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COMPETENCE AND ITS IMPLICATIONS

***Annotation:** This article deals with the term ‘competence’ which is a key solution for the survival of organisations in the labor market. Authors give explanation on term ‘competence’. And the paper attempts to clarify how important to develop competence for students while they are studying at university.*

***Keywords:** competence, knowledge, performance, abilities, skills, to be competent, tasks, students and teachers.*

Competence [ˈkɒmpɪtəns] is explained in Oxford dictionary as the ability to do something successfully or efficiently [1]. According to the Concise Oxford Dictionary, competence (or competency) denotes the “ability to do” something or the “ability for a task”. The Macquarie Concise Dictionary defines competence as “the quality of being competent”, where competent means “properly qualified” or “capable”. Significantly, in these dictionary definitions the prime focus is on competent people having the ability or capability, which will enable the satisfactory completion of some task(s). A description of the abilities or capabilities required for competent performance of an occupation typically invokes terms such as ‘knowledge’, ‘skills’ and ‘attitudes’, i.e. relevant personal characteristics that underlie competent performance (For more on this see Gonczi et al., 1990, p. 9. in [2]). As the dictionary definitions make clear, the concept of competence centres on ability or capability, which in turn focuses attention on the attributes that comprise this ability or capability. The implication of this is that attributes are a necessary part of any satisfactory conception of competence. In addition, as the dictionary definitions also make clear, ability or capability are directed at some task or tasks, however specific or general these tasks might be. (Competence, and hence ability or capability, is not totally general. It has its appropriate object(s).) So, while attributes are logically necessary for competence, they are not by themselves sufficient. As we have seen, the concept of competence includes the notion of the abilities or capabilities being applied to the performance of tasks. However, ‘tasks’ should not be interpreted in an exclusively narrow sense. All occupations involve performance of some relatively specific tasks, but equally, if not more, importantly, they involve performance of broader, more generic tasks such as planning, contingency management, etc. At their broadest, tasks include such things as performing in accordance with an overall conception of what one’s work is about, working ethically, etc. Just as abilities or capabilities were necessary, but not sufficient for competence, so the performance of tasks is also necessary, but not sufficient for competence. Thus any satisfactory account of competence must include both attributes and tasks. This point can be summarized by saying that the concept of competence is relational, i.e. it links together two disparate sorts of things. Competence is essentially a relation between abilities or capabilities of people and the satisfactory completion of appropriate task(s) [2].

The term "**competence**" was used in an article written by R.W. White in 1959 for the first time as a concept for performance motivation. Its use globally changes, which leads to largely

misconceiving. Some scientists consider "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values which are used to refine performance; or as the state or quality of being adequately or well-qualified, possessing ability to play a specific role [3].



Picture from the google engine search

According to the integrated conception, competence is formed an idea in terms of knowledge, abilities, skills and attitudes depicted in the context of a carefully chosen set of realistic professional tasks which are of an appropriate level of generality (Gonczi et al., 1990; Hager, 1994; see also Biggs, 1994 in [2]). A notable feature of this integrated approach is that it avoids the problem of a myriad of tasks by selecting key tasks or elements that are pivotal to the practice of the profession. The main attributes that are required for the competent performance of these key tasks or elements are then identified. Attributes include cognitive skills (knowledge, critical thinking, problem solving skills), interpersonal skills, affective attributes and technical or psychomotor skills. One further consequence of the logic of the concept is that competence is inferred from performance, rather than being directly observed. While performance of tasks is directly observable, abilities or capabilities that underlie the performance are necessarily inferred. This means that assessment of competence will inevitably be based on inference from a sample of performance. ***The richer conception of competence is more helpful for teaching and assessment:*** When competence is conceptualized via the integrated approach in terms of knowledge, abilities, skills and attitudes displayed in the context of realistic professional tasks, the scope for assisting educational providers is greatly enhanced [2].

Educational venue is a place oriented to formation of trainees in obtaining knowledge and abilities specific to their job. Nowadays, it is important for every person who accumulates knowledge to be competent in the labor market after graduating from university. To sum up, the concept of "**competence**" is defined as a set of knowledge, skills, abilities and personal qualities that a student masters as a result of the educational process, which ensures the development of the ability to act in a certain way to effectively achieve professional goals. Graduates should be able to perform any tasks related to their specialty such as planning and contingency

management. All occupations involve performance of some relatively specific tasks; however, it is not enough to be an expert in the field what a student have studied at university, i.e. in the theory. Teachers should form students' abilities in order to be competent among others, which means to provide opportunities for students to develop skills, experience and and knowledge specific to the job, necessary to perform tasks or improve performance.

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