PROFESSIONAL COMPETENCE OF A TEACHER AS A NECESSARY COMPONENT OF THE PROFESSIONALISM

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Abstract
The system of Ukrainian education on the modern stage of development of society suffers substantial changes, related to changing of model of cultural and historical development. But whatever reforms that were in the system of education, in the total or differently, were locked on a concrete performer – teachers. Exactly they is a basic figure during realization in practice of basic innovations. And for successful introduction to practice of different innovations, for realization in the new terms of the tasks put before him a teacher must possess a necessary level and professional competence and professionalism.

The questions of professionalism and professional competence in the last decade became the article of intent attention of psychological science (E.A.Klimov, A.K.Markova, L.M.Mitina, Yu.P.Povarenkov, N.S.Pryazhnikov and other). But in most cases researchers are limited in the study of set of PVK – professionally-important qualities, their forming and estimation. Remains not fully clear that psychologically means persons as a professional, as subject of professional activity, than mentally a technician differs from other people. The concepts of professional competence and professionalism equate frequently, including as it applies to the activity of a teacher.

Introduction
The aim of the research is consists in the research of the problems of essence to the phenomenon of professional competence, professionalism, professional culture of specialist, place of professional pedagogical culture in modern philosophy of education, ways and facilities of its forming as an important, urgent element of professionalism of teacher. As exactly on a teacher - professional stable development of our society depends in a great deal.

Materials and methods
Sure, off high-quality hand specialists impossible innovations, socio-economic and socio-cultural development of the society. In Laws of Ukraine “About education” and “About higher education”, to the Government national program “Education” (Ukraine of XXI item) outlined basic principles of its alteration: the humanizaciya and democratization of education; the priority of common values to all mankind; the creation of terms for complete realization of comprehensive development of everybody and major tasks are certain and requirement to the level of professional preparation of future specialists [2]. In the context of modernization of maintenance of education on the whole the tasks of trade education and preparation of skilled employee of the proper level, competitive at the market of labour, competent, responsible, that owns the profession not only well but also oriented in contiguous industries of activity, apt at effective work after speciality at the level of world standards, ready to permanent professional growth, social and professional mobility. Besides the development of higher education of Ukraine in the context of Bolognese process strengthens actuality of question of forming a professional competence of modern specialist.

Quality of higher education, foremost, related to the receipt of such professional knowledges and abilities which enable every specialist “to realize maximally the intellectually creative potential”, “to adapt effectively to the fleeting changes at the market of labour”, “to utilize optimally the accumulated educational capital in the conditions of cardinal world view changes”, and also to answer capabilities, inclinations and interests of the individual [3]. Exactly in the process of education and professional preparation the constituents of professional competence of specialist are formed and develop.
The questions of professional competence are examined in works of both Ukrainian and foreign scientists. Modern approaches and interpretations of professional competence are very different. Existing to date in foreign literature of determination of professional competence as «deep knowledge», «state of adequate performance of objective», «capacities for actual implementation of activity» (G.K.Britell, R.M.Jueger, W.E.Blank) at all not to a full degree specify the maintenance of this concept [6]. The problem of professional competence is actively studied by the Ukrainian scientists. More over, all this concept is used intuitional for expression high level of qualification and professionalism. A professional competence is examined as description of quality of specialist’s preparation, potential of efficiency of labour activity [8]. The pedagogues of this category are examined either as a derivative component from a «the whole cultural competence» (E.V.Bondarevskaya) or as a «level of formed of specialist» (B.S.Gershunskyi, A.D.Schekatunova). If to make an effort define the place of competence in the system of levels of professional trade, it is situated between executiveness and perfection [9].

The hierarchical model of pedagogical competence where every next block leans against previous causes interest, creating a «platform for “growings”» of next components [5]. Constituents model blocks are six types of pedagogical competence: a knowledge, activity-related, communicative, emotional, personality and creative. The special meaningfulness of principle of sequence, having a direct relation to the forming of competence of a teacher in the process of the teaching is underlined. The separate block torn up from a context will not provide the necessary professional competence of a teacher.

Taking into consideration the analysis of existent researches through question of professional competence will specify the examined concept as it applies to the specialists of pedagogical type. According to the previous thoughts, a professional competence of teacher is high-quality description of personality of a specialist, which includes the system of scientific and theoretical knowledges both in a subject domain and in area of pedagogics and psychology. A professional competence of a teacher is the multifactor phenomenon, plugging in itself the system of theoretical knowledges of teacher and methods of their application in concrete pedagogical situations, valued orientations of teacher, and also integrative indexes of his culture (speech, style of intercourse, relation to itself and to the activity, to the contiguous areas of knowledge and other).

We will select the followings components of professional competence of a teacher: motivational-volitional, functional, communicative and reflection.

A motivational-volitional component plugs in itself: reasons, aims, necessities, valued options, stimulates the creative display of personality in a profession; supposes the presence of interest to professional activity.

A functional (from latin. functio - execution) component in general case shows up as knowledges about the methods of pedagogical activity, the necessity of a teacher for planning and realization of one or another pedagogical technology.

The communicative (from latin. communico – link, communicate) component of competence includes abilities clear and expressly to expound ideas, convince, argue, build proofs, analyse, offer judgements, pass rational and emotional information, establish interpersonality connections, co-ordinate the actions with the actions of colleagues, to choose optimum style of intercourse in different business situations, to organize and support a dialog.

A reflection (from latin. reflexio - appeal back) component shows up in ability conscientiously to control the results of the activity and level of own development, personality achievements; formed of such qualities and properties, as creativity, initiativeness, aimed at a collaboration, co-author, propensity to self-examination. A reflection component is the regulator of personality achievements, search of personality senses in socializing with people, self-government, and also incentive of self-knowledge, professional growth, perfection of trade, sense - creating activity and forming of individual style of work.

Results and discussion

Professional competence is a necessary component of a professional human.

Under professionalism we understand the special property of people systematic, effectively and reliably to execute difficult activity in the most various terms. In a concept «professionalism» such degree of capture a man is reflected by the psychological structure of professional activity which corresponds existing in society standards and objective requirements. For acquisition of professionalism the proper capabilities, desire and character, willingness constantly to study and
perfect the trade, are needed. The concept of professionalism is not limited to descriptions of highly skilled labour; it and a special world view of man [10].

At the level of one’s country consciousness people understand that a receipt of institute of higher of diploma a graduating student is a yet not sign of his professionalism. We remember that a graduating student of the institute not so a long ago named a «young specialist» determining, so by appearance, his status. It was considered that he yet requires set time, to purchase work experience, and also the proper professional environment, giving him possibility to be formed as to the professional.

Thus, presence for the man of diploma, certificate, confirmative the level of his qualification (and more frequent – to some aggregate of knowledges, knowledge in this professional sphere) is a necessary (but not sufficient) condition for the subsequent becoming of professionalism. A man can purchase this property as a result of the special preparation and long experience, but can and not to purchase him, but only «counted» a professional.

Correlating professionalism with the different aspects of maturity of specialist, A.K.Markova selects four types of professional competence [8]: special, social, personality individual:

1. Special, or activity-related professional competence characterizes a domain activity at high professional level and includes not only the presence of the special knowledges but also ability to apply them in practice.

2. Social professional competence characterizes a domain the methods of joint professional activity and collaboration, by the receptions of professional intercourse accepted in a professional association.

3. Personality professional competence characterizes a domain the methods of self-expression and self-improvement, by facilities of opposition professional deformation. Here we take ability of specialist to plan the professional activity, independently to make a decision, see a problem.

4. Individual professional competence characterizes a domain, readiness, the receptions of self-regulation to professional growth, unsusceptibility to the professional senescence, presence of steady professional motivation.

Conclusions

As one of major constituents of professional competence A.K.Markova names ability independently to acquire the new knowledges and abilities, and also to utilize them in practical activity [8]. We see a fit to utilize the resulted types of professional competence to the tasks of estimation of professionalism of teacher.

The indicated descriptions of professional competence of teacher can not be examined isolated, as they carry integrative, integral character, are the product of professional preparation on the whole. A professional competence is formed already on the stage of professional preparation of a specialist. But if there teaching is in the pedagogical institute of higher it is necessary to examine as a process of forming of bases (pre-conditions) of professional competence, teaching in the system of the in-plant training – the process of development and deepening of professional competence, foremost, its higher constituents.

A concept «professionalism» is more wide, than concept «Professional competence». To be a professional – it not only to know how to do but also to be able to realize these knowledges, labouring for a necessary result. (On waters can not a rescuer be that, who, on expression of A.N.Leont'eva, «knows how to float», but not be able it to do). Effectiveness of activity, and correlation of it, is important with expenses (psychological, physiological and other), that at the estimation of professionalism speech must go about efficiency of professional activity [3].

References: