THE DEVELOPMENT OF TEACHERS PEDAGOGICAL COMPETENCE IN THE CONDITIONS OF PROFESSIONAL EDUCATIONAL ORGANIZATION

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Abstract

Purpose: The ideas of integrity, unity, systematic organization of teacher’s work allow presenting the work of the teacher – a complex pedagogical reality – in the form of the unity of three interrelated spaces: the teacher’s personality, pedagogical activity, and pedagogical communication.

Methodology: The analysis of the works of national and foreign experts devoted to the study of competences and competencies shows convincingly that, first of all, this phenomenon is associated with professional activity. A natural continuation of the study of competence problems in the late twentieth – early XXI century is the scientific and practical interest in the possibility of forming and developing competence in a specially organized environment.

Result: For the authors of the article it is important not only how the teacher develops his pedagogical competence in the process of professional activity, but also how it increases the effectiveness of the educational activity of the student. Discussion. In our opinion, the basic competencies of a teacher of a professional educational institution should reflect the culture of the teacher and are divided into professional-pedagogical, social-motivational, information, communicative, creative. Special competencies integrate the knowledge of the teaching subject and methods of teaching, are divided into objective, content, design, reflexive, monitoring.

Applications: This research can be used for the universities, teachers, and students.

Novelty/Originality: In this research, the model of the development of teacher’s pedagogical competence in the conditions of professional educational organization is presented in a comprehensive and complete manner.

Keywords: pedagogical competence, professional educational organization, structure of pedagogical competence, pedagogical activity, key competences.

INTRODUCTION

The main condition for the development of pedagogical competence is the teacher’s awareness of the need to improve panhuman and special culture, as well as the ability to organize pedagogical communication. The ideas of integrity, unity, systematic organization of teacher’s work allow presenting the work of the teacher - a complex pedagogical reality - in the form of the unity of three interrelated spaces: the teacher’s personality, pedagogical activity, and pedagogical communication. At the same time, the integral characteristics of the teacher’s personality – pedagogical orientation, pedagogical competence, emotional flexibility – determine the effectiveness of the teacher’s work and are the object of professional development (self-development) of the teacher. The fundamental condition of the professional and pedagogical development of the teacher is the transition to a higher level of pedagogical consciousness. The intrapersonal contradictions of the teacher, the contradictory unity of the reflective “I” of the teacher are a driving force for the development of pedagogical competence [Abuzjarova M.I. 2018; Ashmarov I.A. 2018].

RESEARCH METHODOLOGY

In the context of the study of the pedagogical competence phenomenon, first of all, it is necessary to consider the history of the formation of the concepts of “competence”, “competency”, “pedagogical competence”, which will not only reveal the dynamics of the content of concepts, but also understand their content at the present stage of science development.

Aristotle can be named the founder of the competence approach, who studied the possibilities of the human condition designated by the Greek “ate” - a force that developed and improved to such an extent that it became a characteristic feature of the individual. However, some researchers believe that the use of the concepts of “competence” and “competency” began in the United States since 1958, which was determined with the significant achievements of the
USSR in the field of space exploration. It was during this period that publications comparing the education systems of the USSR and the USA appeared (A. Trace “What Ivan knows that Johny doesn’t”) and the researchers paid attention to the refinement of the concepts of “competence” and “competency”. In the 70-ies of the last century, the concept of “competence” and “core competencies” were beginning to be actively used in the United States in the field of business in connection with the problem of determining the level of professionalism of employees. The analysis of the works of this period, devoted to the concepts of interest to us, allowed the researchers to conclude that the attention to the problems of competence “usually coincided with the crisis situations in the economy, education, and culture”.

In the European scientific tradition at the end of the twentieth century, a stable idea of the content of the concepts of “competence” and “competency” was formed. In the Glossary of terms of the European training foundation, the concept of “competency” is defined as:

1. Ability to do anything well or effectively.
2. Compliance with the requirements for employment.
3. Ability to perform specific job functions.

And the concept of “competence” is considered as a characteristic given to a person as a result of evaluating the effectiveness (productivity) of his actions aimed at resolving a certain range of important tasks (problems) for this community. We consider important the conclusion of European researchers that the competence of a specialist is determined primarily by the results of his professional activity. In this context, it should be emphasized that the success of any activity, including teaching, is not determined by what goal was declared in the framework of this activity, but by what result was achieved.

The European project “Definition and selection of key competencies” is of particular interest in the framework of our study, which focuses on the system of competencies required in any activity, including professional and pedagogical, and they are the key to the life success and the effective functioning of society as a whole.

The Council of Europe identified five key competencies that Europeans “should be equipped” with:

- Political and social competencies, such as the ability to take responsibility, participate in group decision-making, resolve conflicts nonviolently, and participate in the maintenance and improvement of democratic institutions;
- Competencies related to life in a multicultural society. In order to control the growth of racism and xenophobia, the development of intolerance climate, education must provide young people with intercultural competencies, such as acceptance of differences, respect for others and the ability to live with people of other cultures, languages, and religions;
- Competences were related to oral and written communication. They are especially important for work and social life, as people who do not own them are threatened by social exclusion. In the same communication context knowledge of more than one language becomes increasingly important;
- Competences associated with the growth of information society. Knowledge of information technologies, understanding of their application, strengths, and weaknesses. Ability to make critical judgments about the information disseminated by the media;
- The ability to learn throughout life as a basis for lifelong learning in the context of both personal professional and social life.

The system of key competencies proposed by European researchers is of practical importance for the development of a system of basic professional and pedagogical competencies, as they are universal [Aminova D. K., & Tsakhaeva, A. A. 2018; Borisov V.I. 2018; Gadzaov A.F., Dzerzhinskaya M.R. 2018].

In the Russian language, the content of the concept of “competence” has a number of meanings. Firstly, it implies the characteristics of the individual, allowing solving, and making judgments in a certain area. Secondly, knowledge, awareness, experience of social and professional activities. In the current national scientific tradition, the interpretation of the concept of "competence" focuses on the importance of the personal characteristics of the specialist and his experience. This conclusion is of interest for understanding not only the essence of the concept of "competence", but also the concept of "pedagogical competence", as, according to our ideas, the personal qualities of a specialist in teaching are of great importance [Gadzhieva U.B. 2018; Kuznetsov A.A., Ignatyeva T.A., Kuznetsov A.O. 2018].

The analysis of the works of national and foreign experts devoted to the study of competencies and competencies shows convincingly that first of all, this phenomenon is associated with professional activity. A natural continuation of the study of competence problems in the late twentieth – early XXI century is the scientific and practical interest in the possibility of forming and developing competence in a specially organized environment. Thus, the problem of their formation and development became part of the tasks of the educational space, which was first noticed by researchers in the industrialized countries of the west in the 1960s-1970s [Gnytyuk S.N., Pekert N.A. 2018; Kryuchkova K.S. 2018].
RESEARCH RESULTS

The ideas of P.F. Kapterev are of great interest for the development of the system of pedagogical competences (models of the competence approach in professional training) of teachers. The researcher emphasizes that all the personal qualities of the teacher can be divided into objective (the degree of the teacher’s knowledge of the subject, the degree of knowledge of the methodology of science and the depth of his scientific knowledge, possession of general didactic and methodological principles, the ability to penetrate and perceive comprehensively the features of child psychology) and subjective (teaching art, pedagogical talent, creativity). In the context of the development of the pedagogical competences system the teachers of vocational schools in general and basic vocational education, in particular, should pay attention to the conclusions of P.F. Kapterev on the importance of personal characteristics of teachers for effective educational activities. Clarification of the set of personal qualities is a significant task for our study SAMUSEVIČA, A., & STRIGUNA, S. (2017).

A. K. Markova in the study of professional competence of the teacher grouped the skills that ensure the effectiveness of teaching, and the personal characteristics of the teacher and concluded that the professional competence of the teacher – “this is a teacher’s work, which is carried out at a high level of pedagogical activity, pedagogical communication, the personality of the teacher is implemented, which achieved good results in teaching and education of students”. A. K. Markova emphasizes the relationship of the teacher’s pedagogical self-realization and high results of educational activity as the most important indicator of the former professional and pedagogical competence of the teacher Волошина, Т. Б. (2018).

T.E. Isseva reveals in detail and argumentatively the content of professional and personal competencies that are necessary for successful pedagogical activity. The researcher identifies:

1. Adaptive and civilizational competences;
2. Social competencies;
3. Social and organizational competencies;
4. Professional -- a set of knowledge, skills, teaching methods, methods of translation of professional and corporate experience, determined with the specifics of the taught discipline and elected in accordance with the pedagogical system, which the teacher adheres;
5. Communicative;
6. Value and semantic – provide a person with the preservation of “self” in any condition.

The approach proposed by the author, within the framework of which one of the most important elements of the teacher’s professional training is the formation of his social and value-semantic competencies, is of particular interest for our study. There is no doubt that the success of pedagogical activity largely depends on the teacher’s personal qualities, which allow implementing effective interpersonal interaction, as his professional activity is primarily carried out in the system of relations “man – man”, in which the personal attitude of the subjects of educational activity depends on the effectiveness of the process and the result of activity Glazunova, O. G., Voloshyna, T. V., & Starychenko, Y. M. (2018).

Experience in the development and implementation of the teacher’s competence system proves convincingly that there is a certain relationship between the level of formation of the teacher’s competence and the success of the formation and development of the student’s competence. For us, it is important not only how the teacher develops his pedagogical competence in the process of professional activity, but also how it increases the effectiveness of the educational activity of the student Маркова, О. М. (2018).

In the context of the study of the pedagogical competence phenomenon I.A. Zimnyaya focuses on the teacher’s personal qualities as a significant condition for the success of a teacher’s professional activity. It is necessary to agree with the conclusion of I.A. Zimnyaya that “the most complete interpretation of competence as a personal quality was presented by the developers of the “Strategy of modernization of the content of general education”.

This interpretation says that the concept of “competence” is wider than the traditional triad of “knowledge, abilities, skills”, it includes them. The concept of “competence” includes not only cognitive but also operational and technological components, as well as motivational, ethical, social and behavioral. This interpretation is presented in the works of A.V. Khutorskoy, Yu.V. Frolova, D.A. Makhotin, Yu. G. Tatur, etc.

If we present the components of competence in general in this context, it is obvious that they will include elements such as: a) readiness for the manifestation of competence (i.e. motivational aspect), where the willingness is seen as the mobilization of subjective forces; b) knowledge of the content of competence (i.e. cognitive aspect); c) experience of the manifestation of competence in a variety of standard and non-standard situations (i.e. behavioral aspect); d) attitude to the content of competence and the object of its application (value-semantic aspect, acting as a motivational one); e) emotional-volitional regulation of the process of competence manifestation.

Research on the development of social competencies and competences is of particular importance for the understanding of the phenomenon of pedagogical competencies, as we refer pedagogical competencies to this group. I.A. Zimnyaya
considers social competence in a broad and narrow sense. In a broad sense, it refers to all social competencies as “they are developed, formulated in society; they are social in the content; they manifest and function in this society”. In a narrow sense, social competence “characterizes the interaction of man with society, socium, other people, with himself”. According to the researcher, social competencies have a component composition, as well as age dynamics and age specifics. This conclusion is beyond doubt and should be taken into account in the development of any system of competencies, including pedagogical ones.

The interpretation of the functional role of social competences by the authors of the “Strategy of modernization of the content of general education” is important for understanding the phenomenon of pedagogical competences. According to their views, social competencies are characterized by multifunctionality; objectivity and interdisciplinarity; they require significant intellectual development, abstract thinking, self-reflection, determination of one’s own position, self-assessment, critical thinking. The features of social competencies identified by researchers should be taken into account when describing the phenomenon of pedagogical competencies as an organic part of social ones.

DISCUSSION

The framework of professional education defines the role of the teacher of professional education as a professional, ensuring the development of social space through the student’s personality development, which determines the importance of his professional and pedagogical training, i.e. his pedagogical competence. It cannot be denied that the phenomenon of pedagogical is closely connected with the phenomenon of social; therefore, the development of social competencies of the teacher of vocational education is a condition for the formation and development of his pedagogical competence.

On the basis of the analysis of the formation of the concepts of “competency”, “competence”, “professional competence”, “pedagogical competence”, the development of their content, as well as approaches to the definition of their structural components and hierarchy of competencies, the following conclusions can be drawn. In professional education, it is necessary to allocate a number of basic competencies, which characterize the versatility of the training of the teacher, his social and professional mobility and readiness to implement successfully themselves as a professional and teacher in the conditions of educational institutions of basic vocational training. We understand intercultural and intersectoral knowledge, skills and abilities, personality traits necessary for productive pedagogical activity as basic competencies. Guided by the fact that in the framework of professional activity of the teacher of vocational education, along with the basic there are special competencies, we consider it appropriate to consider the professional competence of teachers of vocational education as a unity of basic and special competencies.

At the same time, the basic competence of a teacher of a professional educational institution, in our opinion, should reflect the culture of the teacher and are divided into professional-pedagogical, social-motivational, informational, communicative, and creative. Special competencies integrate the knowledge of the teaching subject and methods of teaching, are divided into objective, content, design, reflexive, monitoring.

Features of professional-pedagogical activity of teachers of professional education which has the purpose of preparation of the qualified labor workers define requirements for the maintenance of its pedagogical competences.

Professional-pedagogical competence is the foundation of pedagogical competence, it characterizes the integrative unity of natural-scientific, humanitarian-socio-economic and psychological-pedagogical knowledge and skills that allow the teacher to analyze educational material, pedagogical situations, choose ways of interaction, forms and methods of presenting the material. M c NEILL, K. L., & Knight, A. M. (2013).

Due to the peculiarities of pedagogical activity in the framework of the professional educational institution, it is extremely important to take into account the following factors in the development of pedagogical competences the system of the teacher:

- Firstly, the pedagogical competence of the teacher should conform to the various professional competencies required for effective educational activities;
- Secondly, pedagogical competence should be sufficient for the realization of educational goals and objectives of professional education, the main mission of which is the training of qualified specialists;
- Thirdly, it is necessary that the pedagogical competence of the teacher was sufficient to organize the personal development of the student, as well as the personal and professional development of the teacher.

CONCLUSION

It is not possible to define a universal set of components of pedagogical competences, as each competency is unique, but it is necessary to identify universal elements of the structure of pedagogical competences. Based on the analysis of the most frequently identified elements of competence, three universal elements of all competencies, including pedagogical ones, can be named:
Firstly, the pedagogical knowledge system, which implies a high level of knowledge about the nature and characteristics of pedagogical activity, as well as the possession of a certain range of concepts, with which the teacher is able to describe accurately all the components of professional and pedagogical activity of a certain type; Вакалюк, Т. А. (2019).

Secondly, the experience of the practical pedagogical activity, corresponding to the conditions of the educational process of the educational institution of basic vocational education, as well as pedagogical goals and objectives Van Driel, J. H., Jong, O. D., & Verloop, N. (2002).

Thirdly, emotional and moral culture, adequate to the goals and objectives of professional education and the peculiarities of the educational environment Van Driel, J. H., & Berry, A. (2012).

Based on the results of the analysis, we can conclude about the grounds on which the phenomenon of pedagogical competence of the teacher of vocational education is based. Firstly, pedagogical competences should be considered as an integrative part of the professional competences of teachers of a professional educational institution. Secondly, pedagogical competence includes a number of universal components, which can be named a system of pedagogical knowledge, experience of pedagogical activity, emotional and moral culture. Thirdly, a necessary and extremely important element of pedagogical competence is the teacher’s personal qualities, such as integrity, openness, commitment to self-development, tolerance, consistency, which correspond to the mission of pedagogical activity Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Fourthly, pedagogical competencies should ensure the effective implementation of the tasks of professional education in the field of training of qualified workers, as well as the self-development of the teacher. Fifthly, the pedagogical competence of the teacher of vocational education provides a high level of motivation of students to continuous self-education Koehler, M. J., & Mishra, P. (2005).

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