

PEDAGOGICAL CONDITIONS FOR USING AN INTEGRATIVE APPROACH  
IN FORMING KEY COMPETENCIES AMONG GENERAL SECONDARY  
EDUCATION STUDENTS

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The development observed in contemporary society requires a new approach to enhancing the general culture of both society and the individual. This necessity is clearly reflected in the social significance of implementing a competence-based approach into the content of education. Education must evolve in accordance with the needs of the individual and society.

In the educational process, priority is given to developing the theoretical knowledge and practical experience of the younger generation. Within this process, each student's knowledge, skills, abilities, worldview, and behavior are shaped, serving the purpose of ensuring the socio-economic, cultural, and spiritual development of society.

Through education, the individual develops, and in turn, contributes to the progress of society. The education system is entrusted with the task of forming a well-rounded personality possessing certain personal qualities and competencies. Such individuals should be capable of self-development, effective communication with other members of society, engagement in universal cultural practices, independent decision-making, and functioning as active citizens.

Today's youth are expected to demonstrate cooperation, respect for cultural values, and tolerance. In the learning process, students primarily assimilate the centuries-old social experience of their nation. Therefore, this process plays a crucial role in forming key competencies, enabling students to apply acquired social experiences in their future activities. Building upon universal human values, students develop critical thinking, creativity, and moral-ethical behavior skills.

Studies in philosophy, sociology, pedagogy, and psychology describe the educational process as one that transmits the social experience of the people to the students. Education, by its nature, is a goal-oriented pedagogical process in which students are socialized, developed, and acquire essential knowledge and competencies for life. These competencies support their successful socialization.

The issue of socialization is of interest not only to educators but also to philosophers, sociologists, and psychologists. Various approaches and theories confirm that to ensure successful socialization, it is essential to form key competencies in individuals. Key competencies reinforce a person's position in society by ensuring their successful integration.

A person who develops through the acquisition of key competencies gains the opportunity to participate actively in the cultural and educational life of society. Society

itself serves as the main subject of socialization, possessing the capacity to shape individuals in its own image while also influencing their development. In the educational process, students become integrated into society. Therefore, individuals must possess key competencies to function actively in social life.

Through communication, each individual internalizes values important to them. Key competencies help satisfy the system of motives and needs of students, enabling them to acquire knowledge, values, and moral-ethical norms. By interacting with their teachers, parents, and peers, students adopt various cultural, intellectual, and educational approaches.

At first glance, socialization may seem simple; however, it reflects the individual's sphere of activity, personality traits, and unique characteristics. These features define their social functions and the key competencies they demonstrate. Individuals with well-developed competencies actively participate in social life and positively contribute to its development.

A person's active participation in society depends directly on their competencies.

Through key competencies, individuals understand the essence of cultural and material values, internalize them, engage in interpersonal communication, express their civic stance, assimilate scientific and technological advances, and use them appropriately.

Experts such as B. G. Ananyev and A. N. Leontyev emphasize that human psychological development involves assimilating the cultural and intellectual wealth created by previous generations and mastering existing experiences. A socially integrated individual has the capacity to eliminate negative influences within their environment. Such a person continuously develops, undertakes new activities, and realizes creative potential.

Key competencies enable socially integrated individuals to positively influence their surroundings, understand the social significance of their actions, and contribute to the cultural and moral development of society. Socialization entails entering the world of interpersonal relations and culture, a process facilitated by key competencies.

Key competencies are acquired through the integration of essential knowledge and social-cultural norms in various stages of the learning process. They contribute to shaping interpersonal and intrapersonal relationships and viewpoints. Consequently, they support self-development, communication, and the assimilation of universal cultural experiences. Key competencies represent both the outcome of learning and a pedagogical tool to ensure effective socialization.

The more effectively key competencies are formed, the more dynamic students' socialization becomes. Through these competencies, students adapt more easily to various social situations and demonstrate higher levels of social activity. Students with well-developed competencies can make correct decisions in different life situations, evaluate their behavior, and modify circumstances in a positive direction. When key competencies are formed through integrative approaches, diverse practical skills reinforce one another.

The competence-based national education standards emphasize forming key competencies across all subjects. Key competencies serve as the foundation for assisting students in achieving successful socialization and mastering subject-specific competencies.

Thus, the process of developing key competencies through integrative approaches must be pedagogically effective.

One of the key tasks of specialists is to develop effective mechanisms for forming key competencies among students. As a pedagogical phenomenon, key competencies cannot be formed within the scope of a single subject; rather, their development requires an integrative approach. Students must actively engage in acquiring knowledge, applying it in practice, and overcoming internal and external challenges.

Successfully forming key competencies requires presenting knowledge systematically, continuously, and in an integrated manner through appropriate strategies. Students must also apply their knowledge in a structured, integrated way in practical contexts.

The formation of various competencies requires certain pedagogical conditions:

creating an enabling environment for students to develop independently, acquire knowledge autonomously, and apply it in practice;

ensuring favorable conditions for students to acquire key competencies through integrated knowledge and supporting their practical activities.

Exercises and tasks play a significant role in forming key competencies through integrated knowledge. To implement integrative approaches successfully, specific principles must be observed:

providing students with integrated knowledge and equipping them with methods of applying that knowledge in practice;

focusing on external factors influencing the formation of key competencies;

activating personal experience through conducting small research projects, working on assignments, enhancing practical skills, applying communication strategies, and broadening opportunities for independent learning and self-development;

supporting students' self-development through reflection, self-analysis, emotional awareness, understanding others, and engaging in communication.

These factors expand the possibilities for using integrative approaches in the educational process. Internal pedagogical factors also play an important role in forming key competencies. Productive student thinking accelerates the formation of competencies, which is reflected in personal motivation, aspirations, values, intellectual qualities, and creative activity.

For students to respond appropriately to objective reality, they must develop sufficient analytical skills. These include various cognitive operations such as thinking, rethinking, reconstructing, and transferring methods from one context to another. Constructive and creative behaviors facilitate the transition from reflection to intellectual and personal development in problematic situations.

Competence is manifested in practical activity, and its absence should not be allowed during the learning process. The degree of competency formation is clearly observed during task performance. Therefore, analyzing task-solving situations is essential, as these situations activate acquired competencies. Competencies emerge in harmony with the values internalized by the student. For this, learners must possess interest, needs, and motivation toward specific activities.

Practical activities are the products of the educational process and abilities. When designing the content of education using a competence-based approach, developing students' practical skills must be a primary objective. In selecting educational content using integrative approaches, the formation of key competencies should form the logical basis of the material.

Situational tasks help students acquire practical skills, and each task should contribute to developing specific competencies. For this reason, sets of situational tasks must be defined. Motivational situational tasks cultivate students' desire to acquire competencies, fostering interest and readiness to master them.

Assessing the effectiveness of the competence-based educational process requires new criteria. In this context, students' answers to teachers' questions are not evaluated; instead, the emphasis is placed on the research efforts demonstrated during task performance and the products created in the course of technological activities. Special importance is attached to the independent creation of such products by students, whether in individual or group work.

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