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COMPETENCY-BASED APPROACH IN THE ERA OF «HYPERMODERN»

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The article focuses on the issues of the competency-based educational strategy performance in a hypermodern reality. The social concept of «liquid» reality is stated to require appropriate methodological support. The teaching/learning competence-centered ideologeme, as a polymorphic open system, is meant to be the most relevant to 'liquid times».

Key words: competence, competency-based approach, rhizomorphism, deconstruction, hypermodern.

В статье исследуется проблема функционирования компетентностно-ориентированной образовательной стратегии в действительности гипермодерна. Отмечается, что социальная концепция «жидкой» реальности требует соответствующего педагогического обеспечения. Предполагается, что компетентностноцентричная идеологема обучения, как полиморфная открытая система, в наибольшей мере отвечает вызовам и запросам «текучего» времени.

Ключевые слова: *компетенция, компетентностный подход, ризоморфность, деконструкция, гипермодерн.*

Лічман Л.Ю. КОМПЕТЕНТНІСНИЙ ПІДХІД В ЕПОХУ «ГІПЕРМОДЕРНА»

У статті досліджується проблема функціонування компетентнісно-орієнтованої освітньої стратегії в дійсності гіпермодерна. Відзначається, що соціальна концепція «плинної» реальності вимагає відповідного педагогічного забезпечення. Передбачається, що компетентнісноцентрична ідеологема навчання, як поліморфна відкрита система, в найбільшій мірі відповідає викликам і запитам «плинного» часу.

Ключові слова: *компетентність, компетентнісний підхід, ризоморфність, деконструкція, гіпермодерн.*

Implementing the idea of building foreign linguistic competence in the post-secondary institutions of Ukraine is directly stipulated by the influence of foreign academic and research educational experience. The explicit actualization of the idea has intervened for several decades, during which the relevant regulatory and instructional models are comprehended and approved. The main feature of this period is the dualism of eclecticism and synthesis under perceiving the educational competence-centered paradigmatic and getting it into actual practical use.

On the one hand, the competency-based didactics has been observed as a "lay-out" − the combined number of methodological resources given from the various approaches, traditions, schools, trends, educational ideologies, author / group best practices etc. It is quite clear that such, often experimental, combination of teaching resources is controversial.

On the other hand, looking for new ways to develop foreign language training substantially transformed, synthesized many approaches; some of them took on new quality, and dependent on the total volume of didactic attitudes, they evolved into one of the global education elements. The case in point is the synthesis of the activity, communicative, learner-centered, activity-communicative, dialogical, intercultural dialogue, socio-cultural and other approaches within the competency-based one as a self-organizing mega-didactic matrix. Within this framework, the competence-oriented educational paradigm can be construed as a universal and self-organizing unity of ideas and technologies, whose set depends on the purpose and tasks of the educational process in each particular case. From this perspective, the main distinguishing feature of the competence-based educational ideologeme is the lack of clearly defined, obligatory and exclusive peculiarities and requirements. Everything points to the fact that the competence model is, in fact, the deconstruction of paradigm educational space, as it entertains a possibility for using a multi-paradigm strategy in building the educational activity.

Indeed, analyzing and representing the different versions of the structures of preferred or required competencies discover some kind of mega-competence construction, whose elements correspond to just about all the aspects of human existence − linguistic, social, biophysical, genetic, environmental, cultural, national / ethnic, civilizational, economic, political, governmental, existential, ontological etc.

The scientific literature analysis suggests that the main reason of a competency approach universality is primarily driven by the peculiarities of post-modern scientific-theoretical thinking style, whose hallmark is in the

principle openness, rhizomorphism and discourse of the deconstruction of stable logocentric systems (paradigms).

This definition suggests that the educational space as part of the social sphere has its characteristic properties, reflects its essence, which, in the words of Z. Bauman, can be designated as "liquid modernity" or hypermodernity: "Organizations, labor unions, universities, churches, and social identities all show a substantial degree of flexibility and fluidity over time, and this fact leads to a substantial degree of heterogeneity among groups of similar social organizations and institutions. This points to a general and important observation about the constitution of the social world: The properties of a social entity or practice can change over time; they are not rigid, fixed, or timeless. Molecules of water preserve their physical characteristics no matter what" [8].

According to T. Sutherland, "Notions of 'flow', 'fluidity', and 'liquidity' have become commonplace metaphors for distinguishing today's mobile, globalized world-system from that of previous eras" [11, p. 3]. In his own assessment "This concept is remarkably common within social theory, appearing in the work of Manuel DeLanda (1992), Stephen Bertman (1998), Zygmunt Bauman (2000), Michael Hardt and Antonio Negri (2000), John Urry (2000), Scott Lash (2002), Steven Shaviro (2003), and Christian Fuchs (2011), amongst many others. In all of these cases, flows are, as John Tomlinson (2007) argues, 'deployed to grasp the social ontology of recent modernity'" [11, p. 3].

The goal of the article is conditioned by the need to the potential and prospects of competence-centered strategy in the era of hypermodern.

The competency-based approach in education is even indirect, but very convincing evidence of the formation of a radically new spatial-temporal reality, which determines the social and mental reality. It is reasonable that the new, constantly changing rhizomorphic educational strategy is cloned reflection of the social and existential "liquid" / "flowing", constantly accelerating chronotope. "The speed that casts the prospect of taming and assimilation of innovations beyond the ordinary human's capacity must overshoot any target made to the measure of the already recorded demand" [5, p. 7].

At the present time, analyzing the nature of the competence-oriented education, it can be inferred that what it involves is more like the strategy of education, than the paradigm, as the latter has traditionally been understood as a relatively closed, well-established system of rules, standards, didactic attitudes with the appropriate set of tools and technologies.

The competence model of education is naturally to be the most mobile, amorphous concerning definitions. If disregard assessing conceptual ambiguity (positive – negative), the quality of amorphous should reflect the in-depth, socially determined nature of "the spirit of the age", especially in the hypermodern world order and world view – "liquid".

Hence, by its nature the competency-based educational ideology cannot be a paradigm, it cannot be stable, defined – of such kind as it was in the "cyclic" or "linear" times. The didactic resources are polymorphic and unstable in the era of hybrid reality (thoughts, canons, wars). In this sense the competence strategy is organic, segmented according to the temporal fragments which are always different and always local at any given moment. In Z. Bauman's opinion, each time fragment has its beginning, some length (longer or shorter) and the end. One fragment succeeds to one another, and our life goes on in such a sequence of fragments or episodes. Perhaps, that's not always true, but at least in theory, each episode is a closed book, not related to the others [1].

The remarkable thing is that understanding the educational reality like this fits into the theory of dissipative structures proposed by Nobel Prize-winning physical chemist I. Prigogine, who contributed to the development of humanitarian thought, among the other things. In the definition of Prigogine's, the dissipative structures are the spontaneous creation of order from entropy; disorder, chaos, fluctuation is a natural / cosmic stipulation for establishing sustainable structures or the order: "We believe that models inspired by the concept of "order through fluctuations" will help us with these questions and even permit us in some circumstances to give a more precise formulation to the complex interplay between individual and collective aspects of behavior" [10, p. 206]. As Prigogine believes, the "order through fluctuations" (sporadic transformations) opens up broad prospects researcher for explaining sustainable structures.

Based on the concept of liquid time and dissipative structures, one should regard the competency-based approach as quite productive prospect for developing education against the background of the high flow of time and social life fluidity, that predefines a hypermodern forms and methods of the amorphous, or "liquid", competency-based education strategy.

Creating a competency-based education strategy was largely stipulated by advances in neurobiology, in respect of brain-based education. The authors of the fundamental work

"Order out of chaos: man's new dialogue with nature", I. Prigogine and I. Stengers, note that the hallmark of the modern world is the accelerated development of history, that in one way or another is reflected in all spheres of human life – anywhere from cosmogonic or social, to the inner, psychological one – "we believe that this new situation reflects the situation we seem to find in our own mental activity" [10, p. 312], and further, as the author notes, "this is also a threat, since in our universe the security of stable, permanent rules seems gone forever" [10, p. 313].

This explanation of the contemporary reality is exacerbated, in our opinion, by the substantial globalization of informative space as well as a complete lack of control over it, that's impossible. Broadening media space, in our opinion, leads to unexpected and, just as important, unpredictable effects. This means that the civilization, including its educational structures and trends, has created a socially significant product, whose meanings, objectives and prospects are unknown. It remains to be seen whether this product is a boon or bane. Nevertheless, even now it is worth taking into consideration that the education system is subject to serious risks associated with the students' shotgun and random use of all sorts of dubious information products. Is there any use in developing the pedagogically reasonable model and methods of working with progressive information influence within the framework of the "liquid" strategy for building competencies?

It is expected that the given challenges should be initiated by the scientific-and-expert community and teachers. Indeed, on the one hand, there is a risk, according to Z. Bauman, for human attention and consciousness of being too much absorbed in the interaction. However, on the other hand, as T. Sutherland puts in: "In the case of networked, digital media, the capacity to extend our productive abilities carries with it a substantial cost. For the more tasks we are forced to focus upon, the more our ability to rationally comprehend and speculate about the world around us is amputated. A network society is heavily reliant upon speed and mobility – the ability to rapidly transport people, data, and goods becomes an economic necessity in a social formation that increasingly expects instantaneous gratification [11, p. 4].

Probably, there is a need to develop conceptually common competence-oriented strategies corresponding to the new realities: "liquid times", "dissipative" social structures, the "flow" interests / challenges of the era and global information intervention. Perhaps, under these circumstances, it is time to build a kind of educational model provided always that it, being variable and mobile, gets in line with the social community reality.

Apparently, it became possible to correct the hardened beliefs towards developing scientific and educational policies and practices by removing the specialized / qualification competencies and building the universal – actually global – cultural, technical, economic, artistic, ethnic, religious ones. This approach refers to overestimating T. Kuhn's concept of a paradigm shift [7], which, according to I. Prigogine's opinion, is focused primarily on the pragmatic aspect:"Scientific activity best corresponds to Kuhn's view when it is considered in the context of the contemporary university, in which research and the training of future researchers is combined. Kuhn's analysis, if it is taken as a description of science in general, leading to conclusions about what knowledge must be, can be reduced to a new psychosocial version of the positivist conception of scientific development, namely, the tendency to increasing specialization and compartmentalization; the identification of "normal" scientific behavior with. that of the "serious," "silent" researcher who wastes no time on "general" questions about the overall significance of his research but sticks to specialized problems; and the essential independence of scientific development from cultural, economic, and social problems" [10, p. 307].

This view highlights the out-of-dateness of the modern education polyparadigmatics. Suffice to pay attention to the contradictions existent in the language education concerning the assessment of the competency-based approach concept and phenomenon – the contradictions constitute "an iceberg of inconsistencies". Metaphorically speaking, the visible fragment of the iceberg of the traditional, but not well-founded, interpretations, or the iceberg of misconceptions, regarding the competency-based approach, consists of three conditionally designated parts: positivistic, terminological and negativistic.

The positivistic point of view is represented by the researchers, who come from the optimistic estimation of the competence learning theory as the most effective, economically viable. The first and foremost scientist is R. White, who in 1959 suggested that one designate the individual human qualities as competence, which was interpreted by him as well-founded effective interaction between man and the environment [13]. Subsequently, the thesis of the importance of man's being motivated while interacting with the environment was deployed in the works of D. McClelland, who believed that neither intelligence nor personality could be the success formu-

la for career, but competencies, purposefully formed through educational procedures [McClelland1973]. Later on, G. Klemp described the concept of competence as "an underlying characteristic of an individual which results in effective and/or superior performance" [6, p. 21]. In 1990's A. Shelten gave a detailed description of the five main groups of qualifications, which, in fact, were synonymous with competencies: 1) common occupational; 2) psychomotor; 3) cognitive; 4) personal; 5) social skills [3, p. 155–156]. Many other researchers paid much attention to the concept of competence-oriented education by offering their definitions, didactic models, education development strategies, the detailed classifications of the concepts of competency and competence and so on. All the mentioned above ultimately determined the civilizational (Western civilization) choice of a new educational doctrine, that was reflected in the regulations of different countries and organizations, stimulated the Bologna process.

The negativistic attitude towards competency-based education is caused by some doubts on its novelty and effectiveness. For example, V. Westera [12] takes the view that there is nothing new in the concept of competence, as its content is identical to the meaning of "efficiency". The similar standpoint is shared by G. Zuckerman and I. Yermakova [2], who considered a competency-based approach to be on-trend, but a temporary phenomenon. In the opinion of R. Burnett [4], a competency-based approach required a serious scientific analysis, as its effectiveness was questionable. According to him, the known narrowness of competence pedagogy involves the prevalence of the pragmatic aspects over the cognitive ones, whereupon the commitment to developing students' intellectual, critical, reflective abilities disappeared in the educational system.

Ever since the positive and negative / predominantly negative attitude towards the competence-based approach has been most pronounced against the terminological background. In fact, a complete chaos prevails, in our opinion, in the terminological system of competency-based learning. Suffice it to say that the very term "a competency-based approach" gets all kinds of nonequivalent, but at the same time synonymous definitions: competence-oriented (directed) education (training), (didactics), (pedagogy); competence model, competence learning, competence paradigm, competence-centered education etc. In addition, there is no global view on interpreting the very terms "competence" and "approach", that provokes the formation of ever new controversies in definitions, whose

volume critically increases. As a result, the terminological arsenal of competency-based learning presents itself as unconvincing, polymorphic, in a point of fact, amorphous.

The current conceptual collapse is quite natural, as there is a gap between the content and the non-linear rhizomorphic nature of the competence-centered strategy of education and its original identification as an approach or a paradigm. In our opinion, applying the terms "paradigm" and "approach" is appropriate only in the paradigmatic educational space, while using the terms in a "liquid", dynamic, polymorphic social and educational environment is unreasonable.

Ignoring the fact multiplies the crisis in definitions and vitiates the idea of building competencies in education. One should realize the inevitability of the current realities and adequately assess the opportunities and further development of competence-centered learning strategies within the framework of hypermodernity.

The conceptual analysis of the postmodern society as a fundamentally new reality in education, culture and economy can lead to the reorganization of educational technologies, including the competence-oriented learning strategy.

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РОЗВИТОК МЕТОДИКИ ВИКЛАДАННЯ СЛОВЕСНОСТІ У ВІТЧИЗНЯНІЙ ШКОЛІ В XIX – НА ПОЧАТКУ XX СТОЛІТТЯ

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У статті здійснено огляд основних підходів до словесності як навчальної дисципліни в XIX – на початку XX століття. Автором розкрито особливості становлення та розвитку методики викладання словесності у вітчизняній школі. З'ясовано, що в досліджуваний період складаються різні педагогічні напрями, течії у викладанні літератури та відповідні наукові школи з проблем розвитку методики викладання словесності: академічна, виховна, культурно-історична, психологічна інтуїтивна, формальна.

Ключові слова: словесність, методика викладання словесності, вітчизняна школа, педагоги-словесники, наукові школи, педагогічні течії.

В статье сделан обзор основных подходов к словесности как учебной дисциплине в XIX – начале XX века. Автором раскрыты особенности становления и развития методики преподавания словесности в отечественной школе. Установлено, что в исследуемый период складываются различные педагогические направления, течения в преподавании литературы и соответствующие научные школы по проблемам развития методики преподавания словесности: академическая, воспитательная, культурно-историческая, психологическая интуитивная, формальная.

Ключевые слова: словесность, методика преподавания словесности, отечественная школа, педагоги-словесники, научные школы, педагогические течения.

Novakovskaya L.V. DEVELOPMENT OF METHODS OF TEACHING OF LITERATURE IN THE PATRIOTIC SCHOOL IN XIX – THE BEGINNING OF XX CENTURY

The article provides an overview of the main approaches to literature as an academic discipline in the XIX beginning of the XX century. The author of the disclosed features of formation and development of methods of teaching literature in Russian school. It was found that during the study period are added various pedagogical direction of flow in the teaching of literature and relevant scientific schools on the development of methods of teaching literature: academic; educational, cultural-historical, psychological, intuitive, formal.

Key words: literature, methods of teaching literature, national school, teachers of literature, academic schools, pedagogical currents.

Постановка проблеми. Одна з характерних особливостей сучасної школи – повернення таких забутих предметів, як риторика і словесність. У зв'язку із цим набуває актуальності вивчення досвіду викладання словесності в історії вітчизняної педагогіки. Історичне осмислення цього питання допоможе об'єктивно оцінити сучасні напрями у викладанні словесності, розставити акценти в її культурологічному змісті.

Аналіз останніх досліджень і публікацій. Питання розвитку теорії і практики словесності, методики її викладання в історії вітчизняної школи XIX – початку XX століття знайшли відображення в працях В. Аннушкіна, О. Богданової, О. Гетьманської, К. Донської, Т. Зибіної, Л. Кіпнес, Ю. Мінералова, В. Майбороди, Д. Мотольської, Ю. Рождественського, О. Семеног, О. Снітовського та ін. Однак аналіз історико-педагогічних праць свідчить, що проблеми розвитку методики викладання словесності в XIX – на початку XX століття не були предметом спеціального історико-педагогічного дослідження.