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Professional competence as a personal and professional readiness to successful teacher of pedagogical activity

Introduction

In the process of preparing the modern educator is associated optimal personality development, the future of man and mankind. From the level of his professional competence depends not only social and moral health of a country, but also the life of every individual. Therefore, it is important to identify educationally significant reserves in the preparation of the teacher, ask intention increase the quality of higher pedagogical education. All of the above leads to the formulation of basic educational problems updating teacher training in higher education, the essence of which is to focus training on the development of his professional competence.

Analysis of recent researches. Study of the professional competence of the individual, training of educators, teachers dedicated their work many domestic and foreign scholars. Question of fundamentals updates of higher education, professional training of teachers of higher education, theoretical and methodological principles of formation of professionalism, professional culture, professional skills and professional competence of university teachers revealed in the works of P. Kanter, V. Cooper, N.In. Guzy, O.A. Dubasenyuk, I.A. Zyazyuna, J.F. Isayev, V.G Kremen, N. Kuzmina, V. Lozovoy, V.I Meadow, V.K. Mayborody, I.P. Pidlasoho, N.G. Protassova, V.A. Semychenko, S.A. Sysoev, V.A. Slastonina, V.I. Teslenka etc.

The purpose of the article: Transformation processes occurring at present in society, affecting all spheres of its activities, including education as fundamental conditions for the formation of all personality traits. Earlier education was focused on the transfer of knowledge, but now not only includes the number and quality of learning, but also the ability to apply their knowledge in practice. To specify a combination of these qualities has recently used the term „competence”.

In terms of pedagogic concept of „competence” is gaining in connection with the introduction of new educational standards. This term is used as an indicator of quality integrated education. Given the relevance of evaluating the quality of education is an absolute must clarify the content and structure of not only the concept, but the definition of personality traits, the formation of which it implies.

1. The main material

As rightly pointed O. Verbitsky, completing the expert – the result of his personality in learning in universities, but the identification of its citizenship is at the stage of professional development. High school education integrates the entire experience of the individual, subordinating his professional role [Verbitsky 1991].

Student-teacher professional commitment to successful teaching activities now is seen through the concept of „professional competence”. In Encyclopedia of Education „competence” it is interpreted as a range of issues in which the person is well understood, its entry into the young man is not only in the study of the subject, a group of objects, but also by means of non-formal education, due to the influence of environment, etc. [Encyclopedia... 2008].

In psychological and educational reference manuals, dictionaries, the term „competence” is interpreted as:

- Possession of extensive knowledge in any area, weight, authority [Modern dictionary... 2000];
- Possession of knowledge based on experience [Efremova 2000];
- Knowledge in a certain range of issues;
- The ability to perform any task [Big psychological... 2003].

Competence, as says Sokolov, is important in terms of the ability of an individual not only learn the ropes of the business, effectively, and efficiently operate autonomously in the chosen specialty, but also react to arise in the course of various extraordinary situations. Slabunova believes that competence – the ability to apply learned into practice is transfer of knowledge to specific situations of real life [Slabunova].

The most of authors under the competence understand the overall capacity and willingness of the individual to action, based on knowledge and experience gained through training and education, focused on the development of the student as the subject of life and culture, and actively integrate into society, the development of multi-faceted role-palette. Competence simultaneously combines the mobilization of knowledge, skills, behavioral relations. Competence develops the ability to solve a variety of problems in life, obtain and critically analyze information, make decisions, assess the social consequences of actions, to work in a group to develop and execute contracts included in projects, organize their work, using new information technologies to show resilience in the difficult and find new solutions. The concept of competence includes not only the cognitive component, but also motivational, ethical, social, behavioral, system of values and habits.

Analysis of the definitions of „competence” can give competent person following features: possession of extensive knowledge in any field, the ability and willingness to apply the acquired knowledge to work. In other words, a person is

competent in any area of the field, if it has certain knowledge and skills and motivated for their effective application.

However, this definition of competent person does not reflect the full depth and fullness of the studied phenomenon. Belarusian researchers A. Vanchukevich, L. Timoshkova, E. Shylova give a broader definition of the term „competence”.

A. Vanchukevich says that competence is the relationship of the individual rights of ownership of knowledge and skills, gaining experience of interaction with the social environment, the active position of the subject interactions. He believes that successful performance depends on the formation of the competence of a man who is determined to a large number of characteristics. They are:

- Personal identification, as a stakeholder, with others;
- Knowledge and skills relevant beliefs and values of the individual;
- Sensitivity to affective processes;
- Clear communication in a language that offers a social environment;
- Active social relations within the social group;
- Ability to interact with institutional structures [Vanchukevych 1998: 36–43].

Formed competence is used by man as appropriate in various social and other contexts, depending on the conditions and requirements for the implementation of various activities. The competent person applies those strategies which seem most appropriate to it to carry out these objectives. Management of own activity leads to an increase or modification of human competence. Thus, competence – is effective and active characteristics of education. The lower level is the level of competence required and sufficient for minimal success in obtaining results [Pometun 2004: 16–26].

Content analysis Rising for our study of „competence” has allowed to identify the main characteristics of the phenomenon. First, competence includes not only knowledge and skills, but skills, values and beliefs of the individual, his experience, which in the relationship and serve structural study concept. Secondly, the knowledge, skills, values and skills required for the individual to be competent at several levels: at the level of personal identification, behavioral level, the level of interaction with the social environment and social institutions, and finally at the level of professional activity.

Thus, analysis of research on competence leads to the following conclusions.

1) Competence is the ability and willingness of the individual to effectively build a subjective interaction with the social environment and activities on the basis of the existing knowledge and skills.

2) Competence is a set of (system) knowledge and skills in action. It can occur at different levels in several spheres of the individual: the area of personal identification, field behavior, interaction with the social environment and social institutions, as well as various human activities. In addition to subject specific knowledge and ways of life in a special area, any type of competence must include universal human qualities and abilities that are beyond the scope of detec-

tion, such as initiative, the ability to organize activities (own or others), the ability to adapt the new non-standard situations, willingness to critically analyze and respond to critical performance not only from the value for themselves, but also in the context of the consequences for others. These are common signs of competence based not only on knowledge and skills in a particular field, but also value priorities personality features of mental experience.

3) Competence of the individual, as opposed to generalized, universal knowledge has effective, practical oriented character. Therefore, they are, except of theoretical and applied knowledge, suggest that there are such structural components: the value (some researchers separately identified motivation), cognitive and operational (procedural), behavioral (some scholars operational and technological).

In theory, teacher education concept of „professional competence” is used in parallel with such concepts as „professional”, „teaching skills”, „commitment to the profession”. Describing the same problem, defined educational categories have special meaning and shades are used in different contexts.

For example, commitment to educational activities defined by researchers as a potential characteristic of the teacher regarding his profession. In general, the willingness to act is interpreted as a state of mobilization of all human psychophysical systems that provide efficient performance of its professional activities. During readily understand the equipment of rights necessary for successful implementation of action knowledge and skills, and the ability to implement a program of action in response to the determined signal [Kuzmina 1985: 32].

Thus, studying in different years professional competence of the teacher, the researchers point to its basic components:

- Knowledge of pedagogical, psychological, substantive and integrative nature;
- Skills-designing of the educational process, ownership of teaching skills;
- Skills of effective communication with the student, establish contact in the exchange of information;
- Skills student-centered interaction that involves recognition of the value of the individual who is trained and interaction through cooperation and co-creation;
- Experience, vocational and educational activities;
- Professionally significant qualities of a teacher, including the capacity for self-reflection, professional identity and self-improvement.

Thus analysis of research shows that as the general concept of individual competence, professional competence of the teacher is complex in structure concept.

The concept of teacher education in particular emphasizes the fact that today, more than ever, there is a problem introducing modern teaching technologies, rational organization of work of teacher and student work time, and especially in terms of its self-study [*Concept...* 1999: 9–25].

The analysis of global trends in the field of vocational teacher education proves growing requirements for teacher professionalism and personal qualities of the teacher. According to scientists, the main problems that the teachers meet in this millennium are:

- permanent complications curriculum, ensuring high educational standards;
- self-setting and creative and solve research problems;
- complexity of the problems of education;
- continuous mastery of advanced educational technologies, new achievements of domestic and international experience;
- solving complex professional and pedagogical problems that require the integration of knowledge and practical skills of those related to pedagogy sciences as philosophy, psychology, medicine, religion, economics, law, cybernetics etc.;
- Work in a single information environment that provides for efficient use of information technologies in the educational process.

All this can make a teacher with high professional competence, developed creative research skills, high intelligence, spiritual and moral potential, competitiveness, erudition, ability to continuing education.

Conclusions

Analysis of the literature shows that most researchers believe that the rising of our study is the concept of competency includes many components: knowledge, cognitive and practical skills, attitudes, emotional attitudes, values and ethics, motives. In other words, a person is competent in any field, if it is able to perform complex multifunctional, cultural activities, effectively solving the actual individual and social problems.

The modern Ukrainian society needs teacher-professional, endowed not only developed personal qualities – humanity, conscience, morality, honor, responsibility, and professional competence. As a special role in the formation of future professional plays introduce competence-based approach in higher education, including teaching.

Competence of graduating teacher education institution should be considered as an important task, and as the actual mission of education. Such competence should provide future professionals, on the one hand, the possibility of self-realization in professional activities, on the other – to promote the development of education, culture and spirituality of society. A measure of the competence of graduating teacher education institution becomes its line of civilized modern benchmark of competence of the teacher. Higher educational institution designed to train teachers, oriented to personal and professional self-development, ready to work creatively in educational institutions of various types, able to develop the personality of students.

Without the formation of professional competence of the teacher can not be successful upbringing of the younger generation. Therefore, the focus of the development process in teacher education universities is the transformation of training future teachers to meet the requirements of today.

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Abstract

This article provides general classification of professional competence and displays the value of this approach in the development of modern education.

Key words: professional competence, competency based approach.