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## **THE FORMATION OF A COMPETENT APPROACH AS THE BASIS OF THE PROFESSIONAL DEVELOPMENT OF THE FUTURE TEACHER OF PHYSICAL EDUCATION**

*A FORMAÇÃO DE UMA ABORDAGEM COMPETENTE COMO BASE DO DESENVOLVIMENTO PROFISSIONAL DO FUTURO PROFESSOR DE EDUCAÇÃO FÍSICA*

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### **ABSTRACT**

The article analyzes various approaches of scientists to define the essence of the concept of the teacher's professional competence and its components. It is specified that the professional competence of a physical education teacher is a complex complex that includes professional knowledge, skills, readiness for activity, as well as a number of professionally important personal qualities such as: creativity, mobility, sociability, tolerance, balance, sensitivity, benevolence, striving for self-knowledge, self-development and self-realization, self-reflection, etc. The specifics of activity and requirements for a modern physical education teacher are analyzed. The relevance of the teacher's professional competence as an indicator of readiness for the profession of physical education teacher in a modern educational institution is substantiated.

**Keywords:** Higher education; Education system; Physical education; Professional competence.

### **RESUMO**

O artigo analisa várias abordagens de cientistas para definir a essência do conceito de competência profissional do professor e seus componentes. Especifica-se que a competência profissional do professor de educação física é um complexo complexo que inclui conhecimentos profissionais, habilidades, prontidão para a atividade, além de uma série de qualidades pessoais importantes profissionalmente, como: criatividade, mobilidade, sociabilidade, tolerância, equilíbrio, sensibilidade, benevolência, busca do autoconhecimento, autodesenvolvimento e autorrealização, autorreflexão, etc. São analisadas as especificidades da atividade e os requisitos para um professor de educação física moderno. Constata-se a relevância da competência profissional do professor como indicador de prontidão para a profissão de professor de educação física em uma instituição de ensino moderna.

**Palavras-chave:** Ensino superior; Sistema de ensino; Educação física; Competência profissional.

## **Introdução**

The main goal of modern education is to meet the current and prospective needs of the individual, society and the state, to prepare a well-developed personality of a citizen of his country, capable of social adaptation in society, work, self-education and self-improvement. A future teacher who is free and broad-minded, who predicts the results of his activity and, accordingly, competently models the educational process, is a guarantor of the achievement of the set goals. That is why the demand for highly qualified, creatively thinking teachers capable of raising a harmoniously developed and competitive personality in the modern, dynamically changing world has sharply increased. Solving such a task can only be done by truly competent teachers, i.e. those who are able to think freely and outside the norm, make confident decisions in any problem situation, competently solve the pedagogical tasks set before them, and be capable of constant professional and personal self-improvement. Thus, the formation of the professional competence of the future teacher of physical education, which is understood as a set of professional and personal qualities necessary for successful pedagogical activity, is an urgent problem. The Aim of the article is to consider and analyze the formation of professional competence of the future teacher of physical education.

## **Literature Review**

The professionalism of teachers, the conditions and security of the educational process, the composition of elements in the educational process, the motivation of learning, modern learning technologies, knowledge control systems, the motivation of pedagogical work, the organization of educational and research work of intern doctors as an integral part educational process, performance of individual tasks and scientific projects with elements of research, participation in the modernization of the educational and laboratory base medical

university, methodological support educational process. In this context Griffith University (2019) could be taken for an example, one created there the first human health department based on innovative curricula to improve interdisciplinary teaching and research in Australia. Unfortunately, not all the countries have this possibility. (Campos & Méndez, 2013), argues that the development of institutional transformation has been suspended and improvements in higher education in post-revolutionary Georgia are lacking. Koshy (2018) briefly states student participation in higher education in Australia from 2012-2017 to create the National Center for Student Equity in Higher Education. Gorb, (2018) in their writings addresses the challenges of creating a culture to enhance educational excellence. The Australian Government Department of Health in the WSIPP CBA projects... (2018), (Wang & Sun, 2018) conducted a cost-benefit analysis of models of care for health professionals. Kremen (2009) highlights the President of the Academy of Pedagogical Sciences of Ukraine's own Introductory Statement on the implementation of the European experience of the competence approach in higher education in Ukraine. Gorb (2018) proposes the competence approach in higher education according to the standards and recommendations to ensure its quality in the European Higher Education Area. Martyniuk (2019) analyzes the European concept of a competency-based approach in higher education and the problems of implementation in Ukraine. Mckenna et al., (2019) analyzes the field of practice and workforce challenges faced by the Australian health workforce from a quality change perspective. Mitchell (2019) argues that hundreds of Washington State health care workers are leaving for the UK to find jobs under the Department of Health agreement. The National Council of State Boards of Nursing develops NCLEX final exams for them to highlight the objectivity of their knowledge (Heckman, Holland, Makino, Pinto & Rosales-Rueda, (2017). Specific fact sheets are used to use common names and nomenclatures in the competency aspect of physician competency. Scherer, Herrick, & Leeseberg Stamler (2019) have experience teaching immigrant graduates of an entry-level

baccalaureate nursing program about hermeneutic phenomenological research in nursing practice. Jantschi & Bolboaca, (2009), created open-ended digital educational resources in the area of innovative technology in the aspect of quantitative analysis and modes of learning to enhance nursing skills. A list of IQ skills according to the nursing reference committee standard is presented. The Curtin University undergraduate nursing education industry curriculum guide is also created (The good universities guide, 2019). A list of educational and professional settings at the University of Queensland for prospective pre-med baccalaureate level applicants and students is proposed Jibladze, (2017) offers the newest approach in the professional organization of the mentor teacher's personality in a sociological context regarding the problem and prospects of forming a national humanities-technical elite (Heckman, Holland, Makino, Pinto & Rosales-Rueda, (2017).

## **Methodology**

Research methods: analysis of philosophical, psychological and pedagogical literature; system-information analysis of the distribution of intellectual resources; dialectical analysis of trends and contradictions of the modern educational process; sociological methods (questionnaire, interviewing, testing), participant observation; rating and expert evaluation; pedagogical experiment: ascertaining, searching, forming; statistical methods for processing the obtained results.

## **Results**

Pedagogical activity is very diverse in terms of object, subject, form and methods of its implementation:

the objects of pedagogical influence are: a specific student, a study group, social assets of students, their parents, interacting colleagues, government agencies, public and other organizations involved in the life, education, upbringing, leisure of

students, informal individuals, groups, associations, as well as teacher and characteristics and his activities;

the subject of pedagogical influence is the knowledge and skills of students in a particular academic discipline, as well as the moral, intellectual, physical and personal qualities of those involved;

forms of influence are normatively established, planned, accounting and situational (the need for which is dictated by the current moment), forced or initiative classes, events and communications that are large in volume and require significant time, physical and mental costs.

Methods of pedagogical influence are both generally accepted methodological methods, techniques, technologies that make up a rather extensive "mandatory" professional arsenal, as well as non-standard, improvisational and creative solutions, the need for which arises constantly.

The object of the teacher's activity is a person in his constant development. The products of his activity "materialize in the mental image of his students" - in their knowledge, skills and personality traits. Pedagogical activity has a pronounced creative character. It cannot be brought under a certain algorithm. These are the main specific features of pedagogical activity that distinguish it from other professions.

A coach is a teacher, since "sports activity is a special case of educational activity". Consequently, the tasks of its activities also include the education and upbringing of the younger generation. In connection with this main feature, a number of other specific features can be distinguished that characterize pedagogical activity, in general, and coaching, in particular (Jantschi & Bolboaca, 2009).

An important feature of professional activity is that the coach plays a leading role in influencing the personality of the trainee. The coach spends more time with his students, knows them better and has more opportunities to influence than the average teacher. This feature makes high demands on both the professionalism and the personality of a sports teacher.

The activity of the coach is characterized by a high degree of responsibility for the physical and psychological well-being of his wards. In the process of preparing athletes, the coach bears moral, professional and legal responsibility for their upbringing, health and quality of sports results. This circumstance is a consequence of the fact that the communication of a coach with athletes is often "irregular", that is, almost constant, for example, at training camps, during outdoor sports competitions. In this regard, the coach should play: in the early stages - the role of a guardian (replaces parents); at later stages, the role of a mentor; at the stage of elite sport - the role of the leader (Jibladze, 2017).

The specificity of the activity is the relative instability of the "trainer - athlete" system. It is important for a coach to inspire confidence in his professionalism and arouse sympathy among his students, because otherwise the athlete can always go to another coach. The attitude of an athlete to a coach is associated with the growth of his results. In general, the success of the education and development of athletes depends on the ability of coaches to communicate with their pupils.

Another feature of coaching is increased stress, leading to significant nervous overload. The following factors determine the high stressfulness of the coach's activity:

- the activity of a coach often takes place in the conditions of sports camps, on the road, or in some other non-standard and unusual conditions with minimal comfort and separation from the family;
- the coach has to come into contact with a wide range of people who are involved in the provision of the training and competitive process - with students and their parents, representatives of the administration, colleagues, judges at competitions, members and leaders of other teams, journalists.
- the success of the coaches depends not so much on them, but on the sports achievements of their students and on a number of other factors (on the personality of the leaders, the material base, and the like);

The work of a coach is characterized by a high degree of "professional risk", since there is always the possibility of "in vain" of many years of work due to

dropout, termination of training or temporary absence of an athlete due to injuries, personal circumstances.

- the prestige (professional status) of a coach is unstable, its level reaches a peak only at the moment of successful performances of athletes and falls rapidly during periods of temporary failures, in addition, the activities of a coach are highly competitive and, as a result, unstable status and professional position (Kremen, 2009).
- the activity of the coach is public and much depends on it, the coach in a competitive situation experiences the same feelings as the athletes, but he must restrain or hide them, having, moreover, very limited opportunities to influence the competitive situation;
- coaching activity always allows for the possibility of injury during demonstration, insurance and in other cases when the coach himself performs a motor action, especially in conditions when physical capabilities are already declining, for which he is often psychologically unprepared.

The activities of a coach have a number of significant differences even compared to the activities of a physical education teacher, which emphasize its professional specificity. These include the following points:

Compared to a physical education teacher, a coach has a much more pronounced sports specialization.

The coach is more interested in the result of his work, since his success is more obvious to outside observers and is assessed, as a rule, based on the sports results of the students.

The coach carries out an almost unlimited amount of educational and training work, which is unregulated. The coach often works not only on weekends, but also on holidays. In addition, mainly in the evening and much more than it is provided by the regulations.

Professional pedagogical activity is a special form of art that requires high erudition from a person, awareness of the greatness of its social role in society and deep subject content.



In order for a sports teacher to carry out his professional and pedagogical activities at a high level, he must be professionally competent.

In order to understand what is meant by competence and what is its role in professional activity, let us consider the definitions of different authors.

The analysis of scientific and methodological literature showed that the opinions of domestic and foreign authors differ.

For many authors, the interpretation of competence comes down to knowledge, skills, abilities and abilities.

For example, there is a statement: "In psychology, the generally accepted point of view is that "competence" includes knowledge, skills, and also ways of performing activities." This definition does not even include abilities. Other definitions are close to this, for example, the definition: "competence is the level of training in social and individual forms of activity, which allows an individual, within the framework of his abilities and status, to successfully function in society."

In opposition to domestic points of view, a well-known Western specialist, author of the book "Competencies in Modern Society" J. Raven, interprets competence as a set of subjective conditions for effective human behavior. Raven emphasizes that competence is not limited to ability, but also implies intrinsic motivation. He gives a separate list of the most important competencies (or rather, components or types of competence) of a person and a three times longer list of values, but at the same time he rightly points out that a significant number of types of competencies can have both an independent value, i.e. be personal - significant values in themselves, and serve as a means to achieve other significant goals (Mitchell, 2019). The list of components or types of competencies he proposes includes the ability to reflect on the personal qualities of his students and take care of their development; notice, anticipate and take into account the reaction of students; actually demonstrate their own preferences and value systems and deeply personal ways of thinking and experiencing, leading to the achievement of goals; the ability to understand and successfully influence social factors external to the educational institution that usually limit job opportunities, etc.

In general, there is no single definition of competence. It can be unequivocally stated that the authors consider competence in the system of knowledge, skills and abilities.

As for professional competence, there are many opinions here. Each of the authors involved in the study of this issue gives its own definition and considers it in different ways.

Analyzing the above definitions, we can conclude that each author interprets "professional competence" differently, the authors are similar only in the opinion that it is professional competence that is a prerequisite for the successful implementation of their professional activities. Each author who studies professional competence, as a whole, identifies various types of competencies and their components.

## **Discussion**

Thus, under the professional competence of the teacher we consider:

- Pedagogical competence, consisting of subject, methodological, diagnostic, innovative and research competences;
- Communicative competence, which includes proper communicative competence, perceptual and managerial competence;
- Personal-individual competence.
- Each of the three main competencies of a teacher consists, in her opinion, of:
  - professional pedagogical knowledge and skills;
  - professional pedagogical positions (as a teacher's stable relationship to work, students, colleagues, himself);
  - professionally important personality traits.
- When considering the issue of professionalism of the teacher, we also point out that the teacher must have the following types of competencies:
  - subject competence (erudition, knowledge of the subject, interest in it, the ability to change it in accordance with the requirements of the time);

- methodological competence (knowledge of teaching methods, the desire to update their methodological tools, to individualize it in working with a specific contingent of students);
- diagnostic competence (possession of techniques for studying the characteristics and capabilities of individual students in the assimilation of knowledge);
- innovative competence (willingness and ability to take into account and look for new approaches in training and education);
- research competence (desire and ability to carry out pedagogical research, participate in search, experiment).

During the formation of these types of competencies in professional activities, the teacher develops professional positions, such as stable attitudes to the case, those involved, colleagues, and himself.

In addition, we allow the presence of other types of competencies, such as:

- humanistic (the desire to understand and accept another person with his problems "here and now", to exchange spiritual values);
- social-perceptual, as the ability to perceive, understand and evaluate other people
- empathic (the ability to empathize and help another person);
- communicative (the ability to build information exchange, cooperate with other people);
- conflict (the ability to build conflict-free communication and interaction with another person);
- managerial (a set of skills to influence another person).

Vocational education;

Professional activity;

Professional-personal, or theoretical, practical and personal levels, respectively.

Consider the essential characteristics and scope of requirements for the level of preparedness in each component.

The vocational education component includes the following knowledge:

Knowledge in social disciplines: the history; fundamentals of economics; the main stages of the development of philosophy; foundations of dialectics, its basic laws and categories; methods and forms of scientific knowledge; the social structure of society; the role of public and party organizations in the development of society and government; the emergence of human society, individual and social consciousness; forms of social consciousness; the essence and content of scientific and technological revolutions; the national question; society management; forms of government; market relations; basic documents on the development of culture and science at the present stage; productive forces of society and factors affecting labor productivity; the place of physical culture in society and human life (McKenna et al., 2019).

Knowledge in the disciplines of the medical and biological cycle: systems of the human body and sensory organs; adaptive changes in the human body during sports; morphofunctional indicators in sports selection; physiological characteristics of the state of the body during sports activities; physiological foundations of training in sports equipment, strength and speed-strength training, endurance training; physiological features of training in various conditions; reactions of the body to various physical loads; age-related features of adaptation to muscle load; biomechanical characteristics of athlete's movements; structures and functions of the motor apparatus; biomechanical characteristics of motor qualities; biomechanical bases of movements and static positions of the athlete's body; biomechanical characteristics of mastering the technique of sports movements; age dynamics of human physical development; methods of research and evaluation of the physical development of the cardiovascular system; dynamics of the functional state of the athlete's body in different periods of training; impact on the athlete of various a, meteorological and geographical conditions; medical means of restoring sports performance; major diseases in athletes; biochemical transformations in muscles during work of various power and duration; biomechanical characteristics of various types of fatigue; patterns of biochemical adaptation to physical activity;

biochemical characteristics of the state of fitness and overtraining; biochemical basis of endurance development methods; biochemical characteristics of the prelaunch state; biochemical changes during sports; biochemical features of nutrition of athletes; clinical data of the most common diseases; mechanisms of therapeutic action of physical exercises; general principles of organization and methodology of physiotherapy exercises; mechanisms of influence and physiological influence of massage on individual organs and the body as a whole; forms, methods and techniques of massage; types of sports massage; features of massage in your sport; indications and contraindications for massage; hygienic bases of sports activity, work and rest; hygienic requirements for sportswear, sports facilities, nutrition of athletes, for the organization and conduct of the training process in various climatic conditions.

Knowledge in the disciplines of the psychological and pedagogical cycle: methodology and categories of pedagogy and psychology; patterns of development and manifestation of the human psyche; personality formation factors; typology of character and temperament; fundamental and secondary personality traits; character formation in sports activities; temperament properties; socio-psychological foundations of the formation of the team, individual psychological characteristics of the athlete's personality; features of mental processes and conditions of an athlete; methods of pedagogical and psychological research in sports, manifestations of the athlete's psyche during sports.

Knowledge of practical disciplines (sports) and chosen specialization. (The course of specialization is based on the knowledge and skills acquired in the process of studying the disciplines of socio-political, medical-biological and general theoretical cycles. The current level and prospects for the development of sports make high demands on training in specialization). A young specialist needs to acquire knowledge in the following most important areas of specialization.

Selection in a sport: knowledge - morphological, anatomical-physiological, psychological requirements for a sport;

Athlete's training system: knowledge - the purpose and content of each stage of training;

Sports technology. It is necessary to take into account the data of anatomy and biomechanics, including knowledge of the biomechanical foundations of the technique of the species, the prospects for the development of technology and the impact on it of the modernization of equipment and inventory, the classification of exercises of the species;

Teaching methodology. Reliance on knowledge in psychology, pedagogy, theory of physical culture and other disciplines, includes knowledge of the general patterns of the formation of motor skills; principles and methods of teaching; the use of auxiliary exercises and methodological techniques;

Training methodology. It is necessary to take into account the features of sports training at various stages of the system of training athletes. This section should be fully based on knowledge of physiology, psychology, sports medicine, sports theory and provides knowledge of the structure of the training process, periodization, cyclicity, features of the formation of a sports form; volume and intensity of loads, taking into account the stages of preparation and periods of the training process;

Methodology for conducting classes with any contingent. Reliance on the data of physiology, psychology, pedagogy, theory of physical culture, theory of sports, hygiene, sports medicine and other disciplines, includes knowledge of the structure of classes, its parts and their tasks; methods of organizing and conducting classes;

Rules and organization of competitions: Knowledge - rules of refereeing and organization of competitions of any rank; rights and obligations of participants, judges and organizations.

Skills in the disciplines of the psychological and pedagogical cycle: evaluate social and pedagogical phenomena, identify the causes of their occurrence and development; predict the results of training and education, possible difficulties and their causes; choose means and methods taking into account the individual psychological characteristics of athletes; to foresee the nature of the athletes'

responses to the applied pedagogical influences; carry out the process of educating athletes and forming a team; determine by external manifestations the change in the mental state of athletes; understand and explain the peculiarities of their behavior in various situations; mentally put yourself in the place of your pupils; to motivate athletes to achieve higher sports results; make decisions quickly and find the most effective means of pedagogical influence; establish contact with athletes; win over athletes and find an individual approach to them; reveal the nature of interpersonal relationships; regulate and direct personal relationships; eliminate emerging conflicts.

Skills in practical disciplines (sports) and the chosen specialization: master the basic sports movements; organize and conduct competitions; own teaching methods; to produce equipment and inventory for sports activities.

Skills by area of specialization:

Selection in the sport: Skills - carrying out anthropometric measurements; determination of compliance with the constitution of those involved in the sport; determination of functional capabilities and types of nervous activity; in testing physical qualities and volitional training.

Athlete training system: Skills - in the development of the content of work programs at each stage (initial, specialized, higher sportsmanship and final); in the time distribution of each stage; in the development of planning educational documentation for stages; in determining the volume of exercises to be mastered, tactics and training loads.

Technique in sports: Skills - in the analysis of technology using biomechanical methods of research using the necessary equipment (filming, video recording, goniometry tensometry, myography, etc.).

Teaching methodology: Skills - in the development of training programs for individual exercises and tactics; in developing a sequence of teaching exercises for various structural groups; in determining the causes of errors in the performance of exercises and ways to eliminate them; show and explain the technique of basic exercises; implement measures to prevent injuries and insure those involved.

Training methodology: Skills - in the development of documents for long-term, annual, operational types of planning; in the development of weekly training cycles, volumes and their content for each workout; in the definition and application of large, medium and small loads; in the use of rehabilitation means (massage, baths, vitaminization, etc.).

Methodology for conducting classes with any contingent: Skills - in the development of lesson notes, exact correspondence to the content of the lesson and its tasks; in the selection of material for classes, taking into account the time, the level of training of those involved and the content of educational and training programs; in creating the necessary emotional and organizational conditions for classes.

Rules and organization of competitions: Skills - judge competitions as a judge, arbiter, chief judge, secretaries; in the development of all necessary documentation; drawing up a report, organizing and planning rituals, opening and closing competitions.

Professional and personal component:

The general orientation of the individual is manifested in the worldview, moral standards, value orientations, consciousness of public duty, and a sense of responsibility. The general orientation of the personality is formed not only when studying at a university, but also in the family and school. The professional and pedagogical orientation includes: a steady interest in the profession, love for sports and children, dedication to work, a penchant for teaching, professionally significant motives for choosing a profession, personality traits that determine the effectiveness of working with people. The professional and pedagogical orientation begins to form during the period of sports and continues its development during the period of professional training at the university. Cognitive orientation: the need to acquire knowledge and deepen it and the desire for constant self-education and self-education, education and self-education, a creative attitude to study and work, a critical analysis of existing teaching methods in sports, the need to study the personality of athletes and their behavior. The cognitive orientation of the



individual is formed in a general education school and while studying at a university. The manifestation of cognitive orientation is associated with the general intelligence of the individual, creative abilities and the need for self-expression, self-affirmation. Thus, the listed composition of theoretical knowledge and practical skills is the necessary professional complex, the mastery of which makes it possible to prepare for the professional activity of a sports teacher. However, it must be taken into account that the stock of knowledge and skills acquired at the university is not enough for long-term, fruitful work as a coach, this requires constant self-education.

The main characteristics of the professional competence of a future teacher of physical education include: personal and humanitarian orientation; the ability to have a systematic vision of pedagogical reality in the field of physical training and systemic actions in a professional and pedagogical situation; mastery of modern pedagogical methods (technologies) related to the culture of communication, interaction with information and its transfer to students; the ability to integrate domestic, foreign, historical and modern innovative physical culture and health experience; creativity in the professional sphere; presence of reflective culture.

## **Conclusion**

Analysis of the scientific and methodological literature on the problem of psychological competence in the field of professional activity allows us to draw the following conclusions:

The authors examined and studied the activities of sports teachers in detail: the definition of activity was given, the structure was considered, and the features of the professional activities of sports teachers were indicated.

Particular attention in psychological research is paid to the issues of professional competence, because it is this that determines the success of a professional activity. It is clear that a prerequisite for the development of professional competence is a propensity for activity and professional interest. Professional competence consists of different types of competences (psychological,

research, communicative, methodological, managerial, conflict, etc.). However, in the scientific and methodological literature, the problem of the significance of the psychological component of professional readiness is not fully presented and the content of this component in the process of professional training at a university is not sufficiently disclosed.

Therefore, the professional competence of the future teacher of physical education characterizes the individual's ability to successfully implement certain functions, carry out activities or solve tasks that are external to the individual and caused by social requirements and individual needs. Competence is formed and manifested in activity, and therefore represents a complex, multifaceted and multifaceted characteristic of this activity in accordance with the social order for it. As the realized potential of an individual, it exists as a complex complex characteristic of it, a system of personal resources (knowledge, skills, methods of action, motives, attitudes, personal qualities, value orientations, etc.) that ensure effective action.

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