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Potential for improvement of key competences in a special field of higher education

Abstract: This study tries to find out the possibilities to develop the key competencies in a special field of higher education in the case of the students who are preparing their degrees at the faculty of adult education in the programme related to the regional development. The basis and importance of the research is found in the absolute need to have and to develop continually the key competencies necessary to find a job in the labor market and to keep it. In the higher and adult education we face the fact that school leavers in the elementary and secondary education do not possess the required competencies. But the permanent struggle of finding and keeping a job could be successful if we make up for these insufficiencies of educational system related to key competencies. The novelty of the research arises from the fact that this is the first of studies of this kind which connects development of key competences with the regional development, especially through methodological aspects that were neglected by now.

Key words: key competencies, higher education.

„Competences have to be seen as general skills which are based on knowledge experience values and dispositions and which is improved by a person during the process of learning.”

(Coolahan)

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Introduction

According to the meaning of the Lisbon strategy of European Union there is a need for educational and training systems which are able to satisfy the requirements of a higher level and standard of education which complies with the requirements of the knowledge based society.³ One of the main components of this is the stimulation to attain the new basic skills which are attained during the life-long learning. While determining basic skills basic competences were drawn up too. In this context competence means „the integration of the person's skills and their social aims in their wider senses” in other words competence suggests the mixture of the person's skills knowledge abilities and attitudes and beside the „know-how” it includes the ability of learning. The range of the references of the basic competences can be adopted for a base in any context of education and training during life-long learning (Dmeter, 2006).

So we undertook a research on an area of higher education, a definite group of the students who are doing their degrees in the faculty of adult education even in this group we are revealing the chances to develop the basic competences of the students participated in the course called region developer as we have been attending in their teaching-learning process. The cause of the importance of the research is that it is absolutely needed to have and develop continually all the eight basic competences to find a job in the labour market and keep it.

After having their degrees students who are doing their degrees in the faculty of adult education and participating in the region developer course can have every chance of getting a job out of the point of the institution of adult education and culture at the different levels of the institution of the region development such as regional development agencies, the offices of the network of the local area and region development where they have to face the continually changing new challenges. To be able to do their work successfully it is essentially important to have many skills abilities and attitude called basic competences besides having their highly acquired professional knowledge at the same time.

The novelty of the research is presented by the fact that first of all pedagogy studies the existence and development of basic competences so region development as a methodologically analysed development area has not been studied so deeply yet. That is why this study was written by a pedagogical and a region development expert to be able to explore efficiently the linking points of the two disciplines.

³ Conclusion of Presidency. European Council. 23-24 March 2000, Lisbon European Council.

The methodology of the research

We adopted three methods during our research. First we surveyed with document analysing both the bibliographies of basic competences and the samples of the faculty of adult education. This was needed because our research group was the students in the faculty of adult education. They take part in a special course in the Optional of Region Development they are attending lectures on subjects connecting to it during many semesters.

The subjects of the Optional Course of Region Development are the following: European Union Materials, Application Writing, Regional Planning and Programming, Knowledge on Regional and Local Economy, Regional and Local Policy and Development, Regional and Local Marketing and Settlement Civilization.

One of the authors is taking part in the teaching of the first four from these subjects. During the research we studied that which is the basic competences that have an outstanding importance in the case of our definite group. We used the methodology of outside observation, so we observed our students from outside which is suitable for the observation and explanation of the obvious social and human attitudes and learning habits. The consequences were regularly noted down and analysed systematically by more observers on the basis of prearranged guidelines. After this detailed data collection from our defined group we made a case study in which we explored our comments in both the aspect of pedagogy and the aspect of region development.

We are studying as well that what kind of facilities are available first of all in the practical education to develop students' basic competences connecting to the formerly mentioned subjects.

The basic competences

The basic competence is the multifunctional unit of the knowledge, skills and attitudes which must be had by every people to be able to achieve and develop their personality to socialize and to be employed (Rychen & Salganik, 2001). Basic competences, which are the basis of the life-long learning, must be acquired by the end of the obligatory teaching and training. Development of the competences is essential for the member of the present society. According to Klep and Van Haperen the development of the competences can fill the classical gap between theory and practice and makes it possible to notice the huge variety of the purposes which must be served by the people (Letschert, 2004).

In our country we can thank for defining the concept of competence for the work of Joseph Nagy. In his book entitled *21st Century and Education* he makes some notice about the requirements, personality and tasks of the school, teacher, leader that are able to solve the new problems produced by globalization. In his work we can find the separation, interpretation and logical system of basic competences (Nagy, 2000).

The OECD, which has had Hungary as its member since 1996, represents very significant values and tendencies in the aspect of education organizing. It argued for such things like equal chances fairness education without distinction efficient using of public money development of social and human resources and supporting of innovation. One of the main programmes of OECD is PISA monitoring survey series the so called *Programme for International Student Assessment* which started in 2000. and is repeated in every third year. It studies the abilities of the students in three fields: the field of applied, mathematical and scientific education and text analysis. In every survey different point is emphasized, in 2000. the text analysis in 2003. mathematic in 2006. science and in 2009. text analysis will be the stressed field again. These surveys would like to bring to light the level of competences, mathematic and scientific problem solving abilities, text analysis and applicable knowledge of the youth of the member states of OECD.

The definition of key competences was defined by the programme of DeSeCo (*Defining and Selecting Key Competences*) made between 1997– 2002. on the basis of it „competence is an ability of efficient solving in given context of complex exercises” and in this programme the member states made their own key competence maps (Mihály, 2002).

The necessary key competences in the knowledge based society are the following⁴:

- *Native Language Communication.* Communication is the ability of oral and written expression and explanation of thoughts, feelings and facts (text analysis, speaking, reading and writing) and the ability of appropriate linguistic communication in every range of social and cultural contexts – in education, at the place of work, at home and in free time. The views of linguistic competences were set and worked out from the generative grammar theory of Noam Chomsky (Chomsky, 2004). In his system he differentiates the surface and deep structures of the language, which can be found in every language but they are different in the aspect of the given linguistic forming and requirements.

⁴ Implementation of „Education and Training 2010” Work Programme. Working Group B „Key Competences”. Key Competences for Lifelong Learning. A European Reference Framework, November 2004.

- *Foreign Language Communication.* Besides the previously mentioned abilities it needs such skills which connect to the mediation and explanation between cultures. The level of the foreign language knowledge can be different depending on the different languages and the person's linguistic environment and heritage. It includes the knowledge of vocabulary grammar and correct pronunciation and using these in different types of interactions. (telephone calls, work discussion, asking help in public transport. It is also needed to know text in different styles and genres, signals between cultures and social definiteness
- *Mathematic, scientific and technological competences.* Mathematic competence includes the using of addition, subtraction, multiplication, division, percentages and fractions during mental and written arithmetic to solve different kind everyday problems. In the deeper and abstract explanation of this the developed mathematic competence also includes the logical thinking development of noticing and understanding relations. The stress is rather on the process than on the result of it that is to say rather on the activities than on the knowledge. Scientific competence is the ability and diathesis of application knowledge and methods serving the purpose to explain the world of nature. Technological competence is knowledgeable adoption of this knowledge and method when man changes natural environment according to his requirements or needs⁵.
- *Digital competence.* Digital competence is the confident and critical adoption of electrical media at work in spare time and during communication. This competence relates to the logical and critical thinking the high level information management skills and the developed communication skills. Skills relates to the adoption of information and communication technologies at the basic level include the abilities of searching, valuation storing, making, presentation and transmitting of multimedia information⁶ and the abilities of internet communication and taking part in networks.

⁵ There are in progress some mathematic competence studies nowadays in Hungary related to the names of Tibor Vidakovich and Benő Csapó which are undertaken in the MTA Ability Research Centre.

⁶ The IKT as an educational facility has offered more and more chances for students. For teachers these chances are SDK's (School net Digital Knowledgebase) data base, the development of educational aids (interactive board) and the adoption of the new practice centred methods.

- *Learning how to learn.* Learning how to learn includes the ability of organizing and regulating the individual and group work of own education. The ability of efficient time –table, problem solving, the attainment, assimilation, valuation of new knowledge and the ability of adoption the new knowledge and skills in different contexts –at home, at work, in education and training are part of its process. In general the process of learning how to learn has a strong effect on the individuals' ability to control their own careers.
- *Interpersonal and Civic Competencies:* It includes all of the behaviours that man must attain to be able to take part efficiently and constructively in social life and if it is needed to be able to solve the conflicts. Interpersonal competencies are essential for the efficient personal and collective relations and they can be adopted in both the public life and privacy.⁷
- *Entrepreneurial competence.* Entrepreneurial skill has got an active and a passive component. It includes the effort to produce changes on the other hand the ability to accept and help the innovation produced by external factors. The responsibility for the person's own positive and negative actions, the formation of the strategic view, setting and fulfilment of the aims and success orientation are part of it.
- *Cultural competence.* It means the importance to express the thoughts, experiences and feelings creatively in different ways such as in music, dance, literature, sculpture and painting.

Teachers also must face to new challenges because of the social needs, expectations of the competencies and the changes of the paradigms in teaching-learning process. According to the list of Jos Letschert (Letschert, 2004) in our point of view these new efforts are the following:

- Such an educational environment which is suitable for the personal requirements.
- Teachers take the role of facilitator, helper in the teaching-learning process not the role of the autocratic leader.
- Students taking the responsibility for their own learning process.

⁷ To solve the conflicts is an important factor of a personality not simply because of the fact that it appears in both privacy and business life day by day but because it is the most important motive force of changes and development. There are not any changes and developments without conflicts. Unfortunately it gets negative meanings but it is essential for daily life.

- Learning environments which helps to develop a group.
- Keeping comprehensive learning purposes in view.
- Relevance of knowledge.
- Coming to the front of useable knowledge and attainment of knowledge transfer with the support theory with practice.
- The importance and development of competencies.
- Strategy of lifelong learning.
- 360 degree valuation(valuation of teachers and contemporary groups and self valuation and the assimilation of the mechanism of the feedback in the education process.
- Revalue the pedagogical approaches (methods and aids, new tendencies, theories).
- To make valuation more personal, vivid, more detailed, more easily interpretable for the students.

Naturally these requirements have to be faced by not just teachers in the elementary and secondary but in the higher education too. Frontal work form is pushed into the background more and more in the higher education too and is followed by the differentiated learning organization.

The up-to-dateness of this topic is proved by the experience that we find day by day in the higher and adult education. We are very sorry to acknowledge the fact and we fight against it that those students who left elementary and secondary education does not have the expected competencies. People can win in the struggle for keeping their actual jobs and to succeed to find an employment in the labour market if they make up these insufficiencies.

In our point of view in the aspect of methodology the future task is to change frontal class work increasingly to group work, pair work and individual work and to make theory based educational process be practice oriented. The increasing spread of differentiated learning organizing over the higher education expects more complicated and unusual competencies from the lecturers. Those ones who does not admit and follow this development are able to suit neither the students' increasing requirements nor the new professional challenges. Lecturers at different levels of the teaching-learning process must perceive the fact that they transmit any kind of knowledge the essential condition to attain knowledge successfully is to possess many-sided education organizing, methodological and attitude approach skills.

In elementary education lays (or should lay) the stress methodologically on seeing and noticing the details development of memory doing basic arithmetic and the confident adoption of these.

In secondary education it should be important to develop expressiveness, to expand vocabulary, to develop logical thinking, to solve abstract arithmetic without problems and to develop the inherited abilities and personal skills acquired in elementary education.

In this way in higher education there would be a chance to carry out a profession oriented training based on the previously attained knowledge, skills and students' abilities. In practice the development of the missing competencies in the environment of professional knowledge occurs as thinking, problem solving and the eight key competencies previously discussed in details cannot be left out from the teaching-learning process.

Significant key competencies in the aspect of students who are doing their degrees in the faculty of optional adult education and revealing the region development course.

Law of region development⁸ enacts the aims of region development and organization in the following:

- to help the region development and organization initiatives of the regional and local communities and to coordinate them with the national aims;
- work up, explain and carry out the conceptions, programmes and plans of development in order to preserve and improve the dynamic balance of economy and environment;
- to help to join the regional policy of European Union within the scope of international cooperation and to utilize the mutual advantages which lie in the regional cooperation and to help the coordinated development of the border regions (especially the disadvantaged border regions).

The students' basic tasks will be to advance to development of the given region independently of the fact whether they will work in the area of are or region development.

The graduates will have to face to the following three basic tasks besides many other activities whether they will be employed as colleagues of the region develop-

⁸ XXI Region Development and Organizing Law, 1996.

ment network, or in the LEADER community or at some work organizations on the regional and small local area level of region development:

- to help to keep in touch and cooperate with the representatives of civilian sphere or the local authorities in the given region (small local areas, LEADER community, etc) or their association and with the economical participants of the region (*mother tongue communication and entrepreneurial competencies*);
- to participate in the planning, carrying out, following and valuation of the development programmes of the given region (*mother tongue communication, entrepreneurial, technological, science, interpersonal, social, digital, foreign language and cultural competencies*);
- to seek out the resources of European Union and national area and region development to further their utilization according to the set aims (*mathematic, technological, entrepreneurial, digital, mother tongue and foreign language communication competence*).

So it is necessary for students to have an outstanding persuasive and communication ability, to know the motive force of the target group to be able to communicate and cooperate with the representatives of different spheres (municipal, entrepreneurial, civilian) having different values and interest.

They must know and be able to use the different communication channels to call the participant together, to chair and control forums and programmes. During developing cooperation it is important to have tolerance for other people's views and behaviours and to be able to gain their trust.

It is also important to be able to address the affected groups, collect their region development ideas to take place workable projects and programmes which are maintainable for long time and which are based on the given regions' real needs, problems and signs of their insufficiencies. They also should be able to mobilize the participant not just in the process of planning but during carrying out the programmes and projects (partnerships, Public-Private-Partnership Constructions). Here it is also necessary the ability of chairing forums.

It is significant to adopt strategic view. So students should know the steps of strategic planning. It is also necessary that they should think of not just the usual schemes but to be able to stimulate innovation, to think of flexibly, to have inquiries on the innovations of science and technology. For example during the process of carrying out the development conception, of which one main point is the presentation of the facilities of the local economical development, should

be open-minded for the new facilities (for example the wide using of alternative energies).

Connecting to the third topic their task can be to look for supporting resources which require the confident use of Internet, highly attained computer materials (handling fill in programmes for applications or editing web pages). Not just to find and collect the sponsoring facilities can be in their field of work but to write and send the application itself – so students should possess great creativity, financial–economical knowledge, good calculation skills. „Fear from figures” is basically mark the students who are doing their degrees in the faculty of adult education but one of the most important parts of an application form are the resource and the budget plan.

It is possible to originate the cooperation of the border regions and to send applications directly to EU. In both case it is important to be sensitive to the cultural differences, to get to know the cultures of the different countries and it will be significant to know foreign languages. Cultural applications bring to light and strengthen the identification with the national and European cultural inheritance.

According to our experiences insufficiencies occur regarding to al of the eight key competencies so we are considering for their development with the help of the following introduced methods – practical classes, case studies, games and in the scope of collective work.

The facilities to develop key competencies

First we are stating the practical methods used in some subject then we are presenting which key competencies they help to develop. During the teaching of *European Union Materials* many methods are adopted.

- Students should give a twenty minute presentation in a topic chose by themselves of which requirement is to link to EU, to be current and interesting and to provide materials which can be used in everyday life (for example employment, travelling, studying, acceptance of degrees in EU etc) and to value this in their own point of view.
- To get to know abbreviations and to attain their meanings in the scopes of games. Students compete in two groups to solve abbreviations the winner group gets a reward (for example EU sticker or brochure).
- To show funny short films (What did EU do for us?, modern cartoons) to help to understand them to give auxiliary materials.

- We use the game BINGO to keep attention and to help to understand the more boring topics (The budget plan of EU, Economic and Monetary Union, Competition law in EU etc) for the students who are doing their degrees in the faculty of adult education and are interested in the humanities. The rule of the game is the following: the lecturer give out 5x5 squares board at the beginning of the lesson which includes the definitions of the topic. The task of the students is to mark the mentioned definitions in the board and if they found five across, down or diagonally they should shout (normally this is the shout of BINGO, in our case it can be a topical word for example EURO).

Presentation

While completing the task – using multimedia technologies – the communication and presentation and presentation making ability of the students are developing. Students collect most of their materials from the Internet so their information management and selection and importance seeing ability are developing and they learn the electronic media confident and critical usage. Students' lectures are on the seminars which link to the lecturers' lectures. As they cannot read out their lectures but they have to learn them this task helps the process to attain to treat to value and to assimilate the new knowledge and the ability to adopt new knowledge and skills.

So this task participates in the following skills in the scope of *native tongue communication competence*:

- to attain short and clear speech
- to produce written text
- to search for, collect, work up written information, data and definition during learning
- to systematize the knowledge
- to draft own convincing arguments
- to make complex lecture using auxiliary materials(for example notes, maps)

The task contributes to the development of *digital competence* during this with the usage of IKT creativity and critical thinking is developing with the help of the following parts of the tasks:

- to search for, collect and work up of electronic information, data and definitions (originate, systematize them, differentiate between important unimportant and between subjective and objective) and to use these systematically;
- to use the appropriate auxiliary materials (presentations, diagrams, charts, maps) to produce, present and explain complex information;
- to find web pages and search on them.

The development of the *learning how to learn* key competence occurs with the usage of the following skills:

- to concentrate for longer time;
- communication as a part of the learning-teaching process during applying the appropriate instruments of verbal communication (intonation, gestures, mimic etc) and making different kind of multimedia messages.

It is not a last thing that the students' *civic competence* is also developing because they have to get to know the function of European Union and our country's facilities, rights and duties coming from the EU membership. Connecting to this the following attitudes can develop:

- the feeling of belonging to the European Union;
- to accept human rights and equal chances as the base of solidarity and responsibility appearing in the European modern democratic society (equal chances between men and women, for handicaps and regarding to national and religious affiliation);
- critical approach of information coming from the mass media.

Abbreviation game

This task first of all develops the native tongue and the learning how to learn competence on the other hand the problem solving, critical thinking and attention in the following way:

- understanding different kind of texts,
- systematize the Knowledge, knowledge transfer,
- decoding abbreviations.

Funny short films

With this method it is possible to strengthen the *native tongue communication competence* on the one hand and on the other hand the *learning how to learn competence* in the following way:

- listening to and valuation of different oral messages delivered in various communicational situation;
- selecting the important information during understanding the text;
- applying auxiliary materials (notes, hand-out) to understand complex text (film);
- collective interpretation of the delivered text.

Bingo

This task develops the following things within *native tongue communication competence and learning how to learn competence*:

- understanding relations,
- coding, decoding communicational messages,
- making analyses and syntheses,
- capturing the essence,
- logical thinking,
- attention.

During lecturing *Materials of Making an Application* various methods are applied.

- During sharing the theory to attain abbreviations within competitions is come to the front here too.
- Students can already make their short applications in the introduction lesson within a game, which means to complete a short poem. The poem itself is the application and the students who want to take part in the game are the applicants.
- The essence of the education is made by making an application chosen by them which they can do in small groups. Before this many projects are planned, especially making the budget plan, which they make collectively with the help of case studies.
- At the end of the semester it is considering to apply the TABOO game in which they are in two groups and they have to compete and explain the definitions learned during the semester with their own words to

their group mates in such way that they mustn't apply synonyms and words which were given in advance.

- Making mistakes have to be attended by the opponent group and they have to make warnings for it by a noisy instrument.

The mentioned methods contribute the following competencies.

Short application, poem completion

This exercise participates considerably in the development of the native tongue competence as to be able to perform it it is needed:

- to know literary genres (poem, lyric etc);
- to possess the ability for producing written text;
- and to develop the positive attitude towards native tongue realizing the fact that it can be a resource for the personal and cultural abundance.

We must mention that in our case the poem must be complete not just stylistically and intellectually but even ingeniousness and adapting to the topic were guidelines of assessment so this exercise also contributes to develop creativity.

Making applications

Planning a project and doing a chosen application in groups after that are conducive to the development of many competencies. Within *native tongue competence* the following things develop:

- collect and process written information and data,
- make concise, clear, complex written texts,
- selecting the essence,
- encapsulate the essence,
- spelling,
- expand vocabulary.

During making an international application these bounds become wider with the development of the *foreign language communication competence* too where the ability of reading and understanding and producing such written texts which are about definite topics and are qualified as technical texts.

As the most important part of the application form is the budget plan the students' *mathematic and technological competences* develop to a greater extent

during practice first of all during making correct basic arithmetic and adoption of making higher budget plans (for example cash flow analysis).

We can develop the students' *digital competences* too as they have to use computers and Internet to during attending to applications and filling in the application form electronically.

The *civic competencies* come to the front in connection with the effort to know the supporting policy of European Union since the present available significant financial aids is carried out in the support association with EU. European Union laid down several principles which must be considered by the member states. The so called horizontal principles' (equal chances, environmental protection, to be able to maintain) explanation is essential part of every application independently of the aim of the project. For the successful application sending the facilities of the fulfilment of the previously mentioned principles within the project should be sized up and worked out thoroughly.

There are chances to develop several skills of *entrepreneurial competence* during making an application:

- skills of planning, analysis, communication, report of consequences, valuation and making documents;
- skills of working out projects;
- cooperation;
- analysis and handlingg of risks.

If students decide to write a cultural application the chances of the development of the *cultural competence* will come to the front such as the facilities to realize and capitalize on the economic facilities lying in the cultural activities.

Taboo

With the adoption of Taboo game the *native tongue communication, the learning how to learn and technological competence* can be developed. During the game develops: association, creativity, expressiveness, vocabulary, flexible thinking, concentration, attention, memory, essence encapsulation

Regional planning and programming

- Students learn abbreviations, which are very characteristic feature of this science, in the forms of playful competitions (for example OTK, I. NFT, ÚMFT etc).
- They can acquire the methodology of *participate based planning* with the usage of many case studies. During this making the SWOT analysis of a given region is examined after the situation of the region is found out. After that students form the team of participants, analyse their participating facilities in the planning, they draw the problem and aim tree of the region with the help of these things they wording the strategies and operative programmes and determine the possible projects too.

Planning

To plan the region development programme of a given region in small groups is the most complex task that's why it is the method at the same time which develops the most competencies.

The first step of the regional planning is to present the economic social and environmental conditions of the given region in the scope of situation exploration. For this statistics should be collected and or own surveys should be done. This task contributes to the development of the *science and technological competences*. It is important to understand the relations between technology and other areas- scientific development, society and environment (environmental pollution, maintainable development). This develops the following skills:

- applying scientific data and findings;
- working with these to reach a given aim or consequence;
- logical thinking, creativity, essence encapsulation.

As finding out the situation is a large mass of facts the next step during the regional planning is to systematize the facts. The most frequently used device of the so called situation finding out is the SWOT analysis, in which we systematize the region's strengths, weaknesses, facilities and the facts which endanger it according to its structure. During this we pass on to the *native tongue competence* within this to the following skills:

- collect and treat written information and data, systematize these systematically;

- report written messages and make others understand these;
- make complex written text;
- expressiveness, creativity, essence encapsulation.

The second and the third skills develop continually during the planning, of which process resolution is a development conception or program of a region. For this it is needed to have the key vocabulary, the functional grammar and styles, linguistic functions and to know the materials the features of the written language.

During finding out and analyse the situation – in the case of using the participate based planning methodology – there is a chance for the initiation of the region's participants into the process when during different workshops, forums the given region's problems and matters can be collected and from these the region's problem – tree can be made. These problems need to be resolved and solved which can be presented well structurally with the making of an aim – tree. Later it is worth making the so called stakeholder analysis when we show the attitudes of the participants of the development in a structured form.

While they are completing this task the students' interpersonal, intercultural and social competencies develop since they will need the following skills later:

- constructive communication in various social situation (tolerance to other people's views and behaviours),
- win other people's trust,
- negotiating ability,
- skills of making compromise.

The *civic competence* also develops because they have to get to know the process of working out the field policies of the country and the European Union, the connected laws and their planning, development tasks. The feeling of belonging to the European Union can change here too. After the exercises it becomes natural for the graduates to take part in the life of their living place and in the national and European decision making process.

After finding out the situation the wording of the future follows then the strategy designing follows which is followed by the strategic and operative programming. After drifting the specific aims of the operative programmes the priorities, orders and the explanation of the projects – depending on the regional level – follow. These tasks must be completed by the students too with the help of case studies.

During practising planning the students' *entrepreneurial competences* develop considerably during this the following skills come to the front: recognition

of the available facilities, initiative skills, skills of planning, arranging, analysing, communication, action, report on results, valuation and documentation, skills of composition of projects, flexible teamwork based on cooperation, analyse the risks, usage of analysis, synthesis.

During planning the development of the border regions besides *foreign language competence cultural competence* can be developed too to be able to cooperate successfully, to make common plans it is essential to know the other nation's traditions, customs and cultural inheritance.

According to our experiences the success of the given task on the one hand in the fulfilment its function on the other hand in the development of the mentioned competencies depends on the mixture of the team considerably.

Conclusions

We have to be aware of the fact that the lecturer's chances are small in the applying of practical exercises during teaching first of all such theoretical subjects. This derives from the features of the subject, the small amount of the time and the lack of the needed devices. After all we could realize that there were facilities for the development of the materials, skills and attitudes defined in the references of the key competencies. In addition to the above mentioned methods there are several useful practical tasks (simulation exercise for the better understanding of the decision making mechanism of the European Union, making communication plans to attain the dissemination action connecting to the applications etc) which are worth for applying.

Because of the fact that students mostly are not aware of the fact that besides attaining the professional knowledge during the lessons they attain several materials, skills and attitudes too of which existences will be advantages for them later so to compile such a syllabus which helps to develop the key competences the most extensively is the lecturer's responsibility.

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Mogućnosti za unapređivanje ključnih kompetencija u području visokog obrazovanja

Apstrakt: Ova studija ima za cilj da otkrije mogućnosti za razvijanje ključnih kompetencija u posebnom području visokog obrazovanja, u koje su uključeni studenti koji na fakultetima za obrazovanje odraslih stiču zvanja u tematskoj oblasti regionalnog razvoja. Osnova ovog istraživanja i njegova važnost nalaze se u neophodnosti da se stiču i razvijaju ključne kompetencije da bi se obezbedilo radno mesto na tržištu rada i da bi se ono zadržalo. U oblasti visokog obrazovanja i obrazovanja odraslih suočavamo se sa činjenicom da oni koji su završili osnovnu i srednju školu nisu stekli i potrebne kompetencije. Potraga za nalaženjem i zadržavanjem zaposlenja ipak može biti uspešna ukoliko se nadoknadi ovaj nedostatak prethodnog školovanja u oblasti ključnih kompetencija. Novost u ovom istraživanja je u činjenici da je ono prvo ove vrste koje povezuje razvoj ključnih kompetencija sa regionalnim razvojem, a posebno preko metodoloških aspekata, koji su do sada bili zanemareni.

Ključne reči: ključne kompetencije, visoko obrazovanje.

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