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A Competent Approach to the Organization of Classes for "Technology" Subject in a Modernization of Educational Content

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Abstract - An identification of problems, perspectives of "Technology" subject education in the general education schools are studied in the article. I consider, that the main purpose of it's in the system of general education in our country is the formation of technological literacy, technological competence, technological worldview, technological and research culture. The opportunities from competency approach of teaching "Technology" subject, for productive socialization, for social adaptation of the general school graduates are demonstrated in the article.

Keywords - "Technology" Subject, General Education School, Formation Of Competence, Competent Approach, Quality Of Education.

At present, a management quality of education - it is one of the actual and a problem under the most actively discussion. Many years of experience in the school management demonstrates, that the traditional organization system of teaching process does not take into account many factors, which could to improve an educational environment and therefore to increase an effectiveness of educational activities of the teachers [1].

The success of the economy modernization largely depends on started education reforms. Our country needs talented specialists as well as highly qualified staff, which perceive them as a creator in their profession. An educational "Technology" subject possesses with significant potential in the development of creative project - based activity methods of students and it can make a significant contribution in addressing one of the objectives, which has set out in the national educational initiative, federal national educational standards of the new generation - it is to create an environment conducive learning for every child at the school.

At present, the problem to increase the quality of education for schools is one of the major challenges. It is defined, with necessity of successful educational program acquisition by the students, development of their exploration activity skills, preparation for the further education, conscious professional choices. All of the above mentioned become particularly relevant under restructuring of educational process on the principles of competence approach and assessment of education quality in the main school, which based on the final State Examination [2].

A new paradigm updated educational problem of independent, initiative and responsible members of the modern society that can to collaborate in responding to the professional and social challenges that is the preparation of competence members of society, which makes a new demands to the educational system. A competence approach manifests itself as a content of education update, in response to the changing social and economic reality. A competence approach is a reflection of informed requirements of society

in the preparation of the people not only knowledgeable, but who can apply their knowledge [3].

In the context of "Technology" subject the pupils become familiar with the world of professions and a vocational guidance for the work is being implemented in various areas of social production. The content of "Technology" education, in the context of competence approach is determined by four components: knowledge, abilities, experience, and an experience of valuable relationships (personal qualities). The fundamental distinctions of competence approach from the traditional approach and an approach with knowledge are as follows:

1. The main result of education is not individual knowledge, abilities, skills (ZUNs), as well as the capacity and willingness of human to the effective actions in the different significant social situations.
2. Combining of intellectual, skilled and emotional - value components of education.
3. Focus on the reflexive assessment of their capabilities by the learners and awareness of competence and incompetence limits.
4. Establishment an individual perspectives of the student. Formation of the valuable attitude to knowledge, to own activities based on reflection of educational process.
5. Possibility of individualized assessment the pupil, particularly identification of their own educational incrementation, beyond comparison to the unified standards of evaluation.

An implementation of competence approach has some features.

At the level of educational content:

- Selection of tasks, which are meaningful for pupils, using inclusive tasks, which have not one correct answer, the tasks with indeterminate results, the tasks with excessive information and controversial context.
- Using experience oriented situations (which is aimed to acquisition with the real practical experience), which has a social significance.
- At the educational process organization level: predominance of independent cognitive activities of the pupils; implementation of the individual, educational trajectory for every pupil;
- A possibility of establishing own educational product by pupils; organization of presentations and protection of own achievements, results obtained by pupils.

- An expansion of educational area with informational technologies (primarily an Internet)
- The development of cognitive, social, psychological, individual, collective reflections of students.
- A personalized system of assessment, which takes into account capabilities and purposes of every pupil.

At the personal qualities formation level: development of positive self-evaluation, toleration and empathy, development of cooperation skills (partnership) but not competition; development of ability to work in a group; promotion creativity and initiative [4].

Submitted competence approach for studying "Technology" subject is based on the didactic informed pragmatic purposes, it has a pedagogical purpose to teach pupils to determine problems for creating and distribution of consumer prices, finding technological solutions, appropriate methods and means for achieving the goals set, to predict the results and possible implications of application different methods and means to address the problem, to set a causal relationship between objects, natural phenomenon, society, techno spheres which are included to the creative activity, to evaluate obtained results of creative and transformative activities and to determine improvement methods of projecting and creation of consumer prices (tangible products and intangible services). An important aspect to application of competence approach to education "Technology" subject in the general education school is changing the psychology of graduates.

An educational "Technology" area is the main experience - oriented educational area in the school in case of material, methodological, stuff supporting, in which a knowledge is practically being implemented, that obtained in examining of natural scientific and humanitarian disciplines [5]. In fulfillment of its purpose, educational "Technology" area contributes significantly in the development of integral person, harmoniously combining a requirement to the manual and intellectual labor, continuous self-education and self-improvement.

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