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TECHNOLOGIES FOR THE MODERNIZATION OF PEDAGOGICAL PRACTICE IN THE EDUCATION OF PHYSICAL CULTURE ON THE BASIS OF A COMPETENCY APPROACH

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ANNOTATION: Contemporary requirements in all cultural-and-pedagogical fields and education within their realm accentuate on the following problems whose conceptualization and methodological basis give direction to future studies in educational science on three levels: 1) sociological - in the search for solutions of the existing contradictions between the objective social requirements to education and the actual realization of these requirements through the application of the competence approach; 2) theoretical - building the theoretical grounds for the development of key competences in students; 3) practical - to cooperate in improving the educational practice in the field of Physical Education and Sports and orienting this field towards developing key competences as personality traits and needs.

KEY WORDS: competence, sociological plan, theoretical plan, practical applicable plan, training, competitive sport preparation, special physical preparation.

INTRODUCTION: The problem of improving the quality of education gains in importance and topicality and its solution is becoming closely related to the competence approach. The competence approach was at first used to enhance and evaluate the qualification of adults and improve students' training at university. In recent years it has been applied even in secondary education. The educational results achieved through the application of this approach are no longer related with acquiring knowledge, skills and habits but with the mastering of competences necessary for the personal development and the social realization of the modern individual. This tendency requires the substitution of a technocrat paradigm with a humanist, individual-oriented constructivist educational paradigm, which aims at the formation of important personal and social qualities in the individual such as independence, self-control and self-reflection, responsibility and other key competences. The competence approach is treated as an objective necessity related to the 'constant re-orientation of the dominant educational paradigm where the main transition is from acquiring knowledge and skills to the mastering of a number of competences meaning potential and ability (…) for steadily developing activities in the contemporary multi-factor social-and-political, information and communication-oriented society' (Selevko (Селевко), 2004). This approach leads contemporary education to the development of personal qualities, competences and competencies in the individual which allow him/her to act accordingly in the activities s/he is involved in.

There are four main stages in the evolution of the competence approach and the terms of competence and competency which are related to it. On the first stage of its development (1960-1970), the competence approach was widely used mainly in the theory of language, generative grammar, first and second language teaching and other spheres of linguistics. Gradually, (in the beginning only in written norms and regulation) the educational systems were being transformed from structural-andquantity, i.e. related to knowledge-based aims, goals and assessment to competence approach based on assessing of their importance for the individual's development, his/her socialization and self-realization through integrated (integral) results (ability to integrate knowledge, skills and attitude within a particular context) realized in basic competences. The world-wide educational practice today connects the educational results mainly to the built competences. Thus, UNESCO, EU and other international organizations have recommended the development of the national programs and strategies for enhancing the quality of educational services and education through the applying of the competence approach.

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This is how the second stage starts (1970-1990) and the changes in the regulations and technology in the European educational space begin. The second stage of the development of the competence approach is related to its broader use in the theory of language and language teaching as well as other spheres of education such as: educational policy and practice, sociology, psychological and pedagogical theories and practices and particularly in the development of tests and standards. The contents of the notional pair competence-competency are enriched and a more detailed interpretation of competence is given describing it as a notion comprising many constituents, many of which are independent of each other and can be reciprocally interchanged in building an effective behavior (…) i.e. types of competences or motivated abilities (Raven, 1984). At the third stage (1990-2000) the notion of competence is further developed and differentiated into different types of competence. Thus, it becomes broader but often no distinction is made between competence and competency. Together with the on-going research in the field of competence approach, recommendations from different international organ and organizations are made regarding educational policy such as UNESCO's four pillars of knowledge- learning to know, to do, to be, and to live together (Delore (Делор), 1998). Gradually, in the scientific and in the international community the competence approach becomes an inseparable part of the new educational paradigm together with the term pair competence/competency as the two terms are not yet clearly identified and differentiated. Nevertheless the term pair competence/competency is used also in economics, politics, culture, etc. but mainly in the developed western countries. Meanwhile in Russia and other countries attempts are made for defining the difference between competence and competency and the combining of the competence approach with other approaches. The fourth, so far unfinished stage (after 2001) outlines more clearly the contours of the notional and terminological apparatus of the competence approach. The possibilities for its application in educational practice in many countries become more numerous and research is made and discussion initiated on determining and evaluating key competences and other technical aspects of competence-based education. The already accepted concept for using the competence approach in the developing of new educational standards, secures the necessary transition to competence construction of the educational results, aims, and contents while developing a monitoring system for quality of educational results achieved trough individualization and application of the interactive methods in educational activity.

When seeking paths for achieving such educational results and criteria for their evaluation, a new methodology of contemporary education embedded in the competence approach is developed. Its specifics reflect the new realities of social needs, economic priorities and dominating tendencies in a globalizing world. Thus, the aims of modern education are not so much related to acquiring knowledge, skills and habits in a certain field but to the developing of a scope of humanist values for integrated perception (interdisciplinary) of reality – actual and virtual and it is the competence approach that lays the grounds of the modern paradigm of development of interdisciplinary science and technology and of an education that integrates their achievements (Tsankov & Genkova (Цанков & Генкова, 2009).

As argued above, the competence approach has a wide applicability, authenticity and importance but no pretentions to be exclusive or 'irreplaceable'. Moreover, competence approach and all other approaches developed and applied in education have their own goals and proper ways/time of application. Although approaches in education do not have a strict hierarchy, they are usually applied in combination and without being considered as absolutes. There is cooperation between different approaches in education; they complement each other through relating to the separate aspects and components of educational process.

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Therefore, the particular approaches seen as starting positions for the analysis and discussion of the various sides of the complex and multi-component process of education should not be opposed to one another but should be combined so that the goals set by the individual and the society in forming and developing competences and competencies can be achieved.

The analysis made so far leads to several main conclusions associated with the conceptualization of the competence-based approach and its subsequent operationalization and technologization within the framework of the cultural-and-educational field of Physical Educational and Sports:

1.A higher level of specificity of the educational results is necessary (integrated knowledge and sports, technical and tactic abilities) at the level of the state educational requirements for school content, as a condition for their adequate projection and sufficient reflection in the school curricula in the different grades.

2.The system developed for the annual evaluation of the students in the Physical Education and Sports at the high school level will be fully applied by the teachers only when the educational results (goals) are specified into levels of competencies, integrating specific knowledge and sports, technical and tactic skills.

3.The application of the competence approach in the physical education and sport at the different levels and steps of education will contribute for bringing the educational goals of this school subject to the fore and will popularize its cognitive values, thus making the evaluation of the students an integral part of the teaching process, defining its effectiveness and efficacy.

4.There are opportunities for extending and continuing the research programme for the application of the competence approach to the training in the cultural-and-educational sphere of Physical Education and Sports, directed at examining the personal characteristics of the students related to the correlations between the main competences as basis for identifying the individual's profile.

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