American Journal of Sciences and Engineering Research
E-ISSN -2348 – 703X, Volume 4, Issue 2, 2021

Introduction of the Competence Approach in the Curricula in Higher Education

RUMYANA NEMINSKA
Associate Professor Doctor of Science Rumyana Neminska Thracya University, Faculty of Pedagogy 9 Armeyska Str., Stara Zagora.

Abstract: *The competent approach and innovations in education are the only levers for the development of quality in academic education. The Strategy for the Development of Higher Education 2021-2030 presents a number of priority areas and goals for the development of higher education. In the present study, these objectives are operationalized through a competency analysis of updated curricula of direction 1.2. "Pedagogy". The study specifies a number of concepts and scientific statements at the meta-level, so as to outline the operational scientific structure of the competency approach. A qualitative criterion analysis of the teaching activity is made in order to find leading approaches in academic teaching, types of competencies offered in curricula, effective methods of teaching and learning. This analysis is realized in three levels: normative, competent, empirical-qualitative level. The important conclusions for further research can be related to the improved structure of the competence approach, the innovations and the quality of the teaching activity.*

Keywords: *competencies, analysis, curricula, higher education.*

I. NORMATIVE OVERVIEW

The organization of the educational process in higher schools is regulated in the Higher Education Act. This is a normative-pragmatic construction, in which each component is hierarchically represented: qualification characteristics, curriculum, study program, credit transfer (Art. 39; Art. 40 of the Higher Education Act in the Republic of Bulgaria).

The qualification characteristic is a basic document in the organization and management of the training. It defines the objectives of the preparation and the methods for achieving them. It regulates the level of competencies that the specialist from the respective level of education must have, as well as the areas of professional realization. The qualification characteristic is directly related to the national and European qualifications frameworks (National Qualifications Framework and European Qualifications Framework), which in turn leads to the quality and correlation of higher education with the European one. With the introduction of the NQF, goals are achieved for the perception and presentation of qualifications in a new regime based on the learning outcomes; strengthening the orientation towards lifelong learning. In the NQF, educational qualifications are clearly linked to training outcomes and quality assurance procedures. The Framework (NQF) contains competence descriptors for the individual educational qualification degrees (ACS), based on the learning outcomes and the acquired knowledge, skills and competencies, including the required number of ECTS credits. When constructing a qualification characteristic for each specialty, the higher school is required, through its autonomy, to note the expected learning outcomes (knowledge, skills and competencies that are

 Received-10-03-2021, Accepted- 23-03-2021

achieved at the end of a certain educational level). The expected learning outcomes for each EDUCATIONAL LEVEL correspond to the expected learning outcomes set out in the Qualifications Framework in the European Higher Education Area. As a result of the training, four main competencies are presented in the NQF:

- Independence and responsibility (IR),
- Learning competencies (LC),
- Communicative and social competencies (CSC),
- Professional competencies (PC).

At different levels of education, they are assessed as an end result, through appropriate developmental descriptors. In sub-level 6B "Bachelor" (240 ECTS credits) the four main competencies are defined as achieved through competency descriptors, for example: shows creativity and initiative (IR); consistently assesses his / her own qualification (LC); formulates and presents clearly and understandably ideas, problems and solutions (CSC); collects, classifies, evaluates… "(PC). In level 7 "Master" (60/120/300 ECTS credits) these competencies are hierarchized as follows (presented in accordance with the example of the Bachelor's degree): shows creativity and innovation (IR); systematically and thoroughly assesses his knowledge and identifies needs for new knowledge (LC); is able to present clearly and accessible own perceptions, problem formulations and possible solutions (CSC); collects, processes and interprets specialized information (PC).

The functional detailing in the different levels of the competence framework is achieved by the distribution of purposeful and conscious activities, which outline the content essence of the respective competence. If at the level of Bachelor's degree the expected result is: "assesses the need to train others in order to increase team efficiency" (competence IR), then at the level of Master's degree the expected result is: "initiates processes and organizes activities, requiring a high degree of coherence formulates policies and demonstrates leadership qualities for their implementation".

The main competence features of the qualification characteristic point to the means for its realization. It is developed in dialogue with students and users, which in turn leads to a new type of professional interaction and communication based on the competence approach. In the triad of training producers - users of training: students and employers, three levels of competence relations are outlined: competence-based training; observable competencies, interdisciplinary research competencies. The competence approach applied to the examination of the qualification characteristic outlines it as a foundation for the quality of education and introduction of the European quality criteria in the other components of the educational activity. The European Qualifications Framework for lifelong learning (EQF) is a common European framework through which a "network of independent but interconnected and mutually understandable qualifications systems" is built (EQF, 2008). In this sense, it can be said that the qualification characteristic is the basis for determining the content and structure of curricula, it is the main conductor of the criteria from the European educational area to the tools of the curriculum: curriculum.

The curriculum is a tool that details the concept of the qualification characteristic, regulates the disciplines and the sequence in which they are studied. The curriculum is developed in accordance with the requirements of the European Credit Transfer System (ECTS). Credits are a digital expression of student employment, necessary for the acquisition of certain skills and knowledge in the learning process. The modern curriculum corresponding to the European credit system is aimed at the development of professional competencies with an emphasis on "intersecting" soft competencies (communication, language, professional and behavioral skills).

It is expected to be ahead of innovations and flexibility of the complex of observable competencies. The current priorities in the curriculum are related to the adaptive possibility for change and readjustment of the competency models set in it. This property is partially regulated in Art. 18 (3) of the Rules for educational activity of the Thracian University for possible change up to 30% for one class. The meta-framework of the curriculum includes in-depth fundamental and competence training and aims to increase the transparency of qualifications. Operationally guarantees quality and applies the principle of "optimal compliance" in

determining the levels and professional qualifications. The consistent presentation of the curricula within the curriculum is linked to the competence professional profile and the teaching expertise of the specialty.

Compulsory, elective and optional subjects are included in the structure of the curriculum. The content of the training is related to the development of main groups of professional competencies for research, diagnostic, consulting and methodological activities; communication, information and management activities; work with documentation; building an effective individual, group and team work style. Students develop their knowledge, skills, personal and professional competencies through systematic and upgrading academic and practical training, including subjects and workshops corresponding to the binary, integrity and specificity of the acquired professional qualification.

The course program is an operational function (the third instrument) in the structural hierarchy of the normative educational activity. It provides competence and theoretically-pragmatically each discipline included in the curriculum. The curricula as a whole are considered as an operational "curriculum", a "thesaurus" of the curriculum and the qualification characteristic. The objectives of the NQF and EQF, discussed in the section of the qualification characteristics, are operationalized through the totality of each curriculum, related to the framework knowledge, skills and competencies related to the level and specialty of the academic education.

II. COMPETENCE-REFLECTIVE OVERVIEW

The analysis of the learning activity leads to an innovative review of the curricula so as to outline the constructive approaches and their development. Also to outline the scientific and normative conditionality in the management of the educational activity and its pragmatic orientation. The issue of competencies has been repeatedly addressed in foreign and Bulgarian literature. For this article, it is important to note that competence is seen as a relationship between basic, key and meta-level in the scientific field.

These relations derive interactions between the specifics of the concept, such as:

- professional - social competencies;
- interdisciplinary - transversal competencies.

In the VETA, professional competencies are defined as “proven ability to use professional knowledge, professional skills and personal qualities necessary for practicing a profession, in accordance with the National Qualifications Framework” (§ 1a, item 3, Vocational Education Act). In scientific aspect, professional competencies are defined by Petkova I. in three levels: meta -, mega - and personal level (Petkova, I., 2012). Merdjanova J. enriches the binary concept of "professional competencies" with social functions such as socio-intercultural, axiological-educational functions (Merdjanova, J., 2017). In this sense, it can be argued that in the complex of professional competencies the social-personal and value-personification clearly stands out, and hence the formation of social competence as a relation of professional competence.

Social competence is defined by Doncheva, J. As a process in which the individual achieves "psycho-emotional well-being and feels a full member of society." Social competence reflects the formation of the whole personality… through the acquisition of a system of knowledge, norms and values by mastering the spiritual and subject environment, language and ways of communication (Doncheva, J, Grozeva, T., 2017). It should be noted the special specificity of the relationship "interdisciplinary - transversal competencies". The concept of "observable competencies" has been introduced in the structure of interdisciplinary competencies (Neminska, R., 2020). They are formed through / in the specifics of a scientific field in the period of preliminary training of pedagogical students.

he observed competencies are the preliminary (pragmatic-educational) thresholds, which the learners strive to achieve and develop as socio-personal and professional skills. They are directly related to the purpose of training, highly integrated and have an interdisciplinary focus. Observable competencies are a vector quantity of professional competence. In determining the specifics of transversal competencies, Tsankov, N. and Genkova, L. determine that "along with transversal competencies, a number of specific competencies are formed in students at the subject level" (Tsankov, N. and Genkova, L., 2009). It is these competencies that are

defined here as "observable". And transversal competencies are seen as “directly personified, situational, self-correcting metacompetences. These are the competencies that "undoubtedly have a decisive influence on the cultivation of all other specific, special abilities and skills" (Merdjanova, Y.).

Interdisciplinary competencies are considered as highly developed skills for sustainable educational interaction within several disciplines. They are directly related to multimedia methodology, self / reflection, learning competencies, independence and responsibility. Interdisciplinary competencies are those higher skills that lead to scientific creativity and re-creation of didactically created. In the scientific literature, Prahalad and Hamel (2006) propose a concept of core competencies. Therefore, it can be argued that interdisciplinary competencies emerge as the core of transversal ones. Interdisciplinarity with its didactic integrity is defined as the core of soft, transferable skills. With their basic concepts of personification, responsibility, self-reflection and learning skills, they (transversal) are specific relations of the competencies of the NQF / EQF - independence and responsibility, learning competencies.

In the European Competence Framework of 2018, the so-called supporting key competences (Council Recommendation, 2018). They have a reflexively integrated character. They are aimed at knowledge and the ability to apply a variety of approaches, integrated sets of approaches; to develop interdisciplinary training. Use a variety of approaches in creating the highest degree of independence and responsibility, observed competencies, interdisciplinary, cross-border and professional competencies. The normative review of the competence approach leads to the Strategy for Development of Higher Education in the Republic of Bulgaria for the period 2021-2030. One of the main objectives of the Strategy is "to develop a sustainable mechanism for updating existing and creating new curricula." The first activity to achieve this goal is aimed at “establishing the competence approach as a priority in higher education. The measures defined for achieving the strategic goal are related to the development of the competency profiles of each specialty, aimed at successful personal and professional realization (measure 1.1.1.). Achieving a balance between the development of cognitive and socio-emotional competencies (measure 1.1.2.). Stimulating the development of key competences for lifelong learning… ”(measure 1.1.3). Digital competences are regulated by: "inclusion in all curricula of disciplines and practical training in new digital technologies ..." (measure 1.2.1). An important focus for the present study is the validation of the interdisciplinary approach (as a component of the competence). It regulates "strengthening the interdisciplinary approach in the preparation of curricula and the introduction of hybrid disciplines, which include teachers from different scientific fields and professional fields" (measure 1.2.2).

In updating the curricula and programs, attention is focused on the introduction of modern, flexible and effective forms of education, as well as standards for good education, guided by European experience and traditions. The updating is realized by strengthening the role of the independent creative activities of the students, critical analysis on a given problem, preparation of course work, solving practical tasks, participation in research, etc. … “(Measure 2.1.4). These activities are directly related to interdisciplinary and simulation-based learning. In them, students actively solve cases, enter roles, control and solve problems, develop observable competencies. It is about the independent creative activity of the students Doncheva, J. Writes that through his activity, the student "becomes a subject acting consciously, responsibly and freely in the new, for him, educational context" (Doncheva, J., 2016).

An important condition for the development of the competence approach is the way of assessing the knowledge and skills of students. It is done “not on the basis of reproducing what is memorized, but through skills for: debating, conducting scientific experiments or theoretical modeling, solving real problems, digital creativity, presenting information to specialized and non-specialized audiences, as well as the ability to: understand the nature of the problem / topic, to use different digital tools for effective performance of tasks in the real world, for evaluation of messages in video forms, etc. ”(measure 2.1.5.).

The scientific-normative review of the competence approach outlines a lasting trend in its scientific examination and sustainable introduction into the normative base of higher education as a reflection of the quality in education. The empirical research review is also constructed on this theoretical basis.

III. EMPIRICAL RESEARCH REVIEW

Aim of the empirical research: To establish the leading approach in structuring the curricula. To make a prognostic competence analysis as a reflection on the quality of education.

Subject of research: the process of updating curricula and their content enrichment. Object of research: educational-pragmatic activity as a reflection of the quality of education.

Knowing that in the draft strategy for the development of higher education are derived measures for the development of the quality of education for empirical criteria are adopted their scientifically regulated relations.

Criteria apparatus of the competence analysis:

Criterion 1. Development of observable competencies by improving the competence profile of each specialty (for compulsory subjects).

Criterion 2. Development of interdisciplinary competencies through introduced integrated curricula in the curricula and hybrid disciplines (for elective and optional curricula).

Criterion 3. Development of transversal competencies through included social or humanitarian disciplines in the curricula of other professional fields (for elective and optional curricula).

Criterion 4. Development of digital competencies through disciplines and practical training in new digital technologies included in all curricula.

The study is based on a study of a total of 874 curricula in area 1.2. "Pedagogy". The competency analysis is applied to:

- 355 curricula in the specialty "Preschool and primary school pedagogy, of which 190 for Bachelor's degree and 165 curriculum for Master's degree;
- 95 curricula in the specialty "Primary school pedagogy with a foreign language, of which 95 for Bachelor's degree;
- 29 curricula in the specialty "Primary school pedagogy with information technology", of which 29 for Bachelor's degree;
- 273 curricula in the specialty "Special pedagogy", of which 155 for Bachelor's degree and 118 curricula for Master's degree;
- 122 study programs in the specialty of Social Pedagogy, of which 108 for the Bachelor's degree and 14 curricula for the Master's degree.

The format for the preparation of the curricula contains: annotation, thematic plan, teaching technology (teaching methods), criteria for assessment of knowledge (forms for testing knowledge), awarded credits, syllabus for semester exam, bibliography, acquired skills in learning outcome. The curricula are updated in components that will not be analyzed here, but are part of the integrity of the competency update of the curricula:

- credits (ECTS): in order to optimize the study activity, it is assumed that one credit is awarded for 25 hours of student employment;
- bibliography: a requirement has been introduced for 10% of the literature provided to be after 2000.

IV. EMPIRICAL-COMPETENCE ANALYSIS OF CURRICULA

The analysis of the curricula focuses on the components:

- thematic plan;
- learning technology (teaching methods);
- acquired knowledge, skills and competencies as a result of the training.

It is in these components that the operationalization of the competence profile of the specialty and the development of competencies by criteria are most vividly and accurately reflected.

According to criterion 1. "Development of observable competencies by improving the competency profile of each specialty" 223 curricula in compulsory subjects for Bachelor's degree are considered. Their analysis takes into account the scientific fact that the observed competencies are a quantity that depends on the general cultural and professional-communicative competencies. They are formed in the specifics of the pragmatic scientific field in the period of preliminary preparation of student pedagogues. The observed competencies are an important factor in the fulfillment of criterion 1. as they are realized as "added value" over the fundamental preparation. During the criterion review of the topics and sources in the curricula it was found that 90% of them (200) are enriched with research (articles and books) of teachers. In other words, the teachers enrich the content profile of the specialties through their own research and teaching approaches. It is a research fact that the observed competencies are directly related and are formed through new, published research of teachers, introduced as topics in the curricula. Another research fact that emerges in the analysis of 108 compulsory curricula for the Master's degree is that the observed competencies in 75% (81 curricula) are also provided with research addressing the issue at a higher meta-level. . In this sense, the expert role of the academic lecturer and his / her research function in the teaching process is clearly outlined. Also brought to the fore is a research resource to improve the competence profile of each specialty, namely the active and timely introduction of author's (teacher's) research products in the curricula of the disciplines.

Under criterion 2. "Development of interdisciplinary competencies through introduced integrated curricula in the plans and hybrid disciplines" 524 elective and optional curricula are analyzed (For educational degree "Bachelor" - 286 elective curricula + 81 optional curricula; for educational degree "Master" - 105 elective curricula + 52 optional curricula.). Their number is significantly higher than the requirements of the curriculum, but this is what regulates the free choice of students for elective courses.

For the qualitative analysis according to criterion 2 it is important to specify the concepts of interdisciplinarity and integrity. The interdisciplinary approach to the curricula enables the learning knowledge to be personified and applied through:

- topics to include knowledge from different disciplines;
- project-based training, in which cognitive skills from different disciplinary areas are applied in a newly familiar situation;
- problem-based learning, in which mental strategies for solving a cognitive and pedagogical problem are developed.

The interdisciplinary approach allows specifically didactic disciplinary knowledge to be acquired on the broad foundation of interdisciplinarity and to be applied not only in the specific didactic, but in the broad methodological field. Through the specific multimedia methods interdisciplinary competencies are developed in the learners, ie not only the acquisition of knowledge and formation of skills, but their understanding and development in different disciplinary contexts.

The integrated approach to the curricula postulates a cognitive problem to be studied in its entirety, and its individual parts and elements to be conceptualized in its entirety. The integrated approach is seen as a kind of systemic, in which the emphasis is on unification, on the "effect of integrity", of unity (Gaitandjieva, 1984). In this sense, it appears that in an integrated program an integrated methodology is developed, through which not individual topics are studied, but their wide manifestation, allowing to find a connection between the different phenomena as a whole. An analysis of the scientific literature revealed that the understanding of the integrated approach and integrated curricula have their own specifics. "The integrated approach is a strategy of human thinking and action, through which he studies and stimulates the integrative processes in systemic objects." (Nikolov, P. 1985)

It can be argued that both approaches have their own specifics, but also common structural components:

- Interdisciplinary and integrated approaches have their own specific methodology and scientific conceptual apparatus;
- Both approaches are reflexively research and activity oriented;

- At the core of both approaches is the so-called "Didactic integrity". The interdisciplinary approach develops this integrity as interdisciplinary. The integrated approach develops this integrity as multi (intra) disciplinary. Hence it can be argued that the integrated approach underpins the interdisciplinary - forms the internal integrative competencies, and their development multiplies / brings them into interdisciplinary competencies. Therefore, it can be summarized that interdisciplinary competencies can be developed through integrated curricula related to criterion terminology.

When applying the empirical research approach to the curricula, it was found that 47% (246) have a scientific basis to develop interdisciplinary competencies. Table 3 presents a small part of them so as to outline the direction in which they are constructed and hierarchized. The presented curricula from direction 1.2. "Pedagogy" have didactic integrity and represent a tendency to form and develop interdisciplinary competencies, according to criterion 2.

table 1: Interdisciplinary curricula in direction 1.2. "Pedagogy"

№	Bachelor	Master
1.	Introduction to interdisciplinary training	Interdisciplinary training; Fine arts in interdisciplinary education
2.	Information Technology	ICT in learning and working in a digital environment
3.	Verbal performing art	Verbal activity
4.	Culture of the Bulgarian language	Communicative strategies in BE training
5.	History of religions	Integrating knowledge of religions at an early stage
6.	Developing functions of math problems	Training in thinking by solving problems
7.	Teamwork for children with special educational needs	Team interactions when working with people with communication disorders
8.	Inclusive education	Management of inclusive education and educational documentation
9.	Contemporary aspects of civic education	Educational prevention of radicalization and terrorism; Modern policies for providing social care in the community

Another interdisciplinary connection that is found in the analysis is that 20% (104) of elective and optional programs upgrade and develop knowledge, skills and competencies compared to compulsory curricula. In this sense, it can be argued that interdisciplinary competencies are based in the curriculum and are developed through two relations:

- compulsory curricula - elective / optional curricula;
- elective / optional programs Bachelor's degree - elective / optional Master's degree programs.

In comparative-analytical terms, they can be considered in the relation integrity - interdisciplinarity.

Criterion 2. considers another specificity of the curricula: hybrid curriculum. For such programs can be considered all programs in the specialties "Primary school pedagogy with a foreign language", "Primary school pedagogy and information technology".

Criterion 3. Development of transversal competencies through included social or humanitarian disciplines in the curricula of other professional fields.

Merdjanova, J. writes that through the transversal competencies the cognitive, social, methodological competence is formed (Rasheva-Merdjanova, J. 2017). The learning environment in which they develop is characterized by solving integrated problems in learning and turning learners into subjects of problem-based learning. The listed specifics are considered by Tsankov, N. as “didactic conditions” (Tsankov, N, 2018). In the same direction, Tsankov and Genkova (2009) consider transversal competencies as key knowledge, skills and competencies from different fields and their practical application. In this sense, curricula such as:

"Methodology and technologies for the development and application of electronic tests in primary education", "Specialized educational software for primary school",
Modern techniques in teaching fine arts in primary school, "Electronic and distance learning","ICT in learning and working in a digital environment", "Contemporary aspects of civic education", "Interdisciplinary learning", "Non-verbal communication in children with special pedagogical needs", "Interactive teaching methods and techniques", etc. Compulsory curricula construct professional and pedagogical competencies in students that are developed and transferred as transversal through elective and optional subjects. Here is the place to take into account that the curricula include modern and effective forms of learning and assessment such as solving cases, simulations, didactic interpretations, methodological interpretations. Subject-subject development is stimulated by changing the main role of its participants to activity and creativity. In a number of disciplines, the current and semester assessment is performed through project-based and problem-oriented learning activities. The role of the academic lecturer passes into a reflective-research one.

In the competence analysis under *criterion 4*. "*Development of digital competencies through disciplines and practical training in new digital technologies included in all curricula*", a low share of study disciplines for digital training was established. The competency analysis aimed at the pragmatic part of the curricula reveals a number of changes dictated by the realities related to training in an epidemiological pandemic environment.
In all curricula (compulsory, elective and optional) new and diverse approaches to using the possibilities of information and communication technologies are discovered. Online learning has definitely changed the whole learning cycle, thus breaking the strict didactic and methodological "focus" on digital competencies. In the normative-theoretical aspect there is still no concretization of the digital competencies in the curricula, but in the pragmatic aspect they already exist and are practiced.

V. SUMMARY

In the process of updating 874 curricula in the specialties "Preschool and primary school pedagogy", "Primary school pedagogy with a foreign language", "Primary school pedagogy with information technology", "Social pedagogy", "Special pedagogy" it is established that in academic training competency-based training is conducted. The innovative approach for the development of observable competencies is embedded in the curricula. Active introduction of own research in the teaching activity, transformation of the educational activity, except in reflexive-research and in competence-based. Approaches, methods, literary genres, simulation, ways of thinking, quality standards can be constructed in this learning environment. In this way, in their academic practices, teachers represent their own experience (professional, social, social-communicative) and develop student learning competencies (NQF/EQF Competence). He use of reflective-research forms for learning, assessment and self-assessment, read in the curricula, introduces students to different roles and responsibilities. Knowing the characteristics of these active forms, it can be argued that in resolving cases develops independence and responsibility (competence under the NQF/EQF). The specificity of the project-based and problem-oriented learning activities develops in students communicative and social competencies (NQF / EQF competence). In the simulation training as a competence-based form of training, which is found in the curricula, the professional competencies (competence under NQF/EQF) are developed to the highest degree.

Interdisciplinary, transversal and digital competences are directly related to the forms of academic teaching and learning. The review of curricula outlines the desire of teachers to break the academic status quo. The topics are constructed problematically, research, in their teaching various didactic supports are placed, which develop the personality-oriented learning. The curricula clearly outline the competence descriptors for the individual educational and qualification degrees. An important element of competence-based learning is the development of digital competencies. Online (digital) learning is now an integral part of competency-based learning in academia. The use of various digital technologies - platforms, tools, resources, puts the academic subject-subject communication in a new technological environment. In this process, students develop digital competencies, although they are not yet listed in the curriculum. Online training clearly shows the need to

develop programs of an interdisciplinary nature. This also applies to the development and testing of a digital methodology, through which students will acquire skills to reflect on the learning content, observing the methodological requirements and digital parameters of the respective online platform. The online learning environment places a number of teaching methodologies in a new scientific environment, which creates the need to update and "digitize" online learning methodologies. Here, as a summary, another very important resource of competency-based academic training should be presented. Professional and pedagogical competencies are most rationally developed in a practical environment. The Kovid-19 pandemic has closed kindergartens and schools, which has hampered various types of pedagogical practices. In order to overcome this crisis situation in academic education there is already a bank with practical and applied issues that simulate, visualize and digitize various methodological and pedagogical problems. Each simulation reflects a set of competencies in the NQF and is aimed at a certain educational qualification degree. The analysis of the competence of the teaching activity reveals many innovative scientific resources and ideas embedded in the curricula. They must be interpreted and presented to the academic community. In this sense, it can be argued that competence-based learning is an innovative activity developed by academic teachers. Through it, the unity of education and research is realized in education, in other words - basing the training on current scientific theses or projects and the active involvement of students in competency-based research. The criterion analysis of the competency-based teaching activity outlines a strong (self) reflection for the improvement of the methodological and technological quality of the academic training. In this sense, improving the quality and content of teaching and learning methods is a significant investment in the quality of academic education.

VI. LITERATURE

1. Andreev, M. (1986) Integrating tendencies in education. Sofia, Narodna Prosveta Publishing House.
2. Gaitandjieva, R. (1984) Integral approach in teaching geography, Sofia University “Kl. Ohridski ”, CIUURK, S.
3. Georgieva, D. (2019). Facilitating communication as an alternative method of teaching written communication in children with multiple disabilities, Strategies of Educational and Scientific Policy, 27 (2), 178-195.
4. Doncheva, J, T. Grozeva, (2017) "Characteristics of personal support for inclusive education in a multicultural student environment." Proceedings Scientific Conference: "Harmony in Differences", "Letters", Sofia.
5. Doncheva, J, (2016) Reflexive characteristics of the interactive educational environment in primary school, National Military University.
6. Merdjanova, Y. (2017) Basic methodological approaches for transversal competencies. Just 6+, ed. UI "St. Cl. Ohridski ".
7. Neminska, R. (2020) Application of the research approach for improving the quality of the academic training of students pedagogues, ed. Cota.
8. Nikolov, P. (1985) The integrated approach in the pedagogical process. Sofia: Narodna Prosveta Publishing HousePetkova, I., (2012), Training and qualification of the Bulgarian teacher, IM "St. Kl. Ohridski"Tsankov, N. and Genkova, L., (2009) The competence approach in education, IM. N. Rilski, Blagoevgrad Prahalad and Hamel, (2006) The Core Competence of the Corporation, Strategische Unternehmungsplanung-Strategische Unternehmungsführung.
9. Tsankov, N. (2018) The transversal competence for problem-solving in cognitive learning International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 6(3), 67-82.

Notes

1. European Qualifications Framework for lifelong learning (2008), Luxembourg: Office for Official Publications of the European Communities, https://www.aubg.edu/documents/1535.
2. Law on Higher Education, SG no. 17 / 25.02.2020.
3. Law on Vocational Education and Training, SG. No. 21 / 13.03.2020.
4. National Qualifications Framework of the Republic of Bulgaria, https://www.aubg.edu/documents/1536.
5. Rules for educational activity Thracian University, http://www.uni-sz.bg.

6. Recommendation 2008 / C 111/01 of the European Parliament and of the Council of 23 April 2008 establishing a European Qualifications Framework for lifelong learning, Official Journal of the European Union, C 111 of 6.05.2008.
7. Council Recommendation on key competences for lifelong learning (2018), Official Journal of the European Union C 189/1, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/? uri = CELEX: 32018H0604 (01) & from = GA.
8. Draft strategy for the development of higher education in the Republic of Bulgaria for the period 2021-2030, http://www.strategy.bg.