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**THE STRUCTURAL FRAMEWORK OF COMPETENCE
FROM CURRICULUM POINT OF VIEW**

***Abstract.** This article analyzes the issue of "competences" from different perspectives: conceptual clarifications, situational and structural approaches, methodological and action. Emphasis establish the connections between different categories and types of competencies, but also on identifying mechanisms for designing competences specific to school subjects. A competence is the result of interaction between person-action-situation. The approaching of competence from the situational perspective also includes curricular logic (competence as the finality and form of manifestation) and is a curricular tool designed to provide the learning process (learning logic). Competences are therefore a transferable and multifunctional package of knowledge, skills, abilities, values and attitudes that allow the person to achieve his / her fulfillment and professional development, social inclusion and professional involving in the field.*

Keywords: competence, teleological, key skills, transversal skills, specific skills, unit skills, activities, preprocueremt, knowledge, skills, attitudes, taxonomy of skills.

The competence issue remains the most current and controversial topic today.

In fact, all debates in this regard focus on the dimension of the transition from knowledge to action, from "know" to "know how to do", "know how to be".

Approaches focus on skills have origins in the professional and linguistic fields. In the first case - in response to the rational organization of work and ensuring its high profitability.

In the second case - that need to streamline language learning (60-70 years). Later the concept of competence is "transferred" to other areas: management, education (70-90 years XX century) etc. In the last two decades, education the competence is approached in education as the finality of the educational process and as part of the school / university curriculum.

Competence: conceptual clarifications

Defining the concept of competence is a difficult task, and in the view of some authors it is impossible, because it is a "vague concept". As a rule, the definitions of competency concept contain varied dimensions / substances and may have different theoretical positions depending on the context, the field of knowledge, the point of view of the competence conceiver. However, for each area of activity is the competence, which has condition and performance indicator.

Therefore, in this way the skills are transferable and multifunctional package of knowledge, skills, abilities, values and attitudes that enable the individual way to achieve the fulfillment and professional development, social inclusion and employment in the field. Competence is born and formed at the confluence of the meanings of the verbs of knowing; *knowing how to do, know how to be, know how to live together, know how to become*, so it is not only the result of educational action not and in the cognitive domain, and to the affective-attitude.

This definition is coherent with the basic characteristics of competence formulated by J. Henry and V. Cormier [7]:

- Is a complex - integrated knowledge, strategies, abilities, attitudes into a complex process of manifestations;
- is relative - although it is a finality of education, competence never gets a final formula, and it develops continuously throughout life;
- is potential - unlike a performance that competence can be designed and evaluated, the possibility of mobilizing it generating different performances in the future in different contexts of independent learning;

- is exercised in a certain situation - it develops gradually by changing educational situations;

- is transferable - applies to new situations;

- is aware and associated with necessities and intentions - includes the idea of finality and can be managed by the person holding it, thus advancing into

C. Delory proposed the following definition: "Competence is an integrated set of skills, habits and attitudes that allow the subject, in the face of a category of situations, to adapt, to solve problems and make projects. " According to Guy le Boterf , "competence does not consist of resources (knowledge, capacities ...) to mobilize, but in the mobilization of these resources itself. Competence is to know how to mobilize yourself (savoir-mobiliser). "

Gerard Scallon, synthesizing various theoretical contributions, will present the defining elements of the concept of competence: "the overall quality of the person; integrating knowledge, skills and attitudes in a personal manner; a system of conceptual and procedural knowledge; the state of the person; integrated skill set; capacity for action "[12].

In Gillet's view, a competence is "a system of conceptual and procedural knowledge, organized into operator schemes, which allow, within a family of situations, to identify a task-problem and solve it by effective action".

CONCLUSIONS

Focusing on competencies is asserting by the need to develop complex student skills that allow them to adapt better the social and culturalchanging of environments. Competence means to act by mobilizing and effectively using a set of resources that the individual has at one time and in a given context. Addressing the concept of competence in this article does not claim to be exhaustive. At the same time, it attempted to re-conceptualize and argue a situational approach to competences from the perspective of the logic of action in concrete situations from the perspective of curricular logic and from the perspective of learning logic. In this context, a taxonomic design of the competency system was proposed, focusing on the degree of interconnection between different categories and types of competences, but also on the progressive framework for their development.

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