



THE STRUCTURE OF THE TEACHER'S PROFESSIONAL COMPETENCE

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Changes taking place in the modern education system are determined by the need for increased teachers' professional development and professionalism, their professional competence. The competence-based education model arises from education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. As a result, there is a shift in the assessment of educational outcomes from the concepts of «education», «good breeding», «preparedness» to the ideas of «competence» and «competency».

In the conditions of the competence-based approach implementation, the problem of improving teachers' professional competence comes to the fore. Pedagogical personnel's basic qualification characteristics are determined according to the staffing requirements. A teacher's qualification should reflect universal cultural, general professional and professional competence.

In psychological and pedagogical sources there are several approaches to the definition of the professional competence phenomenon, such as pragmatic and functional, axiological, universal, personal and pragmatic.

Within the pragmatic and functional approach, competence is described as the unity of theoretical and practical preparedness for teaching activity, the fulfillment of professional functions in which basic parameters are set by the functional structure of teaching activity. The axiological approach enables to consider professional competence as an educational value implying the introduction of a person into the universal cultural world of values where an individual realizes him-or herself as a specialist and a professional.

According to the universal approach, professional competence is connected, on the one hand, with a specialist's basic qualification, on the other – it allows individuals to orient themselves in a wide range of issues not limited to specialization. It provides individuals' social and professional mobility, openness to changes and creative pursuit, the ability to fulfill their potential, self-creation, and self-education. Within the framework of the personal and pragmatic approach, the teacher's personality and activity as a person in the profession are considered through the specifics of teaching involving interaction with and influence on other people.

The competence-based model attempts to enrich an educational process with personal sense. It is about the education emphasis on education outcomes. The result is not the amount of information learned, but a person's ability to act in problematic situations.

It is possible to distinguish the following principles of this model: 1) the principle of knowledge subordination to skills and practical needs; 2) adaptation of educational objectives to preparation for life; 3) focus on lifelong and self-education.

Since the teaching profession is both transformative and managerial, the concept of the teacher's professional competence implies the unity of their theoretical and practical preparedness to carry out pedagogical activity characterizing their professionalism. In this regard, professional competence is determined by the level of professional readiness for work [1].

In pedagogical literature, there is no single point of view on the essence of the «competency» and «competence» concepts. Competency is personal and interpersonal qualities, abilities, skills and knowledge expressed in different forms and job-related or social life situations.

Nowadays, the «competence» concept has been expanded to include the personal qualities of an individual. Competence means that a person has relevant competency, including personal attitude to it and the object of activity. O. V. Gluzman claims competence to cover not only cognitive and operational-technological components, but also

motivational, ethical, social, and behavioral ones including learning outcomes, a system of value orientations [2]. Thus, competences are formed not only during training but also under the influence of family, friends, work, politics, religion, etc.

The study of the competence – based approach problems in general education was conducted by A. V. Khutorskyi, who, defining the concept of educational competences, proposes their three-level hierarchy: 1) key competences – related to the general (meta-subject) content of education; 2) general subject competences – referring to a certain range of subjects and education; 3) subject competences – partial in relation to the two previous competence levels characterized by a specific description and the possibility to be cultivated within the academic subjects.

Viewed in this way, there are seven key educational competences: axiological, cultural, learning and cognitive, information, communicative, social-labor and self-improvement. They do not conflict with the core competences singled out by the Council of Europe and can be implemented in the practice education.

The success of pedagogical activity depends on each teacher's ability and skills to mobilize their efforts for systematic mental work, rationally build their activity, manage their emotional and psychological state, unlock their potential, and be creative.

The following is the structure of key competences in education:

- educational competence lies in the organization of a learning process and choosing one's own education trajectory, solving the education and self-education problem, the analysis and implementation of educational experience, taking responsibility for the obtained education;

- research competence consists in obtaining and processing information, reference to different sources and their use, organizing expert consultations, preparation and discussion of different resource types for different audiences, using regulatory documents and their systematization in independently organized activity;

- social and interpersonal competence implies a critical review of some social development aspect, determination of the connection between contemporary and past

events, awareness of the importance of political and economic contexts, educational and professional situations, assessment of social events related to health, consumption and the environment, art work and literature understanding;

- communicative competence involves listening and taking into account other peoples' views; speech perception and ability to speak, read and write in several languages; to speak in public, to discuss.

A necessary component of an individual's professionalism is professional competence. Modern professional competence approaches and its interpretations are quite different. The definitions of professional competence as «in-depth knowledge», «the state of adequate task performance», «the ability to fulfill a task in a timely manner» are prevailing. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one's skills [3].

The teacher's professional competence is the ability to solve professional problems, tasks in professional activity conditions; the amount of knowledge and skills that determine work effectiveness and efficiency. It is a combination of personal and professional qualities. This competence is determined by a motivated desire for continuing education and self-improvement, a creative and responsible attitude to the occupation. The teacher's competence as a professional is manifested in knowledge, education, and authority in the pedagogical field.

Professional and pedagogical competence includes the set of professional and personal qualities necessary for successful pedagogical activities. The development of professional competence is the development of creative individuality, openness to pedagogical innovation, and the ability to adapt to the changing pedagogical environment.

In the scientific literature, the terms pedagogical competence (L. N. Mitina) and professional competence (V. A. Slastonin) are equally used. Many modern researchers also distinguish methodological competence in the professional and pedagogical competence structure. Thus, the teacher's professional competence includes subject (special), psychological and pedagogical, differentiated pedagogical, methodological, and reflexive

components.

The structure of the competence of the specialist involves experience (knowledge, skills), orientation (needs, values, motives, ideals), quality (ability to synergetic manifestations, adaptation, scaling and interpretation, self-development, integration, transfer of knowledge from one branch to another).

Content of professional competence of a pedagogue of one or another major is determined by qualification characteristics. It constitutes a normative model of a pedagogue's competence, reflecting theoretically substantiated professional knowledge, abilities, skills.

In accordance with the definition of the «professional competence» concept, it is proposed to carry out the assessment of the level of pedagogical staff's professional competence using three criteria: knowledge of modern pedagogical technologies and their application in professional activity; willingness to solve professional objective tasks; the ability to control its activities in accordance with the rules and regulations.

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