

Skvortsova S. A.¹, Vtornikova Yu. S.²

Teacher professional competency: concept content and structure

¹ *Skvortsova Svetlana Alekseevna, Doctor of Science, Professor*

² *Vtornikova Yuliya Sergeevna, Post-graduate student*

K.D. Ushinskiy South Ukrainian National Pedagogical University, Odessa, Ukraine

Abstract. The paper analyses the concept of «Teacher professional competency» and its characteristics from the point of view of Ukrainian, Russian, European, American and Australian scientists; gives existing approaches to the structure of Teacher professional competencies.

Keywords: teacher professional competency, structure of teacher professional competency.

Implementation of the ideas of the competency-based approach into professional education practice requires new definitions in the pedagogical science, including "the teacher's professional competency". Introducing the idea of competency-based approach to teacher training system is no more disputable in Ukraine. It is no more doubtful today that a graduate of higher educational institution must be a professional able to compete at the labor market. Therefore, he must be competent in an educational sphere, as well as in teaching. Teacher professional competency is widely discussed by the Ukrainian academic community. Issue of teacher's professional competency is connected with a number of educational problems related to a teacher's personality formation, his skills, readiness for educational activity etc. Thus, professional competency is an essential component of person's professionalism. Thus, readiness to educational activity is a part of professional competency. The works of Ukrainian and Russian scientists N. Bibik, L. Vashchenko, I. Zymnia, B. Elkonin, N. Kuzmina, L. Karpova, O. Lokshina, A. Markova, L. Mitina, O. Ovarchuk, Y. Pavliutenkov, L. Parashchenko, O. Pometun, I. Prokopenko, S. Rakov, I. Rodygina, O. Savchenko, G. Tarasenko, S. Trubacheva, A. Khutorskiy, M. Choshanov, V. Shahov etc. are related to development of teacher's professional competency.

Approaches to interpretation of this definition by Ukrainian and Russian scientists coincide with the views of modern American scientists (Donald M. Medli, MacNeil, D. Moberli, D. Crukshenk, M. Randsell, J. Stronge etc.), who consider the notion "professional competency" as an ability to solve tasks and readiness to one's own professional role in one or another area of activity. Thus, professional competency is defined in two aspects: firstly, as **ability** to solve tasks and **readiness** to one's own professional role; secondly, as **resultative characteristics**, which are diagnosed by expertise of products of professional activity in order to define to what extent individual characteristics of employees meet expectations of employers and society.

Modern European society is in need of professionals with wide possibilities of not only technical nature, but with clear understanding of working methods, with positive attitude to work and to cooperation with colleagues, of those who are characterized by the personal capacities, which define flexibility, ability to adopt fast in an unknown situation and to make necessary decisions. That is why the modern education system shall prepare a specialist capable to meet these new requirements.

Australian scientist T. Hoffmann [2] combines views of American and European scientists and gives his own interpretation of a specialist's professional competency. The author offers three ways of understanding this notion:

1. As obvious and registered activity results.
2. As certain standards of completed activity.
3. As personal qualities defining effectiveness and innovation of a particular activity.

Thus, we can see that American, Australian, European, Russian and Ukrainian scientists are consolidated in interpreting this notion and stress that professional competency is an ability and readiness to fulfill professional functions, and resultative characteristics of a scientist's qualification.

American scientists regard *Teacher Professional Competency* as a part of teacher's professionalism. Giving grounds to teacher's professionalism as a complex of knowledge, skills, values, which are preconditioned by professional practice, E. Hoyle says, that the biggest challenge is to define real level of European teachers' knowledge, skills and values in the context of requirements to really professional educational work in the renewed European schools [1]. Thus, Teacher Professional Competency is considered as a unity of its theoretical and practical readiness to carry out educational activities and characterizes teacher's professionalism, while the structure of Teacher Professional Competency can be revealed via educational skills, capacity to carry out pedagogical activities and personal attitude to the profession.

Table 1.1. The classification of teacher professional competencies

<i>A professionally-active component of a teacher professional competency</i>			
Key	Basic		
Special	Special		
<i>Social</i>	<ul style="list-style-type: none"> ● ability to cooperate with others successfully; ● ability to cooperate, to group and cooperative activity; to support and stimulate other people, to seek support from others; ● ability to solve conflicts; ● ability to a leadership; ● readiness to make decisions; ● ability to feel oneself as a part of a team; ● ability to take responsibility. 	<ul style="list-style-type: none"> ● ability to interact with management and colleagues-teachers successfully; ● ability to interact with pupils successfully; ● social responsibility for the results of one's professional activity; ● ability to work with pupils of different mental abilities; ● skill to communicate with parents and with local social establishments; ● ability to form a responsibility for the results of pupils' learning; ● ability to organize socially equal learning environments and to count special needs of some pupils; ● ability to organize socialization of pupils outside school; ● ability to organize an effective work in the classroom. 	
<i>Contextual</i>	<ul style="list-style-type: none"> – ability to orientate in natural, social and cultural context. 	<ul style="list-style-type: none"> ● possession of a social context of the profession; ● ability to create a holistic view on the system of education and to initiate reforms in order to join theory and practice into one reasonable system; ● mastering of European approach to the process of learning that allows a teacher to see his / her subject in light of European perspectives (moreover there is a possibility to cooperate with your foreign colleagues and to learn innovative pedagogical experience and the best pedagogical traditions). 	
Subject-theoretical; psychological-pedagogical; didactic-methodical.		<ul style="list-style-type: none"> ● psychologically-pedagogical: <ul style="list-style-type: none"> – availability of coherent system of scientific knowledge of Pedagogy, Psychology and readiness to use it in practice; – ability to act professionally at a high level: skill to solve typical pedagogical tasks; readiness to act effectively, solving problem situations that occur in the process of teaching and bringing up pupils; ● didactic-technological: <ul style="list-style-type: none"> – availability of coherent system of scientific knowledge of Didactics, Learning Technologies and readiness to use it in practice; – knowledge and domain of specific technologies, methods and techniques of teaching that ensure implementation of educational process at high professionally-pedagogical level and help to achieve a high quality of education; – knowledge and skills of different methods of assessing, including testing and correction of learning results. 	<ul style="list-style-type: none"> ● subject: <ul style="list-style-type: none"> – availability of coherent system of scientific knowledge of special professional disciplines and readiness to use it in practice; – skill to solve typical pedagogical tasks during teaching a particular subject; ● methodical: availability of coherent system of subject-methodical information; ● possibility to find subject-methodical information; ● ability to systematize and to generalize it; ● readiness and ability to work with subject-methodical information.
Informational	<ul style="list-style-type: none"> ● possession of informational technologies; computer literacy; ● possibility to find information; ● ability to systematize and to generalize it; ● ability to a critical attitude towards the information that is broadcasted by Mass media and commercials; ● ability to apply knowledge and informational literacy. 	<ul style="list-style-type: none"> ● possibility to find psychological and pedagogical information; ● ability to systematize and to generalize it; ● readiness and ability to work with psychological and pedagogical information; ● ability to help pupils perceive and filter the information flow in the modern society. 	

Table 1.2. The classification of teacher professional competencies

<i>A communicative component of a teacher professional competency</i>	
Key	Basic
Special	Special
<p>Communicative</p> <ul style="list-style-type: none"> ● possession of a complex of verbal and nonverbal means of communication; ● ability to engage in communication in order to understand someone; general communicative skills; ● acquiring of communicative skills and abilities: <ul style="list-style-type: none"> – ability to contact with unknown people; – ability to foresee conflict situations and misunderstandings and to solve them timely; – ability to act in such a way that other people could understand and perceive you correctly; – ability to act in such a way that other people could have an opportunity to show his / her interests and feelings; – ability to evaluate the communicative situation correctly: ability to watch it, to choose the most informative features and to pay attention to them, to perceive and to evaluate correctly the social and psychological content of the situation; – ability to listen to and to communicate; ● sense of humor; ● mastering of at least one foreign language; ● ability to read and understand different texts, adopting strategies appropriate to various reading purposes (reading for information, for study or for pleasure); ● ability to write different types of texts for various purposes; ● ability to formulate one's arguments, in speaking or writing, in a convincing manner and take full account of other viewpoints; ● skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates). 	<ul style="list-style-type: none"> ● possession of sound interest to pedagogical communication, sound need to communicate with children systematically; ● possession of pedagogical communication skills; ● ability to communicate with young people, to discuss their problems, attitudes and beliefs; ● possession of professional terminology and appropriate methods of professional communication; readiness to use them in practice; ● acquiring of skills and abilities of pedagogical communication: <ul style="list-style-type: none"> – ability to orientate in a communicative situation of pedagogical interaction; – ability to identify hidden motives and psychological defenses of a pupil; – ability to understand an emotional state of a pupil; – ability to transmit information; – ability to use verbal and nonverbal means of transmitting information; – ability to organize and to maintain a pedagogical dialogue; – ability to an active listening; – ability to find and to formulate answers to pupils' questions quickly; – ability to maintain a continuous dialogue and an emotional contact with pupils; – ability to maintain a healthy and friendly atmosphere in the classroom; ● possession of methods and means of solving communicative tasks.
<p>Socio-cultural</p> <ul style="list-style-type: none"> ● ability to defend and to worry about the responsibility, rights, interests and needs of other people, that provides the ability to make a choice from the perspective of a citizen, member of a family, worker, consumer etc.; ● fixed manifestations of humanistic Ethics; ● knowledge and understanding of one's national peculiarities and of general peculiarities of European peoples; ● readiness to accept differences and to respect the world in general; 	<ul style="list-style-type: none"> ● ability to identify oneself with the values of professional environment; ● teacher's professional position; ● ability to compare your national educational system with other countries' educational systems, defining their advantages and disadvantages; ● ability to provide equal opportunities to the pupils of different nationalities and to provide a tolerant attitude to their cultural heritage; ● ability to form the pupils' spirituality, respect to other people's moral values, some mental idea of their future life, respect to their teacher as a senior friend.

Table 1.3. The classification of teacher professional competencies

<i>A personal component of a teacher professional competency</i>		Basic	Special
	Key		
<i>Personal:</i> – <i>abilities</i>	<ul style="list-style-type: none"> ● ability to a independent cognitive activity: – formulation and solution of cognitive tasks; – nonstandard solutions; – problem situations – their creation and solution; – productive and reproductive cognition; – research, intellectual activity; ● the ability to independently acquire new knowledge and skills of the profession; ● ability to think critically; ● ability to a lifelong education; ● ability to prepare and implement plans and personal projects; ● ability to analyze the situation on a labor market. 	<ul style="list-style-type: none"> ● ability to a pedagogical thinking; ● readiness to a self-realization in a pedagogical labor; ● possession of self-realization methods and the development of individuality within a teaching profession; ● readiness to continuous professional development; ● ability to project your future professional development; ● ability to a lifelong development; ● ability to improve your pedagogical abilities and skills in order to reach your own high professional level. 	
– <i>personality traits</i>		<ul style="list-style-type: none"> ● diligence, efficiency, fairness and respect, enthusiasm, love for people, love of the profession, tolerance, democracy, flexibility, ability to encourage and support, result orientation and ability to avoid stereotyping, respect and a smooth attitude toward all pupils, the vision of each pupil unique individuality, the ability to quickly find an effective solution; ability to solve moral and professional problems; care, motivation, capacity for compassion, freedom of thoughts, intellectual curiosity, a sense of humor. 	
<i>Integrative</i>		ability to think in the context of the profession, prioritize and solve pedagogical issues in an appropriate professional style;	
<i>Reflexive</i>	<ul style="list-style-type: none"> ● striving for perfection, including professional activity and the adequacy of its self-esteem; ● ability to a reflection; ● ability to evaluate your own possibilities; ● ability to overcome professional crises and strains; ● ability to predict, adjust and adapt to changes. 	<ul style="list-style-type: none"> ● striving for perfection of one's own pedagogical activity and the adequacy of its self-esteem; 	<ul style="list-style-type: none"> ● striving for perfection of teaching your academic discipline and the adequacy of evaluation of your teaching level.
<i>Creative</i>		– ability to predict, adjust and adapt to changes in a pedagogic profession	

Similarly, U.S. researchers Donald M. Medli, Mac Neil, Newson, M. Ransdell, D. Cruikshank, J. Stronzh understand the teacher's professional competency as a set of knowledge, skills and values possessed by the teacher, who adapts them to the teaching situation [3].

Based on the fact that Europe needs teachers-researchers who have academic achievements, organize and create their style of teaching, based on the results of their own work, European scientists define competency as "profound knowledge", "ability to execute the task adequately", "ability to perform their professional activities" [4] etc. However none of these definitions, in our opinion, covers the full meaning of this complex concept. We propose the following interpretation of the teacher professional competency that is:

- 1) a personal feature, that is the ability for training activity;
- 2) a unity of theoretical and practical readiness of a teacher to implement a training activity;
- 3) the ability to operate effectively, and efficiently solve standard problems and situations that arise in pedagogical work.

The concept of teacher professional competency may be understood through its structure. Ukrainian and Russian scholars use the three-component structure: key, base and special competencies.

Key competencies are necessary for any professional activity; *base competencies* reflect the speci-

ficity of a teacher professional activity and at the same time realize key competencies; *special competencies* reflect the specificity of a particular discipline of the teacher.

So we can say that a professional competency is a complex of key, base and special competencies. They are considered as hierarchical level-steps of competency. These hierarchical level-steps are revealed in all of the components of the structure of teacher professional competency: professionally-active, communicative and personal (see table 1). Moreover, the key level of these competencies is necessary for any specialist in any area in order to live and work comfortably in the world, base level is necessary for teachers of any subject and special one – for teachers of a particular professional area.

Note that we classify the types of professional competencies after joining them into groups that correspond to the components of the structure of teacher professional competency: professionally-active, communicative and personal.

The scientists consider competency as a formed quality of a person. It may be considered as a composition of the components that, in their turn, consist of separate competences. A competence is a result of education, knowledge, ability, experience of activity and an emotionally-appraisal relation to it.

That is why our next step will be definition of the structure of each separate competency and its specification through the competence components.

REFERENCES

1. Broadfoot P. Teacher's conceptions of their professional responsibility: some international comparisons / P. Broadfoot // Comparative education. – 1987. – Vol. 23. – № 3.
2. Hoffman T. The meanings of competency / T. Hoffman. // Journal of European Industrial Training, 1999. – Vol. 23.6. – p. 275-285.
3. Teacher creativity and teacher professional competency. Электронный ресурс: режим доступа: <http://www.articlesbase.com/education-articles>
4. Підласий, І. Формування професійного потенціалу як мета підготовки вчителя. Освіта – XXI ст. / Підласий І., Трипольська С. // Рідна школа. – 1998. – № 1. – С. 3-9.

Скворцова С.А., Вторникова Ю.С.

Профессиональная компетентность учителя: содержание и структура понятия

В статье проанализировано содержание понятия «профессиональная компетентность учителя» с точки зрения украинских, российских, европейских, американских и австралийских ученых. Презентована авторская трактовка понятия «профессиональная компетентность учителя», как свойства личности, проявляющегося в способности к педагогической деятельности; как единства теоретической и практической готовности педагога к осуществлению педагогической деятельности; как возможности результативно действовать, эффективно решать стандартные и проблемные ситуации, возникающие в педагогической деятельности. Представлены результаты анализа существующих подходов к определению структуры профессиональной компетентности учителя европейскими, американскими, российскими и украинскими учеными, которые дают возможность констатировать отсутствие единого представления о структуре профессиональной компетентности учителя. Исходя из сути педагогической деятельности учителя, презентована авторская структура профессиональной компетентности учителя, содержащая профессионально - деятельностный, коммуникативный и личностный компоненты. Исходя из общей классификации компетентностей на ключевые, базовые и специальные, профессиональную компетентность учителя представлено как совокупность ключевых, базовых и специальных компетентностей, которые рассматриваются как иерархические уровни-ступени компетентности, проявляющиеся во всех компонентах структуры профессиональной компетентности учителя. Раскрыто содержание этих компонентов на ключевом, базовом и специальном уровне. Представители любой профессии должны иметь характеристики рассмотренных блоков, представленные на ключевом уровне; учителя любого

Science and Education a New Dimension: Pedagogy and Psychology. Vol. 3, 2013

предмета – на базовом уровне; учителя определенного предмета, помимо характеристик ключевого и базового уровней, должны обладать свойствами, соответствующими специальному уровню.

Ключевые слова: профессиональная компетентность учителя, структура профессиональной компетентности учителя