PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF THE COVID19 PANDEMIC

INTRODUCTION

In the context of the integration of the educational systems of the countries into the world educational space and the constant improvement of the national education system, considerable attention of scientists and practicing teachers is paid to the problem of forming the professional competence of the future teacher (ROZHINA, LOZINSKAYA, SHAMALO, 2015).

This largely concerns the training of primary school teachers, because their competencies, qualities that are formed in the conditions of education in higher education, in particular dynamism, creativity, constructiveness, further stimulate the formation of similar qualities of the personality of a younger student and is the basis for further graduated school education. At the same time, in the context of the approval and implementation of new state standards of primary general education, it is necessary to carry out significant organizational and scientific activities to prepare future teachers of the first link of education for the phased implementation of new state standards within the state.

Therefore, the issue of substantiating the content and ways of forming the professional competence of a future primary school teacher in the educational environment of an educational institution becomes relevant.

Despite the significant developments of scientists from various aspects related to the topic of our research, scientists in the development of theoretical and practical foundations for solving the problem of improving the professional training of future teachers, the problem of the relationship and interdependence between theoretical and practical training for working with didactic and methodological information (JANDRI, KNOX, BESLEY, RYBERG, SUORANTA, HAYES, 2018).

Consequently, the relevance of the research problem is due to the contradictions between: the growing needs of society for teachers of a new formation, capable of introducing modern information and communication technologies, and insufficient development of the theoretical and methodological foundations of their training in institutions of higher pedagogical education; between the growing requirements for the level of information competence formation among future primary school teachers and the insufficient level of development of the theoretical and methodological foundations of its formation.

The purpose of this article is to summarize studies that reveal the content and features of the formation of professional competence of a future primary school teacher and substantiate the conditions for the effectiveness of the educational environment for professional training of a future teacher in the context of the COVID19 pandemic. (MAREK, WU, WEN-CHI & CHEW, CHIOU SHENG, 2021).

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METHODS AND THEORETICAL BASIS

In postmodern research, professional competence is defined as a unifying link of the invariant characteristics of a specialist: the ability for professional reflection; possession of a system of professional and moral values and priorities (readiness for empathy, tolerance, responsibility); motivated desire for continuous professional self-improvement; the ability for a systemic vision of pedagogical reality and systemic action in a professional pedagogical situation; the ability to find non-standard solutions to professional and pedagogical problems. That is, professional competence includes certain components. In our opinion, the professional competence of an elementary school teacher includes: psychological, communicative, methodological, didactic, self-educational, managerial and other competencies. Each of the components of a teacher's professional competence has a number of features in the context of the COVID19 pandemic.

According to various sources, professional competence is defined as special, subject, as a set of qualities of a specialist, a professional in his field of activity and is referred to as a part of professional competence. Laursen (1994) pointed out that “professional competence is a special type of organization of special knowledge, skills and abilities of a specialist, provides him with the opportunity to make effective decisions in the process of professional activity. Professional competence reflects the essence of the specialty that the student masters, therefore it can be characterized as a conceptual basis for training a specialist. It reflects the level of formation of professional knowledge, skills and abilities, his professional erudition, allowing to successfully solve three classes of tasks of professional activity: stereotyped, diagnostic and heuristic, provided for by the legal documents of higher education."

In modern studies, professional competence is substantiated both as part of the professional and by drawing an analogy between them. Exploring professional competence, Stokas (2015) defines professional competence as an obligatory component, interpreting it as a component of the preparedness of the personality of a future specialist, manifests itself in his ability and readiness to carry out a specific type of professional activity. It is not enough to have the fundamental theoretical and practical components of training in order to be a competent specialist, according to the researcher, one must be personally, professionally and psychologically ready and capable of effectively applying the acquired professional knowledge in professional activities.

Researchers Drent, Meelissen (2008), drawing an analogy between the professional and professional competence of an elementary school teacher, quite successfully, in our opinion, substantiates the main components of this competence the author highlights:

(1) The motivational component provides a positive motivation for a novice teacher to manifest and develop professional and pedagogical competence, expressed in an interest in teaching, a desire to work as a primary school teacher, a need for self-education, self-development.

(2) The content component includes the following elements of competence, such as possession of scientific professional and pedagogical knowledge (psychological, pedagogical, methodological, special, general educational, managerial, information technology), the ability to think pedagogically on the basis of a system of knowledge and experience of cognitive activity.

(3) The operational-activity component of the professional competence of the future primary school teacher covers the operational-activity basic competencies: the ability to practically solve pedagogical problems, professional experience, creativity, mastery of pedagogical technologies and pedagogical management, professional thinking.

(4) The personal component of the professional competence of the future primary school teacher is represented by such personal and professionally important personality traits as love for children, kindness, altruism, empathy, tolerance, moral purity, sociability, congruence, activity, independence, initiative, creativity, flexibility of thinking. 5. The reflexive component of professional competence is realized in the reflexive skills of the individual, which allow to effectively and adequately carry out...
reflexive processes, realize reflexive abilities, ensure the processes of self-knowledge, self-development and self-improvement.

Today, most scientists identify five criteria for the professional competence of a primary school teacher (Table 1) (RØKENES, 2016).

Table 1. The main criteria of professional competence of primary school teachers

| Criterion                                                  | Meaning                                                                                                                                 |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| General cultural criterion                                 | An educational specialist needs a good general education; he must have a wide and deep knowledge in various fields. The following indicators of the teacher’s professional competence are distinguished according to the general cultural criterion:  
- general outlook;  
- awareness in the field of cultural novelties;  
- a culture of speech. |
| General professional criterion                              | Successful education in elementary school is possible only if the teacher fully and deeply owns the content of academic subjects at the level of modern science, and also if this content is selected by the teacher in strict accordance with the goal. |
| Communicative criterion                                    | The teaching profession belongs to the group of professions in the “Person - Person” system. Therefore, the central component of pedagogical activity is a specially organized split. Interest in the world of childhood, the need for communication is a necessary condition for the teacher’s professional self-determination. This need often manifests itself in the desire to be a mentor to children, to transfer them the necessary intellectual and moral experience, in the desire to take care and take care of them. After all, a child of primary school age is not yet completely independent and self-sufficient. Often the teacher is forced to act in the role of a “mother” who will always come to the rescue in difficult times, support a confused child, tell you how to act in a given situation. |
| Personal criterion                                          | The quality of professional pedagogical activity, as in any other activity, is largely determined by the properties that a specialist performing it should have. For successful work, a teacher needs to possess a variety of personal characteristics and qualities. |
| Criterion of self-development and self-education.          | The professional pedagogical potential of a teacher cannot be formed once and for all. Professional development in the process of accumulating practical experience should be carried out on the basis of a critical and demanding attitude of the teacher to himself and to his work. Continuous personal and professional growth ideally acts as an integral part of the teacher’s professionalism. |

Source: Røkenes (2016).

In our opinion, these components and criteria fully reveal the structure of the professional competence of the future primary school teacher and contribute to a clear identification of the ways of its development.

RESULTS AND DISCUSSIONS

The formation of professional competence as an integral result of the teacher’s pedagogical education is carried out in the conditions of the time of the motivational sphere of his or her environment; individualization and differentiation of training, optimization of the mind of the initial process; professional-oriented character to the process of starting; the visibility of the head of the class will be observed by the students; misdirection of connections; stimulating their consumption in the wider horizon so that. These are generally recognized aspirations of the formation of competence, which become the basis for the search for new innovative conditions for achieving the set goal of education. In recent years, more and more attention has been paid to updating technologies and methods of forming the competence of specialists in various fields (RØKENES, 2016). A special place among these studies is occupied by scientific works that reveal the possibilities of the educational environment of an educational institution and the environment of professional training in the formation of a competent specialist.

In modern conditions of reforming the higher education system, the problem of methodological substantiation and methodological support of vocational education as a system has arisen, allowing the future specialist to choose and model his own educational
trajectory. It is the environmentally oriented approach that allows you to shift the emphasis in the teacher’s activities from active pedagogical influence on the personality of the student, to the context of the formation of the “educational environment” in which his professional development takes place. With such an organization of training, the mechanisms of the student’s internal activity are activated in interactions with all components of the environment. The more and more fully a person uses the possibilities of the environment, the more successfully his free and active self-development takes place (WINGO, IVANKOVA, MOSS, 2017).

There is a need for a purposeful, conscious approach to the study of the strategy of professional training of future teachers based on the development of an innovative project of his educational environment in higher education. Pedagogical design will make it possible to ensure the transition of the existing position of the professional training of the future primary school teacher to a qualitatively new level, to optimize its content, organization and management (ORCHARD, HEILBRONN, WINSTANLEY, 2016).

At the same time, the implementation of the design of the educational environment for the professional training of a future teacher requires taking into account the peculiarities of social and pedagogical activities, should be based on the values of professional activity, innovative technologies of vocational training in accordance with domestic and world standards, trends of integration into the global educational space, should have a leading character. The technology of designing the educational environment for professional training of teachers presupposes unity, interdependence, continuity of all functions and structural components that form it. Its continuity is a prerequisite for expanding and deepening professional training, ensuring the possibility of a constant transition of a specialist to a new, higher level of professional competence (CLARK, ZHANG, STRUDLER, 2015).

According to the professional competence of a teacher, this is, on the one hand, the knowledge and skills necessary to effectively teach and educate, on the other hand, the corresponding personal qualities. On the basis of professional competence, a teacher’s work should be ensured, in which pedagogical activity, pedagogical communication is carried out at a sufficiently high level, the teacher’s personality is realized, in which the effectiveness of teaching and educating schoolchildren is achieved.

The implementation of the modern educational paradigm largely depends on the elementary school teacher, who is characterized by spirituality and high moral standards, intelligence, professional competence, creative pedagogical thinking, humanistic and humanitarian orientation of pedagogical activity. Its preparation should be carried out on the basis of fundamentality, variability and alternativeness, humanization of the educational process and the humanization of its content (OCHIROV, 2016).

In pedagogy and psychology of higher education, the professional and pedagogical training of the future primary school teacher as a competent, capable of self-development is continuously studied: preparation of the future primary school teacher for work in the new structure and content of primary education, the general principles of organizing the pedagogical process and the main directions of constructing the content of psychological pedagogical training, which ensures the formation of a teacher-researcher, is in constant search of effective and rational methods of teaching and upbringing, the formation of the personality of the future teacher, the organization of professional self-education of future primary school teachers, the formation of the ethical competence of future primary school teachers, etc. Let’s highlight the main features of the training of the future primary school teacher.

First, the methodological basis for innovative changes in methodological professional training is its focus on the competence approach (PETROVICI, 2014).

In vocational education, the transition to a competence-based approach should become a new conceptual reference point. According to scientists and practitioners, the introduction of a competence-based approach means a reorientation from the process to the result of education in the activity dimension, consideration of this result from the standpoint of necessity in society, ensuring the ability of a graduate of a higher educational institution to
meet new social needs, have the appropriate potential for practical solution of life problems, finding one’s own “I” in the profession, in the social structure.

In addition, the implementation of the competence-based approach in the content of vocational education allows graduates to form the qualities necessary for its integration into the wide world socio-cultural space. According to Krumsvik (2014), these should include: awareness of the ambiguity of positions and views on a particular phenomenon; ability to use information resources; training of cooperation and dialogue at the level of interaction of individuals, carriers of different views and cultures (ALEKSIEIENKO-LEMOVSKA, 2019; KRYSHTANOVYCH, GAVRYSH, KHOLTOBINA, MELNYCHUK, SALNIKOVA, 2020).

Secondly, the new system of training the future primary school teacher puts forward special requirements for the personality of the modern teacher. At the present stage of education development, it is necessary to focus on such professionally significant qualities of a teacher as a humanistic orientation in relations with students, in-depth knowledge of their subject and related disciplines, powerful scientific potential, methodological flexibility and a responsible personal position.

Thirdly, the more accurately pedagogical education will respond to innovative processes in primary school, the more prerequisites for improving its quality. Among the main achievements of primary school, one should name those that need to be introduced into the practice of training a future primary school teacher, namely (Golonka, Bowles, Frank, Richardson, FREYNIK, 2014):

- humanization of education and its personal developmental character;
- introduction of a competency-based approach to the definition of knowledge;
- the variability of effective approaches to achieve the final result;
- the focus of the teacher’s activities on the organization of a monitoring study of the quality of knowledge of students in primary school.

CONCLUSIONS
Consequently, the formation of the professional competence of the future primary school teacher is an integral continuous process that is implemented in the educational environment of the professional training of these specialists and is effective under the conditions: an integrated approach to the design of the educational environment, that is, taking into account the changes occurring in social conditions, in the very personality that develops; a systematic approach, which is associated with the unity and diversity of pedagogical processes, their mutual influence, interconnection; continuity in the organization of educational design of the environment; continuous improvement, the introduction of additional conditions to improve the system, excluding from it conditions that create obstacles to development; optimality, determines the consideration of priorities in the design process, determining the main link at one stage or another, focusing on the final result - the formation of professional competence; nonlinear development of the educational environment, which causes dynamism, a variety of pedagogical phenomena and processes.

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Professional competence of future primary school teachers in the context of the covid19 pandemic

Competência profissional dos futuros professores de escolas primárias no contexto da pandemia covid 19

Competencia profesional de futuros profesores de primaria en el contexto de la pandemia covid 19

Resumo
A reforma da esfera atual da educação básica predetermina a necessidade de modernizar o processo de formação de futuros professores nas universidades pedagógicas. Em particular, é urgente adaptar o sistema tradicionalmente estabelecido de formação de futuros especialistas em instituições de ensino secundário geral nas mudanças regulatórias e organizacionais no campo do ensino superior, às perspectivas de desenvolvimento da profissão e às expectativas da sociedade. O artigo analisa os estudos que revelam o conteúdo e as características da formação da competência profissional de um futuro professor do ensino fundamental no contexto das realidades educacionais atuais e das condições específicas causadas pelos fatores da pandemia. Os resultados da pesquisa são apresentados, comprovando várias abordagens para definir a essência deste conceito integrado. São divulgadas as condições para a efetiva formação da competência profissional, em particular, a eficácia do ambiente educativo para a formação profissional de um futuro professor do ensino básico.

Keywords: Competência profissional. Professores da escola. Universidades pedagógicas. Sociedade pós-pandemia. Realidades educacionais.

Abstract
Reforming the current sphere of primary education predetermines the need to modernize the process of training future teachers in pedagogical universities. In particular, there is an urgent need to adapt the traditionally established system of training future specialists in general secondary education institutions in the regulatory and organizational changes in the field of higher education, to the prospects for the development of the profession and the expectations of society. The article analyzes the studies that reveal the content and features of the formation of professional competence of a future primary school teacher in the context of today’s educational realities. The results of research are presented, substantiating various approaches to defining the essence of this integrated concept. The conditions for the effective formation of professional competence are disclosed, in particular, the effectiveness of the educational environment for the professional training of a future primary school teacher.

Keywords: Professional competence. School teachers. Pedagogical universities. Post-pandemic society. Educational realities.

Resumen
La reforma del ámbito actual de la educación primaria predetermina la necesidad de modernizar el proceso de formación de los futuros profesores en las universidades pedagógicas. En particular, existe una urgente necesidad de adaptar el sistema tradicionalmente establecido de formación de futuros especialistas en las instituciones de educación secundaria general en los cambios regulatorios y organizativos en el campo de la educación superior, a las perspectivas de desarrollo de la profesión y las expectativas de la sociedad. El artículo analiza los estudios que revelan el contenido y las características de la formación de la competencia profesional de un futuro docente de primaria en el contexto de las realidades educativas actuales y las condiciones específicas provocadas por los factores de la pandemia. Se presentan los resultados de la investigación, fundamentando varios enfoques para definir la esencia de este concepto integrado. Se dan a conocer las condiciones para la formación efectiva de la competencia profesional, en particular, la efectividad del entorno educativo para la formación profesional de un futuro maestro de escuela primaria.

Palabras-clave: Competencia profesional. Maestros de escuela. Universidades pedagógicas. Sociedad post-pandemia. Realidades educativas.