

навчального закладу; 10. Зміст життєдіяльності виховного простору системи позашкільної освіти у сільському районі; 11. Специфіка моніторингу результатів педагогічної діяльності в позашкільному навчальному закладі; 12. Моніторинг якості освіти в позашкільному навчальному закладі; 13. Розвиток творчого потенціалу учня в позашкільній роботі; 14. Система педагогічної роботи з обдарованими дітьми в умовах позашкільного навчального закладу; 15. Особистісно-орієнтовані технології в педагогічній роботі з обдарованими дітьми в умовах позашкільного навчального закладу; 16. Педагогічні умови організації дослідницької роботи обдарованих учнів в позашкільних навчальних закладах; 17. Національно-патріотичне виховання підлітків в умовах позашкільного навчального закладу; 18. Формування навичок здорового способу життя підлітків у позашкільному навчальному закладі; 19. Психолого-педагогічні особливості використання інтерактивних технологій навчання в позашкільній освіті; 20. Особливості роботи з дітьми, які потребують індивідуальної педагогічної підтримки.

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COMPETENCE-CENTERED CONSTRUCT AS PART OF V. SUKHOMLYNSKY'S IDEAS

The dynamic deconstruction of the ZUN (knowledge, skills and competences) educational paradigm in Ukraine at the turn of the century takes place along with the intensive development and implementation of innovative ideas and technologies into the training practice. Competency-based approach has been adopted as a fundamental pedagogical ideologeme and it has received an appropriate legal and methodological support. At the same time, the competence-building model of training students as a product of the Western European and US scientists is quite contradictory implemented into the educational system of Ukraine, it is in poor correlation with the traditions of the so-called knowledge educational strategy, the investigations and experience of outstanding Ukrainian educators, in particular, with V. Sukhomlynsky's best practice.

Meanwhile, having analyzed the essence and synthesized the interpretations of competence pedagogy made by the scientists of the EU or America, we note that the concepts of «competency-based learning» and «learner-centered education» are perceived as a coherent whole and as a goal-oriented training approach / way / method [1]. In addition, in the United States, for example, competency-based approach is ontologically related to the activity approach (competency-based education and performance-based education). However, let us remark here that the performance-based education is deemed by many scholars to be a set of teaching strategies targeted at the development and practical implementation of knowledge and skills through conducting appropriate training procedures [2].

The problem of building skills and implementing them productively was fully fledged in the works of Ukrainian researchers of the 1960-80s. For example, Ye. Milerian tried to solve the problem, anticipated like that the later scientific pedagogical and psychological research in competence-oriented education. While analyzing and defining the structure of skills, Ye. Milerian provides a theoretically extended interpretation, according to which the skills are «extremely complex structural association of sensory, intellectual, emotional personality traits, which are formed and manifested in the conscious, reasonably successful

implementation of actions, ensuring the end of activities' purpose in a changeable environment» [3, p. 51–52]. This view is associated with A. Leontiev's definition, which holds that a skill is a complex sustainable composition, which is the synthesis of the system of knowledge and skills, determining one's personal capabilities through one's activity [4].

Thus, it is conceivable that: first, while interpreting competency-based approach, speaking about just the same, similar in the content, both the Ukrainian and foreign educators use quite different, often opposite, definitions; second, the ZUN (knowledge, skills and competences) educational model has much resemblance to the competence-based / person-centered / activity models of education, there's a close resemblance between them in didactic and definition aspects; third, in the second half of the last century the national education, and more specifically, the works of V. Sukhomlynsky, developed the competence-centered educational strategy implicitly, as purposefully as the latter was shaped abroad; at the same time, the native scientists used the other equivalent definitions.

It is on record that the concept of centrism is fundamental to the competence-based approach in education (student-centrism, child-centrism, etc.); according to the concept the main purpose of building competencies is all-round social personality development. In Ukrainian pedagogy of the second half of the 20th century, the approach was designed, in particular, through the efforts of V. Sukhomlynsky [5]. The research intention, educational activities, practical experience of V. Sukhomlynsky were systematically aimed at building speech, social and communicative, social and ethical, civic, aesthetic, intellectual, professional and the other competencies against the background of an individual, case-specific approach. In fact, Sukhomlynsky's educational innovations were far beyond the competency-based educational doctrine, because they relay the basic element – «human competence» superconcept – which is absent in competency-based learning. There is good reason to believe that the modern theoretical researches on the history and theory of pedagogy consider Sukhomlynsky's education strategy to be «child-centrism» philosophy, that is correlated with the competency-building ideologeme [6].

Over time, the ideas of «child-centrism» (a personality is the supreme value) in the pedagogical concept V. Sukhomlynsky require theoretically expanded, didactically assured and regulatory implementation into the competency-based educational model.

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