject and requires treatment of the individuality as a product of social and historical development and bearer of culture, recognition of its uniqueness, intellectual and moral freedom, right for respect, which is based on the natural process of self-development of abilities, self-determination, self-realization and self-assertion in appropriate conditions. The activity aspect considers the subject's activity in knowledge, work, communication, its personal development. V. Lozova, (Лозова, Троцко, 2002) emphasizing the dialectical unity of the personality and activity approaches in pedagogy, argues that both these aspects form an indissoluble, unified integration aimed at self-motion, self-raising and, as the final result, the fulfillment of the individual's capabilities (p. 222).

Implementing the personality-activity approach to learning and identity formation involves the revision of the traditional ideas about the learning process as mainly translation of knowledge, formation of skills, and transition to a more productive form of interaction between the teacher and the student: subject-to-subject, or dialogical (Вишневецький, 2003, p. 117).

Let us define the basic principles of the personality-activity approach that we believe are important to determine the pedagogical conditions of formation of life competence:

The principle of individual approach that takes into account individual psychological characteristics, educational level, experience and needs of each student, including requirements relating to new knowledge and skills in the field of life creativity and self-realization.

The principle of personal approach, according to which teachers, while studying certain qualities of a student, should seek to maintain and develop the natural inclinations of the person, the formation the personal identity, capacity for life, professional and social self-realization.

The principle of humanistic orientation, based on the recognition of the value of human being. It provides the human right to free expression and development of their abilities for the purposes of life activity, and is the factor which encourages people to expand their knowledge in the field of life creativity and self-realization and application of these skills when needed.

The principle of activity and independence in learning takes into account the important regularity of human cognitive activity: knowledge is the result of the individual's independent intellectual work. The student must be the subject of creative cognitive activity and clearly understand the purpose of training (for example, to develop its life competence), to be able to plan and organize activities to implement life plans, self-analysis and self-control, to realize the responsibility for the results of his or her own learning and cognitive activity as well as the use of the acquired knowledge.

The central category of the axiological approach is values. Scientists (V. Andrushchenko, I. Bekh, V. Butenko, I. Zyazyun, S. Polyakov, G. Selevko, V. Slastyonin, N. Tkachova et al.) emphasize that a person is constantly in a situation of moral, aesthetic, and ideological evaluation of events, setting goals, finding and making decision and their realization. The values in the axiological approach are understood as the sense-creating principles of human existence that define the direction and motivation of the individual life aspirations, guidelines for evaluating the past and projecting the future activities and actions. The values affect the overall course of action. The universal values – life, health, love, education, labor, peace, beauty, home, prosperity and self-sufficiency of man – have always attracted the attention of people at different times. The moral, aesthetic, economic, legal and other values characterize the individual; their development is the main task of Humanistic Education, say V. Lozova and G. Trotsko (Лозова, Троцко, 2002, p. 15).

In modern science, the axiological approach is seen as “a set of the principles of the meaning of life, involving assessment of mental activity and reviewing of the moral criteria, as well as the links connecting knowledge not only with intelligence but with will; defines rational and spiritual attitude to the world and man; needs appeal to reflection of diverse human existence, in which man lives and moves by way of educational and cultural growth” (Ларіна, 2013, p. 22).

Realization of the axiological approach in the professional training of students focuses on selection, translation and formation in future specialists of the main humanistic values. The essence of the axiological approach is fixed in the system of the axiological principles, which include: the principle of equality of philosophical views within the single humanistic values system; the principle of equality of traditions

and creativity; acknowledging the need of creative usage of the achievements of the past and the orientation on spiritual discoveries, present and future; the principle of existential equality of all people; social and cultural pragmatism rather than debate about the basis of the values (Рогова, 2010, p. 56).

The axiological approach is based on understanding the social nature of values, reflection of the meaning-of-life questions from the standpoint of the positive and creative values, the impact of quality value choice on the formation of the individual value guidelines, the development of the personal spiritual, moral and creative bases, as well as on the value results in all areas of life. Regarding our research, the idea of V. Slastyonin and G. Chizhakova (Сластенин, Чижакова, 2003) is relevant that identity formation (namely spiritual and creative) is possible only through constant and consistent formation of the “dialectical triad”: value consciousness – value attitude – value behavior (p. 102).

The competence approach is now recognized by most scientists as the key in the process of modernization of all levels of education in Ukraine, and, according to A. Mekhrabov (Мехрабов, 2009) is “an attempt of the international community to match education and the market needs, erase the contradiction between the educational and professional activities” (p. 5). The organization of the educational process in terms of competence approach is designed to meet the society’s need in educated qualified competent professionals who enter the independent life being prepared to solve problems independently and take responsibility for their own decisions.

The principle of the personal focus of the competence based education is based on treating the student as the subject, perception of the value of each individual, respecting its identity. Realization of the competence approach means support of the student’s personality, development of the mechanisms of self-development, self-defense, self-education which are necessary for human life, shaping the capacity for social and creative self-realization (Єрмаков, 2005, p. 453).

Another basis of the competence approach is the principle of activity focus of the educational process by which a necessary condition for the acquisition of competencies is the person’s own activity, each competence being acquired in the relevant activities. Competence is not just formed but appears only in activity, which puts forth such a demand of organization of training activities that not only contribute to the formation and development of the student’s competence, but also create conditions for their display and realization. Special attention should be paid to the fact that the individual competence is inextricably linked not only with productive activities aimed to solve theoretical and practical problems, but also with the responsibility for the individual actions. Thus, a person can obtain the necessary level of life competence through dynamic and productive activities aimed at acquiring the necessary knowledge and skills in the field of life creativity and self-realization and their use in professional and social activities.

The fundamental tenet of the principle of relying on past experience is understanding that acquiring competence occurs not only while the student is studying subjects, but also by means of non-formal education, as the result of the influence of the social environment and so on. S. Shishov and V. Kalney (Шишов, Кальней & Гірба, 2014) emphasize that the process of formation of competencies should be based on already available, even in the least, the experience of previous activities, and insist that “the competence is developed, enriched, expanded, strengthened, starting from the entry level” (p. 82).

The principle of creative comprehension of the social experience considers the possibility of the individual’s building own life strategy under the condition of constant change. The society offers to the individual traditional means of understanding and solving of vital problems on which each one builds his or her own life strategy, but the result of acceleration of modern social and economic processes is that the pace of change today is much higher than the rate of change of generations. Regarding the development of life competence of future teachers, this principle is decisive, because with the rapid development of society, life competence requires constant conscious improvement and development. As M. Fullan (Фуллан, 2000) aptly notes, “the secret of growth and development is to learn how to behave with the forces of change, taking advantage of the positive ones and weakening the impact of the negative” (p. 11).

The principle of focusing on the result in terms of our research involves consideration of the study results from the standpoint of their demand by society, ensuring that a classical university graduate meet the needs of our time, labor market, capacity to effectively solve the vital issues, that is, a correlation between the individual level of life competence and the society’s needs.

The competence approach involves implementing into education of the principle of life creativity – that is, independent construction of the individual’s own life strategy, taking into account the objective correlation of man’s own aspirations and opportunities, conscious identifying of the life guidelines

and ways self-realization, formation of the life principles and priorities based on the knowledge, experience, beliefs and values that have been acquired over the years of education.

**Conclusions.** Thus, the most significance for the formation of life competence in future teachers pertain the principles of the personal-activity, axiological and competence scientific approaches. In particular, the leading role in the personality-activity approach in the forming of life competence is determined by the fact that, being realized in the context of the individual's life activity, this approach considers his/her life plans, value orientations and other parameters of the subjective world. The personality-activity approach provides orientation of the individual to an active independent activity of acquiring knowledge, abilities, skills and experience in professional work and life fulfillment. From this perspective, the personality-activity approach can be defined as practice-oriented tactics of forming life competence. The axiological approach provides awareness and personal acceptance of humanistic life and professional values, whose inheriting allows one to be consistent in building a career, professional growth, life self-realization, which in turn ensures the formation of life competence. The competence approach considers education as the ability to solve problems, regardless of their complexity, relying on with the knowledge that man possesses. This approach focuses on the result of education, and this result is understood not as the summary of the obtained information but as the professional's ability to act independently in different problematic situations, that is to have life competence.

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