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COMPETENCES FROM A NATIONAL CURRICULUM PERSPECTIVE- CONCEPTUAL ANALYSIS

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Abstract: *Skills are a key determinant of competitiveness and innovativeness and are an absolute necessity for social cohesion and personal well-being, according to the European Commission. Due to continuous technological change and rapid economic restructuring, people need to engage in lifelong continuous learning. EU Member States are carrying out reforms aimed at improving education systems to provide high quality competence-based education.*

•Introduction

Psychologist D.C. McClelland (1973) is considered the father of the concept of competencies. He demonstrated that intelligence tests used to predict job performance were no longer relevant.

Based on the work "To have, to be" (Fromm, 1979), author Mark K. Smith (2022) distinguishes between "to be competent" and "to have competence".

•Material and method

The study is based on qualitative methodology and observations made by students at the University of Life Sciences "King Mihai I" in Timișoara who are enrolled in the Didactics of the specialization, underwent a two-semester period during the 2023-2024 academic year.

•Results and discussions

The process of developing competences should consider:

- the use of collaborative learning techniques, including project-based learning;
- the use of problem-based learning techniques;
- the use of online educational resources;
- the use of innovative techniques, technologies in teaching, assessment, learning processes;
- the use of transdisciplinary, interdisciplinary, multidisciplinary approaches.

•Conclusions

Competence is the central term in the school curriculum, being a priority in most curriculum reforms across European education systems.