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THE ROLE OF KEY EDUCATIONAL COMPETENCIES IN THE PARADIGM OF DEVELOPMENT OF A COMPLETE DISTANCE EDUCATION SYSTEM

Distance education has been successfully implemented and established in many developed countries for many years. Following in this trend, Ukraine has also been making changes in this direction. However, according to many scientists, the approach to distance education has undergone radical changes in the context of the challenges presented by the Covid-19 pandemic [1, p. 17].

At the same time, experts highlight both the positive aspects of distance education and the problems that reduce the motivation of students to learn, the accuracy of knowledge testing and other weaknesses of such education [2, p. 28-29]. According to some experts, distance education resembles forms of correspondence education and can not fully reveal the modern forms of the educational process. This will prevent the material, technical and informational lack of readiness to conduct classes online in some educational facilities. Therefore, the modern paradigm of education development in Ukraine is advanced and promotes the introduction of innovative competence-based approach in the field of distance education.

The aim of the work was to show the role of key educational competencies in the paradigm of development of a complete distance education system.

All areas of professional training of higher education specialists, in terms of distance education, at the Department of Trade, Hotel and Restaurant and Customs, are closely related to the educational process, scientific activities of students and practical training at professionally related enterprises. Raising the level of teaching disciplines, improving educational and methodological work are those technological principles that allow to reflect in the educational process modern scientific achievements and trends in the development of science in various fields.

Experience shows that without radical changes in the system of higher education, including the use of competency-based approach associated with personality-oriented approaches to learning and their compliance with the labor market, without raising the professional level of students, it is impossible to ensure innovative development and competitiveness of Ukraine. Of particular relevance, in the context of distance learning, is the problem of developing and improving competency-based approaches that can be implemented and tested only in the process of implementation, by a particular student, a certain set of training programs. This requires the transformation of the content of education, its transformation from a model that exists for objectively "all" into the subjective achievements of an individual student, which can be evaluated. Similarly to the traditional system of education, distance education involves mastering by the student not separate, unrelated elements of knowledge and skills, but mastering the complex of the educational process, in which for each selected direction (for each educational program) there is an appropriate set of educational components that have a personal and active nature. A complete education system should combine the educational process and research, with a developed network of high-tech innovation structures.

In distance education, the list of key educational competencies, which were taken into account in the development of the educational and professional program and the formation of new curricula, was

determined by us on the basis of the main goals of general education, the structural representation of social and personal experience, as well as the main activities of the student. This allows the student to acquire social experience, life skills and practical activities in society.

The general list of key competencies is given in the most general form and needs to be detailed both by levels of study and by subjects and educational programs. Each subject (educational field) should determine the necessary and sufficient number of interconnected real objects of study, knowledge, skills, abilities and ways of activity that make up the content of the defined competencies.

As a result, it was possible to combine academic subjects into a single holistic content, defining the system-forming elements of general education both vertically of individual levels of education and at the level of horizontal interdisciplinary links. The curricula designed on this basis should provide quality education, regardless of the form of education. The student's educational competencies, even in distance education, will play a multifunctional meta-subject role and demonstrate their intelligence. This is manifested not only by demonstrating knowledge, during classes and knowledge testing, but also in the family, in the circle of friends, in future work relationships.

That is, the competence-based approach to the content of education should pass through the curriculum of students, each time receiving a realistic, effective implementation on the relevant material. Only then, the paradigm of organizing a complete distance education will have scientifically sound methods and be based on a competency-based approach.

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