

**V. Zhyhir,**  
candidate of pedagogical sciences, associate  
professor  
(Berdyansk state pedagogical university)

## **EVALUATION OF PROFESSIONAL COMPETENCE OF SPECIALIST AS A FACTOR OF ITS REFORMATION**

The tendency of the last decade – preparation of highly qualified specialists, competitive on labor market, competent, responsible, able to work effectively according to speciality on the level of world standards. The actuality of the problem of forming of professional competence of specialist as a main purpose of modern education demands new methods as for its evaluation. There is no a single approach to solving tasks of evaluation the competence of specialist, results of study in terms of competence approach.

The problem of evaluation of results of educational activity of students takes an important place in the research of domestic and foreign scientists such as V. Avanesov, V. Baydenko, I. Bulah V. Bepalko, E. Zeyer, J. Lerner, A. Markov, A. Morozov, M. Skatkin, A. Khutorskoy. In the context of educational reform on the base of competence approach the evaluation of formation of professional competence of specialists is considered by I. Kondakova, L. Tarhan, L. Khoruzhaya.

The purpose of the article is to consider approaches to the evaluation of formation of professional competence of future specialist, determination of criteria and tools in the context of the competence approach.

Many works consider the important role of evaluating og the formation of professional competence during training of future specialists in order to select appropriate forms, methods and means of pedagogical interaction and cooperation of teachers and students during solving competence tasks. In this respect, T. Shcherbakov said that subjective control harmonizes the relation between "I want to be competent," "I - media competence", "I can be competent," that provides optimal professional competence.

The basis of summarizing and analyzing the experimental evaluation is a set of getting facts: information materials, including subjective material – observations, experiences, mutual influence. For pedagogical expertise significant are comments, experts' thoughts as for facts, their interpretation, hypothesis. After discussing and commenting what he saw, the expert can hear from students the grounding their actions, that in some way can change the results of diagnosis. On the basis of concrete results and understanding their nature experts make conclusions about specific opportunities and prospects of the development of this graduate, possible difficulties and conditions of their overcoming, the necessity of using the certain resources. It may be necessity as for completion and obtaining new data about specialist. Experts' opinions should not be a guide to action, but information for thinking.

Evaluation of results of educational activity in the context of competence approach contributes to achieving of high quality of education and forming of modern specialists professional competence. The estimation of professional competence should be conducted not only by comparing results obtained with

certain norms, averages, but by comparing them with previous diagnosis with the aim of identifying the character of the progress in the development of competence of future specialist.