Competency Approach, Concept and Terminology

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THE SUMMARY:

Adjustment of concepts related to the Competency approach.

When competency approach is concerned, there is a number of concepts and terminologies invites us to look after and search for its lexical and educational origin. This is because of their importance and to avoid the ambiguity about these concepts, we mention the following:

Approach:" It Is the conception and the construction of a workable project in the light of a plan or strategy that takes into account all the factors involved in achieving the effective performance and the appropriate outputas well as means , place , time, characteristics of the learner and the environment plus the pedagogical theories [1].

And It is also "how to study a problem, process or reach an objective". [2]

Definition of the Competency approach :

And "it is also a functional pedagogy that works to control the aspects of life for all the similarities in relationships and social complexity, and it is also a systematic choice that enables the learner to succeed in this life by seeking to value the knowledge of the school and make it valid For use in different life situations[3]."

As Mohammed Al-Saleh Al-Harthoubi points out, "The competency approach is an expression of a pedagogic educational conception that starts from the targeted competencies at the end of any educational activity or the end of a learning stage to adjust the school's formation strategy in terms of teaching methods, teaching means, learning objectives, selection of contents, evaluation methods and tools[4]. "

Adequacy approach meaning: Is an approach based on declared goals in the form of adequacies acquired by physical

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(1)-Ataa Allah Ahmed ,ZitouniAbd El Kader ,Ben queneb El Hadje,Teaching physical education and sports in light of the procedural objectives and competency approach ,University Publications Office ,Algeria ,2009,P. 59

(2)-Youssef Kadri, pedagogical teaching with competencies, Algeria, 2004, p.13.

(3)-HadjiFarid, Previous reference., P. 11

(4) - Mohammed SalehHathroubi, Introduction to teaching and competencies, Dar al-Huda, Algeria, 2002, p12.

activities and sports as a cultural support and previous learning stages, and the approach (communication means and work), which focuses on the student as a centreof interest in the learning process[1].

These gains turn into abilities, knowledge and skills that qualify the studentto be prepared for new learning in a context that serves what is expected of him at the end of a particular learning stage.

Learning also involves a comprehensive process that requires the integration of scientific and other information in a process that helps to better identify the ways in which problems are addressed.

This educational approach is new when it is compared to traditional education which depends on memorization; this approach seeks to unify the vision of learning in terms of achieving goals shaped as content-oriented. It also requires the identification of cognitive skills and behavioural resources to achieve the expected result (competency) at the end of a learning stage.

The origin of the adequacy approach Most researchers agree that the pedagogical adequacies approach originated as a result of the conflict between two theories of learning, structural theory by "JEAN PIAGET"and the behavioural theory led by the American scientist "Watson "and the Russian scientist "Pavlov" . Structural theory supporters claim that learning takes place on the basis of the principle of the interaction between the self and the environment through the correlation between the self-conscious and the subject of knowledge. These theories emerge from a set of assumptions ,which claim that the self is not negative towards the interaction with the environment; it subjects what it receives to interpretation and understanding process and adjusts its structure to fit with what surrounds it by JEAN PIAGET

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(5)- Ministry of National Education, document accompanying the curriculum of physical education and sports for the Mediterranean Education, Bureau of School Publications, Algeria, 2004, p 07

Those researchers also confirm that each new learning depends on knowledge structures, contents and concepts acquired previously[1].

The concept of adequacy, types and levels

The concept of competency

lexically: Competency: means "adequacy, science,Efficiency, eligibility, deep knowledge" [2]

It's also: the state where something is equal to something else, measured by the number of hydrogen atoms that unite with an atom from this body[3].

Contextually: The term Competency of the Latin origin "competence" has appeared in (1968) in the United States of America with ambiguous and different senses. Many researchers have stated that there are more than a hundred definitions of the concept "Competency", depending on the context in which it is used for. What is important to the research is the concept of competency in the field of education (4)It's been defined as "competency is a comprehensive acquisition that integrates intellectual abilities and social cultural attitudes, enabling the learner to solve problematic situations in daily life"

Competency is an organized and functional set of materials (knowledge, abilities, skills) that allows to solve problems, carry out activities and accomplish work"5).

Competency to the leaners means: " hisability to induct various knowledges and capacities and to integrate and apply them to face of a given situation"

Types of Competency

Competency of knowledge "Is not limited to facts and pieces of information, but extends to the possession of the competencies of continuous learning and the use of knowledge tools, And how to use this knowledge in scientific fields"

(1)- Abdul Latif Al-Farabiand others., Sciences Education Dictionary, 1, Dar Al-Khatabi for Printing and Publishing, Morocco, 1994, p52.
(2)- SuhailIdris, Manhal French-Arabic Dictionary, Dar Al-Adab, Lebanon, 2003, p. 276.
(3) - Louis Maalouf, , Previous reference., P. 690
(4) - Atallah Ahmed, ZitouniAbdelkader, Ben Qanab al-Hajj, Previous reference., P. 55
(5) - Muhammad Saleh Al-Harthoubi, Previous reference., P. 42, 43.

Competency of performance It includes the ability of the learner to show a certain behavior to face a problem, on the basis that the competencies related to the performance of the individual not his knowledge and his ability to conduct the required behavior

Competency of result The acquisition of cognitive competencies means having the necessary knowledge to practice the work without any indication that he has the ability to perform. Either the possession of performance competencies means the ability to demonstrate his abilities in practice without an indication of the ability to occur as a desired result in the performance of learners .
Its levels: Levels of Competency are divided into two types
   Vertical level It is divided into:

Basic Competency: Is the sum of the basic learning outcomes associated with the educational units, and it clearly shows what the learner will do or what he will be able to do or do in specific circumstances, so the learner must control it so that he can enter without problems in new and subsequent learning which is the basis on which learning is built.
Interim competency: It is a phase shift that allows the concluding or final objectives to be clarified to make them more expressive. Related to a particular month, chapter or area, and it is a set of basic competencies, such as reading openly and taking into account the good performance of the student with an understanding of what he reads
  Closing competency: It is a final description of an end-to-end work that is characterized by a comprehensive and general nature. It expresses an integrative concept of a range of intermediate competencies that are built and developed during a school year or developed at the end of the intermediate stage. For example The learner reads texts thatcorrespond to his level and interact with it So that it responds to his social, schooling and personal needs

Horizontal level

This level has one type of Competency:

Transverse Competency (transverse or horizontal):

Which must be acquired and used during the preparation of various knowledge, or good deed, as the control of incidental competencies aims to motivate learners to be able to learn in an increasing independence.[1].

Competency components The above explanation and definition conclude that competency is a more comprehensive concept if we compare it to the concept of ability, skill, or readiness because these concepts

are means of achieving its components, which we will consider to study in this element in order

Capacity It has been defined in the definition of concepts related to competency approaches

Features: Transverse abilities

Evolutionary abilities

Transformational or transformational abilities

Not applicable to be assessed

Aptitude

It has been defined in the definition of concepts related to competency approaches

: Aptitude types

Are: linguistic aptitude, numerical, inductive, written, mechanical, artistic(2)..

Ability:

It Has been defined in the definition of concepts related to competency approaches.

Another classification of sufficiency compounds is that, in addition to the previously explained ability components, there is both content and position, according to Professor YousefQadri

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(1)- **Atallah Ahmed, ZeitouniAbdelkader, Ben Qanab al-Hajj,** Previous reference**., P. 71, 72.**
(1)YousefQadri, previous reference ., P. 10, 09.

The contents:

It Is all what the learner takes , and the researchers have classified these things in these three types:

Pure knowledge.

Factual Knowledge

Behavioral knowledge (Attitudes).

This knowledge is the necessary knowledge upon which learning is based to gain competence

Status:

It Is the problem that is found to be learning when employing a set of Acquaintances, abilities and skills to perform a specific activity and be meaningful if the following is provided:

- Make the student convert his knowledge to address his or her real life

- To make him feel its effectiveness and usefulness to process a complex task.

- Allowing him to activate the contribution of different materials in solving complex problems

- Allowing him to measure the difference between what he knows and what he does not know in order to find a solution to a complex situation

Characteristics of competency

Competency has a set of characteristics that can be controlled and summarized as follows

Invest a set of resources

Competency requires harnessing a range of resources, such as scientific and experiential knowledge, abilities, behavioral skills, and kinetic skills in physical education and sports.

Final Goal

Harnessing resources is not an offer, but it earns enough social function, meaningful utility for the learner who utilizes various resources to produce a work, or solve a problem in his school or daily life.

Competency is associated with a range of single-field situations:

The realization of competency is achieved only within the conditions under which this is practiced enough. In order to develop the learner's competencies, it is necessary to limit the

situations in which this efficiency is required, and despite the multiplicity of positions, this should be defined and confined in a common area..

Competencies are often related to the subject

Often, competency employs knowledge and skills that are mostly from one subject and may relate to several subjects too, so its development to the learner implies the control of different subjects

The ability for assessment

Unlike abilities, competency is characterized by the ability to be evaluated based on the results achieved because its formulation requires observable and measurable actions. The assessment of competency requires the integration of the learner in problematic situations which requires the combination of different resources.[1]

Bases of competencies identification

The process of determining competencies and selectingits derivation sources is of such importance that it depends to a large extent on some of the bases on which such selection should be made

These bases have been defined in four axes:

Philosophical base

This base is considered as the leading base in which goals, objectives and perspectives are determined and also are consistent with the values and philosophy of the society (Creed, ideas, principles) Which governs the course of the society at a given time and through which the desired outcomes of the learning process are determined.

EMPICOL BASE

This base focuses on some Empirical concepts that can form a scientific basis. The empirical study is based on the processes of deriving the necessary competences related to human, social and behavioral sciences. In light of this, the quality of knowledge or performance skills can be determined.

Basis of the study material

The study material is one of the most important educational components - teacher, student and practical material (curriculum) -

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(1)- Atallah Ahmed, ZeitouniAbdelkader, Ben Qanab al-Hajj, previous reference., P. 58, 45.

and it cannot be processed without the existence of expertise and knowledge provided to the learner. From this point of view, the study material is one of the starting points for determining the necessary educational competencies through knowledge building, it is also expected that this basis will be a source to identify some of the competencies in the performance of the subject matter which is complementary to cognitive competencies in this area

Practitioner basis

The basis of the practitioner is based on the concept that the necessary competencies for the learner in a given field can be determined through analysis and scrutiny of what competent practitioners do in the exercise of their work or profession

The good teacher performs his specific teaching tasks such as: Management of discussion and dialogue, participation of students in the educational process, classroom management and other tasks. He can give a good model for outstanding performance and perhaps effective, which in turn allows the opportunity to determine the desired competencies in the light of this basis.[1]

Principals of the competency approach

- Consider education as a process that facilitates growth and allows communication, adaptation and attention to work.
- Consider the school as an extension to society, and it is not appropriate to separate them.
- Consider education as an effective element in acquiring knowledge.
- Consider education as a process of compatibility between the concerns of the student and his aspirations to build his community.
- Consider learning as an element that includes the outcome of the knowledge, behaviors and skills that qualify it to:

The ability to recognize (cognitive domain)

Ability to act (Psychological field)

Adaptive capacity (emotional field)

- Student is the main engine of the learning process and this requires:

Knowledge: innate, innate gifted or acquired through learning.

Skills: mature abilities, accuracy, efficiency and balance.

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(1)- Atallah Ahmed, Zeitouni Abdelkader, Ben Qanab al-Hajj, previous reference, p. 67, 68.

Mental abilities: mental, kinetic or psychological.

- Competency is considered as an achievement ability that is characterized bycomplexity through the learning process, and it is measurable and observable through its indicators.[1].

The complementarity principle and inclusiveness is considered as a means of achieving the learner's general characteristics.

Competency-related procedures:

This new concept of organizing the educational process needs a set of procedures:

Active Teaching Methods:

The vision towards education has changed today, so it no longer focuses on knowledge but on acquiring and developing the means leading to it ,thus the role of both the teacher and the learner have changed, where the first became the designer of the activities and the second makes an effort to find and acquire knowledge. According to modern pedagogy, this can only be achieved through active teaching methods that allow the learner to transcend the acquisition of knowledge to self-awareness, acquisition of competencies, problem solving, and logical thinking, so that the new teaching methods work to make the learner in the heart of the learning system (learn by himself).

Among the effective ways to achieve fruitful teaching that serves the objectives of thecompetency approach, we mention:

Learning through projects

Depends on exploration and investigation, the research for solutions that encourage to show intellectual competencies, which gives the learner the sense of ownership - challenge - responsibility ... where the learner plays a key role here ....

Teaching through the problem

It requires research and inquiry to build knowledge, and it puts the learner in front of comprehensive and complex issues and encourages him to search and push him to think and form intellectual attitudes after organizing teamwork and providing the appropriate conditions to complete the work and solve the problem.

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(1)- Ministry of National Education, Document accompanying Physical Education and Sports Curriculum, Second Year of Intermediate Education, National Bureau of Education and Remote Training, Algeria, 2004, p. 07.

Another visualization of the assessment

Current practices of the assessment don't match with the current and future requirements of the learner and his changing needs. If the traditional assessment focuses on the ability of the learner to show what knowledge gained through tests, the assessment from its realistic perspective focuses on the learner's performance, competence, understanding and organization of his cognitive structure which requires multiple methods and tools for

assessment such as (Note the performance of the learner and criticize his projects and presentations so that the evaluation of his thinking and the manner are identified and the aspects of his strengths and weakness are revealed, this must be made under a multi-dimensional assessment).

The major assessment functions are as follows:
- Guide , control and confirm learning.
- Ensure the learner's understanding of the situation / problem.
- Determine whether the learner is consistent in his thinking.
- Determining whether the learner is accurate in understanding and solving .

All this is to be done to improve the performance of the learner who participates in the evaluation by activities that highlight his competencies (cognitive - scientific performance.(

Hence, the competency approach necessitated transformation:

From Reliance of the principles of behavioral theory in learning to structural theories and developmental cognitive processes.
- from negative practices of the learner to creative practices .
- -From the role of the teacher of knowledge to the monitor.
- -from traditional approaches to research and responsibility of the learner.
- from surface tests to completing tasks that measure in-depth learning.
- from rigorous quantitative educational research to qualitative-qualitative research into complex and descriptive phenomena.
- -From traditional quotations to performance evaluations**.**

Objectives of the competency approach

This approach as a conception and a method to organize the educational process works to achieve a number of objectives, including:

–   To open the door for the learner's potential and abilities to appear and thus he will be able to express himself.

-    - The crystallization of his readiness and guide it to the right direction that works with his inclination.

–   Training him on the thinking competency, the cross-linking of knowledge in one field, and the derivation of different fields of knowledge in an attempt to solve a problem or discuss the issue or face status.

-    The embodiment of the various competencies acquired by learning in real contexts.

- Increase the ability to recognize the integration of knowledge and overlap the integration between different fields of knowledge.
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-    The accuracy of the investigation and the quality of the research and argument conclusion.

 – The use of methodological tools and multiple appropriate learning resources to the knowledge that he is studying and the conditions of acquisition.

-    - The ability to form an overview of the various things and phenomena surrounding it.

-    - Foresight and awareness of the role of science and education in changing reality and improving the quality of life.

We can summarize the objectives in the following points

-    - A view of life from a practical perspective.

-    - Linking education to reality and life.

-    - reliance on the principle of learning and composition.

-    Working to transform theoretical knowledge into useful knowledge[1].

Adoption of the competency approach

Among The problems that is faced by the educational system in our country, like other educational systems in the world, is the

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[1] - (Haji Farid, previous reference., P. 22. 23,

problem of fragmentation of knowledge, which characterized the previous curricula, including within it a list of concepts must be learned by the learner, and some skills to be acquired in each subject of study. It contains within it a list of concepts that the learner must learn, and some skills he must acquire in each subject material, as a result there appears the accumulation of knowledge of the learner without establishing links between them Which prevents his possession of the logic of achievement and discovery, in other words he finds himself learning not to do something or analyze reality and adapt himself on what he learned.

As a solution to this problem, the competency approach has been adopted as a pedagogic choice aimed at improving the learner. Logically, this approach is based on an integrated system that integrated with knowledge, experience, organizational skills and performance which enables the learner to achieve the task required by this position.

Thus, this approach becomes a functional pedagogy that works to control the course of life with all what it carries from entanglement in relations and complexity in the social phenomena. Thus it is a systematic choice that enables the learner to succeed in life and by valuing the school knowledge and making it applicable in different life positions .

This approach as a conception and systematic approach to the process of education / learning in which it is based on the theories of contemporary education, especially the structural theory which is a psychological theory to explain the learning process and as a major basis of psychological foundations to build the school curriculum, which starts from the fact that knowledge

- built and not moved.
- It is a result from an activity.
- Speaking in context.
- It has a meaning in the learner's mind.
- Social negotiation process.

- Requires some sort of control[1].

This type of curriculum focuses on the integration pedagogy, as a composite path that can be filled to the acquisitions or elements associated with a particular system in a functional position in order to restructure previous instructions and adapting them to particular situational requirements of acquiring new learning. Thus, the curriculum based on this pedagogy leads the learners towards establishing links between different materials on the one hand, and linking the latter with their experiences, values, competencies and the reality of their community on the other hand. In general, the curricula that focuses on the integration works to make the learner:

- it gives the meaning to the instructions that should be in a meaningful context And useful to them and has a relation concrete situations that may come across by.

- it Can distinguish between the secondary and basic thing and focus on the latter because it is useful in his daily life or because it forms the basis for the education to be submitted

- it Trains them to employ their knowledge in the different situations they face.

it Focuses on building links between its knowledge and social, global values, such as being a responsible citizen, an efficient worker or an independent person [2]..

It builds links between the various acquired ideas and make a better use of them so that they will be able to face and solve the major challenges of their society in which it ensures being well equipped with their knowledge and competencies

in order to allow the learners to learn from the above mentioned tips, it requires the following characteristics:

- considering the learner as the focus of the educational / learning process.

- Focusing on the integration of reviewed competencies in educational / learning activities.

- giving Attention to the development of intellectual activities in the employment of knowledge.

(1)- Algerian Journal of Education, El Morabi, New Pedagogy, Pedagogy of Integration, No. 05, National Center for Educational Documentation, Algeria, 2006, p. 06
(2)- El Morabi, No. 05, previous reference., P. 06.

- -Making the learners employ various potentials (knowledge, abilities, knowledge of behavior

– The integration of education is measured by the number of activities, and It is measured qualitatively according to organization of education.

- And in order to complete the activity as we hope and work to achieve the goal, the teacher should priovide the learners:
- Effective engagement, by providing sufficient time for the learner to secure his involvement in the work that he prefers, wants, and feels that he can respond to his needs, ie a situation in which he learned in an active manner and employing his various energies.
- -Indulgence, by providing a good environment such as the means to initiate the targeted educational activity.
- -Ownership, in the sense of making the learner feel that he or she is the owner of the learning activity by choosing the activity in its form and content.
- -Modeling, in the sense of enabling the learner to see a scientific explanation of the targeted competencies by the teacher.

-The encouraging response, it means the performance of the learner must be followed by a response to feel the care and attention from the teacher and the response must be constructive and encouraging.

This education/ learning needs active teaching methods, including teaching by giving problems, as the learner is placed in front of problem solving learning situations in order to develp the spirit of observation and creativity[1].

Learning situations where we propose to the learner to achieve a special goal for studying during regular learning, this time is the so-called "moment of integration" in which the learner recruit the different knowledge, according to performance and the moment of integration. therefore,behavioral knowledge will be developed.

–The assessment settings is sa same as the modes of integration. The more the learner achieves success in the integration process, the more successful he will be. Finally, the methods of teaching and learning have changed, and as a result, the role of the

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(1)- El Morabi, No. 05, previous reference., P. 06.

teacher is based on helping the learner considering he is the core of the teaching system. As he learns by himself based on active teaching methods that enable him to require the acquisition of competencies and the acquisition of values and trends, and the ability to think logically and solve problems and evaluate concepts, as well as self-confidence and Independence. thus, this is the fundamental goal that is sought by various educational systems in the world, including our system[1].

The reasons of using the competency based approach:

The need to response because of the increasing volume of information in various scientific materials.

—The need to provide meaningful learning for all what the student learns and leads him to the question of why he learns a specific material in a specific way?

—The need for internal effectiveness for successful education and equal opportunities for all.

—The need to respond to a demand represents the quality and good performance through the selection of a pedagogic endeavor that puts the learner at the center of attention.

—The adoption of a pedagogy that provides the learner with the means of learning and learning how to do and how to be[2].

Conclusion :

addressing the subject of pedagogy teaching competency approaches inevitably come up educational subjects in general in general, which has become the main input to our research, which has taken an important place in the educational reform because of its more important role in updating the goals and objectives of learning. and to make them more in line with the needs of individuals and this is what is meant by the competency approach. Also, the subsequent methods and methods of assessment adapted to the new requirements and challenges facing us on the ground.

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(1)- El Morabi, No. 05, previous reference., P. 06.
(2)- Tayeb Nait Salman, Zaatout Abdel Rahman, Qawal Fatna, The Approach of Competencies Pedagogical Concepts in Education, Dar Al Amal Publishing, Publishing and Distribution, Egypt, 2004, p. 26. ,

1- Ataa Allah Ahmed ,ZitouniAbd El Kader ,Ben queneb El Hadje,Teaching physical education and sports in light of the procedural objectives and competency approach ,University Publications Office ,Algeria ,2009,

2- Youssef Kadri, pedagogical teaching with competencies, Algeria, 2004,

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7-SuhailIdris, Manhal French-Arabic Dictionary, Dar Al-Adab, Lebanon, 2003,

8-Louis Maalouf, , Previous reference

9-Muhammad Saleh Al-Harthoubi, Previous reference., 43.

10-Ministry of National Education, Document accompanying Physical Education and Sports Curriculum, Second Year of Intermediate Education, National Bureau of Education and Remote Training, Algeria, 2004.

11- Algerian Journal of Education, El Morabi, New Pedagogy, Pedagogy of Integration, No. 05, National Center for Educational Documentation, Algeria, 2006.

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