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TÍTULO: La formación en competencias generales como técnica de potenciación de la actividad educativa de los estudiantes.

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RESUMEN: El autor analiza la influencia de la formación en las competencias generales en la realización de los objetivos de aprendizaje. Se realiza el análisis de la clasificación de los métodos de enseñanza. Se enfatiza la importancia del uso de métodos activos para la estimulación de la actividad cognitiva de los estudiantes por parte de los profesores durante el proceso educativo.

PALABRAS CLAVES: proceso educativo, método, alumno, tecnología, formación en competencias generales.

TITLE: Training in general competencies as a technique of enhancing of students' educational activity.

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ABSTRACT: The author analyzes the influence of training in general competencies on realization of the goals of learning. The analysis of the classification of teaching methods is carried out. The importance of the use of active methods for stimulation of the students' cognitive activity by teachers during educational process is emphasized.

KEY WORDS: educational process, method, student, technology, training in general competencies.

INTRODUCTION.

The educational process is realized through the interaction of a teacher (teaching) and a student (teaching). The teacher uses various methods that help students to assimilate the educational material, contributes to the activation of the educational process. Therefore, the student perceives, comprehends and remembers this material. The educational process ensures the use of methods that allow students to create active interaction with the teacher. So, the teaching method is a way of orderly, interconnected activity of the teacher and students, aimed at ensuring educational activities (Moiseyuk, 2007).

The quality of training of specialists is significantly determined by the peculiarities of the use of teaching methods. Teaching psychologists, it is especially important to apply precisely the methods of enhancing cognitive activity.

Training in general competencies helps students to master the theoretical and methodological foundations of socio-psychological training, acquaintance with the general theoretical foundations of group psychological work, as well as with different types of training groups, approaches to solving various practical problems. The objectives of the training in general competencies are formation of scientifically substantiated ideas about the theoretical and methodological foundations of socio-psychological training, general theoretical foundations of group psychological work, different types of training groups, as well as the formation of skills to solve various practical problems.

DEVELOPMENT.

The teaching method is one of the most important components of the educational process. It is the link between a specific goal and the end result. The purpose of training is to implement methods as they perform different functions, such as educational, motivational, developmental, organizational,

etc. Without appropriate methods of educational activities, it is impossible to realize the goals and objectives of training, to achieve the desired results (Moiseyuk, 2007).

The teaching method is defined as a way of activity of a teacher and students, which is aimed at realizing the goals of learning or as a system of purposeful actions of the teacher, which organize the educational and cognitive activity of students and ensure the solution of the tasks of the educational process.

We use individual, frontal-collective, group and pair forms of organizing of educational activities during the process of professional training of future psychologists.

Let's discuss training in general competencies that helps students to analyze the theoretical and methodological foundations of socio-psychological training; carry out the procedure and organization of psychological training; analyze the general theoretical foundations of group psychological work; apply approaches for solving various practical problems; analyze various types of training groups; apply forms and methods of psycho-correctional work taking into account the specific conditions and requirements of the group situation; analyze the structure of training plans, requirements for the personality of the coach; apply group control tools.

Training in general competencies will provide students with a better understanding on main steps in the competency framework development process.

The objective of training in general competencies is to provide the training methodology based on behavioral competencies.

Upon completion of training in general competencies the students understand:

- The basics of systems thinking.
- Ways in which natural, social and economic systems function and how they may be interrelated.
- The interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature.

- Their personal worldview and cultural assumptions and aspiration to understand those of others.
- The connection between sustainable future and the way people think, live and work.
- Their own thinking and action in relation to sustainable development.
- The root causes of unsustainable development.
- That sustainable development is an evolving concept.
- The urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability.
- The importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change.
- The importance of preparedness for the unforeseen and a precautionary approach.

Literature review as research method in training in general competencies allows students to understand the steps in the competency framework development process; business plans, strategies and objectives; organizational principles; job descriptions; regulatory or other compliance issues; predictions for the future of the organization or industry; customer and supplier requirements.

After completion of training in general competencies, students are able to:

- Work with different perspectives on dilemmas, issues, tensions and conflicts.
- Connect the learner to their local and global spheres of influence critically assess processes of change in society and envision sustainable futures.
- Communicate a sense of urgency for change and inspire hope.
- Facilitate the evaluation of potential consequences of different decisions and actions.
- Use the natural, social and built environment, including one's own institution, as a context and source of learning.

The teaching method is complex, it has many sides. For each of these sides, the methods can be grouped into a system. This is why method classifications are created. The classification of teaching methods is a system ordered by a certain characteristics. Scientists have developed dozens of classifications of teaching methods. The presence of various classifications of methods shows that the teaching method performs various functions (educational, developmental, motivational, control and corrective). Therefore, it can be viewed from different points of view (Moiseyuk, 2007).

Let's consider the concept of "method" in more detail. Method is a way of knowing the phenomena of nature and society. The teaching method is a way of educational and cognitive activity of students in order to achieve positive results, determined by the tasks of the educational process.

N. Moiseyuk notes that the quality of training of specialists is significantly reduced primarily due to the use of passive methods of didactic influence. We fully agree with the scientist's statement. Methods of enhancing of the educational activity of students contribute to their personal development, self-improvement, significantly affect the content of their life-meaningful attitudes, forming practice in educational and cognitive activity (Moiseyuk, 2007).

Scientists-psychologists count more than fifty different teaching methods, such as lecture-conversation (dialogue with the audience), lecture-debate, theoretical interview, lecture on the consideration of specific situations, lecture-consultation, method of brainstorming, method of heuristic questions, method of empathy (personal analogy), work on used literature, demonstration, exercises, independent work, situation (widescreen), microsituation, situation-illustration, situation-problem (situational task), situation-incident, method of analysis of specific situations (case-study), competition games, etc. According to V. Ortynsky, depending on certain circumstances, each method is implemented in combinations of several techniques (Ortynsky, 2009).

There are also differences in the interpretation of the concepts of "technique" and "technology". So, S. Goncharenko, A. Kushnir, A. Pekhota, I. Podlasy, G. Selevko differentiate the terms "technology" and "technique".

According to G. Selevko, the difference between methodology and technology lies primarily in the placement of accents. The priority question of the technique is "how" and technology is "how to do it optimally". The technology presents more components of the goal, as well as procedural components, in the technique are present content, quality and variable parts (Selevko, 1998).

The term "technique" means a set of means and conditions that are connected to the system, using the logic of the process of achieving the desired result (Rudnytska, 1998). The technique includes a strategy for acquiring knowledge and determines the research program and its tasks.

In terms of enhancing learning, the growth of its educational and cognitive nature, I. Voloshchuk divides all known teaching methods into non-imitative and imitative. Non-imitative methods include the means of enhancing the cognitive activity of students during lectures and imitative methods contain the implementation and initiation of educational and cognitive activities of adults by imitating the skills and abilities sufficient for their professional activities (Voloshchuk, 1998).

During our lectures and seminars, students discuss the general framework of behavioral competencies that include leadership competencies, such as strategic thinking, empowering employees and developing their capabilities, leadership change; basic competencies, such as accountability, managing resources effectively, focusing on results, focusing on customer service, communication and communication skills, working in a team; scope of application; objectives and responsibilities: responsibilities of direct managers, responsibilities of the employees, responsibilities of training centers. Analysing of the concept of transformational leadership, students learn the objectives of transformational leadership, identifying the characteristics of the transformational leader, acting as transformational leader.

In the educational process, we use such non-imitative methods as lecture-conversation (dialogue with the audience), lecture-debate, lecture on the consideration of specific situations, lecture-consultation, theoretical interview, method of brainstorming, method of heuristic questions, method of empathy (personal analogy) (classification made by I. Voloshchuk).

The game methods that we use include the method of analysis of specific situations (case-study) and competition games. Practicing brainstorming skills to solve problems or develop ideas, students study the concept of brainstorming, the features of professional brainstorming, problem-solving skills, ideas using brainstorming method.

Non-play imitation methods that are used to form the readiness of future psychologists for professional activity include situation (widescreen), microsituation, situation-illustration, situation-problem (situational task), situation-incident.

In our teaching activities, we pay more attention to imitative methods as they are more effective for working with students. These methods form students' primary skills and abilities for professional work in enterprises, provide motivation for educational and future professional activities and develop effectiveness in educational activities.

Practicing the skills of providing a personal model, students learn performance based leadership, the skills of employing methods of providing feedback regularly, effective coaching and mentoring. Analysing of concept of individual performance management, students discuss performance management phases, their impact in achieving integrated and distinct performance, building individual development plans and linking them to training processes.

We also use non-imitative teaching methods. One of them is a lecture on the consideration of specific situations. During the lecture a specific actual situation is put for discussion; for example, it considers the importance of preventing stress and ways to deal with its consequences.

The students analyse their creative thinking. Strategic thinking includes creative thinking, practicing the skills of analysis of creative idea or proposal, identifying ways to formulate creative ideas, best practices in the areas of developing and institutionalizing creative ideas, strategic planning skills.

In the process of learning, we hold competition games. Two small subgroups of listeners represent an individual profile of a specialist who work in the sphere of psychology and a group profile that should characterize the psychological atmosphere in the workplace. Then, the results of the game are summed up.

Creating an individual profile of a specialist, the first subgroup of students of the higher educational institution "KROK" University determined that a specialist should be characterized by friendliness, job satisfaction, performance, success in work, the ability to cooperate in a team, the manifestation of mutual support. The second subgroup of listeners believed that the essential characteristics of a specialist who must work in the sphere of psychology are success, productivity in activities, passion for work, constructiveness in solving problem situations.

Creating a group profile that should characterize the psychological atmosphere in the workplace, the students of the first subgroup believed that the main characteristics of the psychological atmosphere in the workplace are productivity, passion for work and agreement between specialists. The second subgroup highlighted success, the performance in activity, warmth of relationships and mutual support.

According to the profiles received, it was created an average profile which should characterize the psychological atmosphere in the workplace, namely, the presence of friendliness, satisfaction, enthusiasm for their work, success and productivity of activities, a positive emotional atmosphere which was based on teamwork, agreement between professionals, mutual support and assistance.

CONCLUSIONS.

So, considering that each method has its own advantages and disadvantages, we do not give preference to one method, but use them in the system, in the interconnection, striving to form the knowledge, skills and abilities of future psychologists during the educational process.

As a result of training in general competencias, the students will know the theoretical and methodological foundations of socio-psychological training; general theoretical foundations of group psychological work; various types of training groups; approaches for solving various practical problems; forms and methods of psycho-correctional work taking into account the specific conditions and requirements of the group situation; procedure and organization of psychological training; ways of group control; structure of training plans, requirements for the coach's personality.

Practicing the skills of achieving the leadership requirement on good example, students discuss leadership challenge, vision, benefits and foundations of the change process, objectives of change. Developed competencies include ability to abstract thinking, analysis and synthesis; knowledge and understanding of the subject area and the specifics of the professional activity of a psychologist; interpersonal skills, ability to work in a team; ability to independently collect and critically process, analyze and summarize psychological information from various sources; ability to personal and professional self-improvement, learning and self-development; search for information from various sources to solve professional problems, using information and communication technologies; abstracting scientific sources, substantiating one's own position, making independent conclusions; formulation of opinion logically, accessible, ability to discuss, defend one's position, modify statements according to the cultural peculiarities of the interlocutor.

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