

Professional Competence of Teachers in Conditions of Modernization of Education

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Abstract: The article addresses issues of professional competence of teachers, scientific works have been analyzed to discover the notions of professional competence. The emphasis is made on analysis of the components of teachers' pedagogical activity. The article is aimed for identification of particularities in experts' opinions about how professional competence of teachers is formed.

Key words: Modernization of education • Teachers' competence • Professional competence • Readiness for pedagogical activity • Professionalism

INTRODUCTION

At present time education system of the Republic of Kazakhstan is being changed significantly, the process of reformation and modernization of education sphere is on the way. The requirement to graduates of pedagogical universities - future teachers - are being defined: what must be their competence due to implementation of inclusive education; the emphasis is also made on teacher-manager (or education manager), on social works of a teacher.

It is well known that changes in the system of education system finally chase the specific subject - a teacher because teacher is a key figure in realization of main innovations. And successful modernization of education is -possible only with planned training of pedagogical staff which must have necessary level of professional competence.

The aim of this article is theoretical analysis of professional competence of teachers in conditions of modernization of education.

Competent specialist, if we shall consider him in the context of modern approach to organization of pedagogical activity, must be characterized by critical thinking - ability to choose from many solutions the optimal one, he must possess skills for work with information, block of forecast and analytical skills to solve the tasks "here and now".

Notion "competence" was mentioned for the first time in foreign literature in 60s. For example, when K. Rogers was describing personality theory and behaviour he defines competence as internal system of values and internal world of personality's emotional experience [1].

American experts L. Hjelle, D. Ziegler use term "feeling of competence" - in accordance with E. Erikson theory [2, 3]. They claim that "psychosocial strength of competence is a foundation for efficient participation in social, economic and political life of society".

Let us address to some definitions of professional competence of a teacher:

Professional competence - usual and rational use of communication, knowledge, technical skills, emotions, values and reflection in habitual practice for sake of personality and community of people' well-being [4].

Teacher's work can be called *competent* if pedagogical activity is performed on rather high level, is characterized by good pedagogical communication, if the personality of a teacher is realized and good results are achieved in teaching and upbringing of learners. In the same time competence of a teacher is determined by ratio of his knowledge and skills on the one hand and professional positions, psychological features - on the other [5].

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Professional competence is a complex formation, which consists of knowledge block, skills and characteristics of personality, which can provide variation, optimum and efficiency of education process [6].

Professional competence is a combination of interrelated characteristics (knowledge, abilities, skills, activity ways) demanded by a specific group of disciplines and processes which are necessary for high-quality and productive acting in regard to these disciplines and the degree of competence assignment - possession by a teacher of a certain level of competence including his personal attitude to it and the discipline is called competence [7].

Professional competence is a complex combination of knowledge, skills, understanding, values, views which result in efficient actions in the world, in some specific sphere [8].

Professional competence-2 - possessing by specialist necessary sum of knowledge, skills and abilities, which lie in the base of pedagogical activity, communication and personality of a specialist - bearer of specific values, ideals, consciousness [9].

Professional competence- 2 is a requirement to a teacher who must understand wide range of social, psychological and other problems connected with education and upbringing of learner's personality. That is why it integrates such components of teacher's competence as love to his profession, need for self-improvement; profound psychological-pedagogical and socio-economic training, obtained experience and personal features, significant for a teacher [10].

Professional competence-2 expresses unity of his theoretical and practical readiness to perform pedagogical activity, here the competence structure consists of numerous pedagogical abilities, characterizing this readiness [11].

Professional competence-2 is readiness for activity in changing and complex conditions of work [12].

Professional competence was in the focus of scientists, such as B. Kenzhebekov (formation of professional competence of specialists in the system of higher education), N. Shametov (formation of professional competence of a future teacher in professional education), D. Miroshin (organizational-pedagogical conditions of formation of professional competence of workers), M. Semenov (pedagogical conditions of formation of professional competence of future teacher in university), Sh. Zhantleuov (formation of professional competence of students in the process of pedagogical practice),

V. Gotting (formation of professional-technical competence of a teacher in professional education) and others.

Analysis of works of these scientists shows that in general the authors see professional competence in terms of readiness for pedagogical activity, expressed by deep knowledge, completed world-view and personal features. In this connection we analyzed the structure of professional competence of a teacher.

In F. Sharipov's opinion the structure of professional competence of a teacher consists of:

- Special knowledge and abilities in discipline taught by the teacher;
- Psychological-pedagogical competence ;
- Communicative competence ;
- Socio-organizational (managerial) competence ;
- Creative competence [13].

K. Angelovsky believes that structure of professional competence of a teacher is presented by pedagogical skills:

- Ability to transfer the contents of objective process of upbringing into specific pedagogical tasks;
- Ability to build and set to motion logically completed pedagogical system;
- Ability to identify relationships between components and factors of upbringing, make them act;
- Ability to register and evaluate of the pedagogical activity's results [14]

N. Kuzmina:

- Special competence in the sphere of taught discipline;
- Methodological competence in the sphere of ways of formation of knowledge, skills and abilities of learners;
- Psychological-pedagogical competence in the sphere of teaching;
- Differential-psychological competence in the sphere of motives, abilities and inclinations of learners; auto-psychological competence.

Donald Medley identified the following structure:

- Knowledge of discipline;
- Skills and abilities to teach;
- Persuasion and feeling of teacher [12].

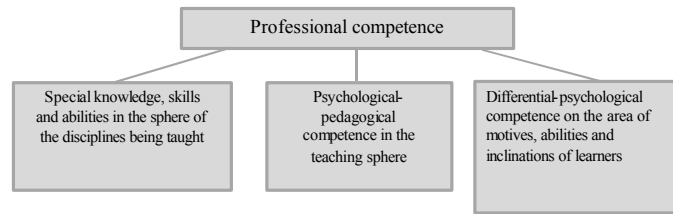


Diagram 1: Professional competence

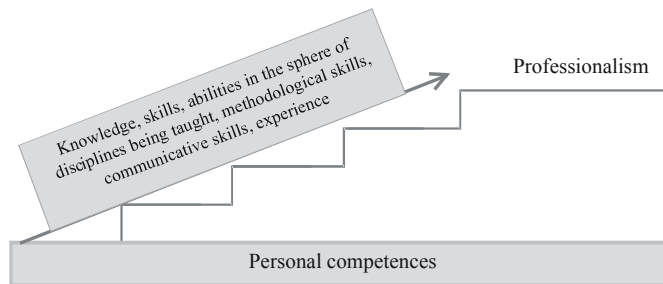


Diagram 2: Professional competence

Aushri Dutta & Lalit Lalitav Mohakud identified 3 structures of professional competence of a teacher:

- Instructional components: conceptual, contextual, transactional, competence to develop teaching and studying material, competence to use newest information and communication technologies in the process of teaching;
- Organizational competences: competence connected with identification of resources, with mobilization of resources, with cooperation, with work in society and with its members, management competence, competence of correction, organization competence, competence of coordination;
- Evaluation competence: constructive evaluation units, experience, evaluation procedures, interpretation of the results, acquaintance of new trends in evaluation system [15].

Results of theoretical analysis of the issues related to the structure of professional competence of a teacher can be presented in the following Diagram 1:

Analysis of literature showed that professional competence is one of the subjective factors of a teacher, professional competence of a teacher is a characteristic of theoretical and practical readiness of a specialist intended for realization of pedagogical activity; it is presented by combination of general pedagogical, technical, communicative and reflexive competences and can be measured by ability to perform independently and efficiently teaching, upbringing and development functions.

Thus, taking into consideration new requirements to professional competence of a teacher we tried to systematize the components of professional competence which is shown in Diagram 2. We based our concept on the thought that "teacher of new formation must possess deep knowledge of the discipline, know methods to organize valuable learning and upbringing process regardless of intellectual, psycho-physiological particularities of children, ready for establishing communications with his colleagues from different spheres; professional competence must be based on development of personal features (competences) of a teacher. Personal competence must become the foundation for professional competence of a teacher because new time demands revision of the whole teaching activity - teacher who is ready to realize idea of inclusive education, teacher who possesses management skills, teacher who performs his activity on high-quality level. Teacher must do special task - humanization of society - fulfillment of which is impossible without completed personal competence. Resources of his personal competence will have social significance, will become the conditions for development of his professional and creative activity. He must be developed enough in moral behaviour, communications, emotional, reflexive and voluntary terms.

A. Maslow in his works introduced notion "competence" for description of personality orientation, for measurement of values and behaviour connected with self-actualization of personality. Competence here is possession by individual of successful techniques "here and now" (applied to any habitual situation) [16].

We share that point of view which states the selection for pedagogical specialties must not depend only on the results of national testing: additional (creative) exams must be introduced which must reflect the picture of personal competence of a future teacher, his attitude to chosen by him speciality. Another solution is bigger number of hours devoted to pedagogical practice. There are various kinds of pedagogical practices at present moment, however they must be supplemented by other kinds, the tasks must be more diversified, intended for socio-pedagogical activity, for development of communicative skills with specialists from different pedagogical spheres.

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