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Theoretical Aspects of Building Professional Competence of Future Teachers

Key words: *Competence, competency, professional competence, pedagogical principles.*

Annotation: *The article considers theoretical aspects of building future teachers' professional competence in the learning process. The author analyzes the essence of key concepts; identifies the main principles in the preparation process of future teachers' professional competence.*

The study is relevant because today, due to the growth of science and technology and increasing complexity of the socio-economic and political relations, modern society places new and higher demands on every individual.

In modern conditions of education modernization and competition in the labor market, the problem of comprehensive reforms in the system of higher education which should correspond to the new economic, social and cultural conditions is particularly acute. This makes it necessary to constantly develop and improve the preparation of each specialist in any field, especially in the field of education. Today, the main task of higher education institutions is not only to equip its graduates with professional knowledge and skills, but also to train them to be confident in the adjacent fields of study, teach them to be flexible and to be prepared for constant personal and professional growth, as well as for social and professional mobility. Currently, the key moment in the transition to a leveled system of higher education, implemented within the framework of the Bologna Process is the introduction of competence-based approach to assess the quality of education outcomes, which forms the basis for the development of the national educational standards. By joining the Bologna Process in 2005, Ukraine committed itself to defining the direction and outlines of the reform of higher education. This is evidenced by the fact of transition from a qualification model of university graduates to a competence-based model, which is characterized by the fact that educational goals not only include the performance of specific professional functions, but also have a close connection with the integrated requirements to the result of mastering specific competences. The concept of "competence" was included in the scope of pedagogy from the economic theory, management and personnel training; it was based on the necessity to determine the criteria for successful professional work and ways to improve training for specialists, and it was understood as the ability to effectively solve identified problems.

Work on establishing common principles for the evaluation of results in the process of learning, as well as on the completion of educational programs is going on within the framework of the comprehensive project "Tuning Educational Structures in Europe" (TUNING). The aim of the project is to use the tools of the Bologna Process for compatible

representation of structures and program descriptions at all levels of higher education (Bachelor, Master, and Doctor) on the basis of the competence-based approach.

In the system of specialists' training, competence-based approach is based on such concepts as "competence" and "competency". The concept of "competence" (from the Latin word "competens" – corresponding, capable) has different shades of meaning in different languages. For example, in the Russian language, according to the dictionary by S. Ozhegov, "competence" is defined as "... awareness, credibility in any activity" and the concept of "competency" determines the terms of authority of the rights of any person, body, range of issues, and cases (1). The French word "competent" is translated slightly wider: a competent person is someone who has knowledge and skills, who meets certain requirements, and who is empowered, which adds an idea of legal significance to this notion (2).

A number of scientists (I. Zimnyaya, G. Gorlanov, A. Khutorskoy and etc.) believe that it is necessary to distinguish between the concept of "competence" and "competency". So, I. Zimnyaya defines "competency" as a pre-assigned requirement for educational training of a student, the characterization of his professional role; the concept of "competence", according to the scientist, is a measure of compliance with this requirement, the degree of acquisition of competency, a personal characteristic of an individual (3). A. Khutorskoy distinguishes these concepts, claiming that "competency" includes a set of interrelated personal qualities, such as knowledge, skills, experience, types of professional activities, which are defined in relation to a certain range of objects and processes necessary for the qualitative productive activity toward them. Competence is a possession of an appropriate competency by a person, including his personal approach to it and to the subject of his activity (4).

The concept of "competency" includes knowledge and understanding (theoretical knowledge of an academic field, the ability to know and understand), knowledge how to act (practical and operational application of knowledge to specific situations), knowledge how to be (values as an integral part of the way of perceiving and living with others in a social context). Therefore, competency is a combination of characteristics like an integrated quality of the subject, which includes cognitive, motivational, value-conscious and practical aspects, which is shown in successful activities in any area.

Other researchers (V. Baydenko, N.Kuzmina, A. Markova, V. Metaeva) view the concept of "competence" and "competency" as synonymous. According to V. Metaeva "competence" and "competency" are mutually complementary and interdependent concepts: a competent person who does not have competency cannot implement it in full in social relevant aspects (5).

V. Shadrikov defines "competency" as a range of issues in which someone is well-acknowledged, a range of someone's authority and rights, believing that competency is not related to the subject of the activity, but to the range of issues related to the activities. "In other words, competencies are functional tasks linked to the activities that someone can successfully solve; whereas, "competence" refers to the subject of activities. Through competence, acquired by an individual, he (she) can solve specific problems"(6).

Therefore, competence is often understood as an integral quality of an individual, which manifests itself in the overall ability and willingness to act based on the knowledge and experience acquired in the process of education and socialization, oriented on independent and successful participation in the activity.

Professional competence is the most important characteristic of a specialist who should be prepared to perform professional activities on his own, responsibly and effectively. Works of N. Bibik, I. Zimnyaya, N. Kuzmina, A. Markova, L. Mitina, I. Prokopenko, S. Rakov, T. Sorokina, G. Tarasenko, S. Trubacheva, A. Khutorskoy, K. Shaposhnikov and etc. are devoted to the problem of building future teachers' professional competence.

So, K. Shaposhnikov defines the concept of "professional competence" as the willingness and ability of a specialist to make effective decisions in his (her) professional activities. According to the scientist, professional competence as a whole is characterized by a combination of knowledge, skills and experience, as well as his (her) personal qualities that enable a person to effectively design and carry out professional activities in cooperation with the surrounding world. The foundation of indicators of subjective professional competence may be based on the characteristics of the actual and potential activity of a specialist (7).

A teacher's professional competence is understood as the unity of his (her) theoretical and practical readiness to perform educational activities (10).

For example, T. Sorokina sees competence as one of the stages of professionalism which makes up the basis for a teacher's work and is understood as a person's ability to solve various types of educational problems at different levels. According to the scientist, the most important characteristic of professional competence is the "focus on the child" (8). N. Kuzmina highlights the following key elements of pedagogical competence: special competence in the area of a taught discipline; methodological competence in the sphere of methods of forming students' knowledge and skills; psycho-pedagogical competence in the field of motivation, abilities, orientation of students; reflection on pedagogical activities or auto-psychological competence (9).

We share the view of scientists who determine the professional competence of a future teacher as an integral feature of the person, which includes fundamental knowledge, generalized skills and abilities, important personal and professional qualities (level of culture, humanistic orientation, mastery, creative approach to the organization of a pedagogical activity, willingness to continuous improvement). Structure of a professional competence of a future teacher consists of motivational, personal and professional components. We allocate a system of principles which help to effectively form the process of future teachers' professional competence: ***scientific principle***, which assumes the correspondence of the level of education to the development of modern science and technology, the development of students' cognitive activity, creativity and divergent thinking; ***principle of educational upbringing***, which is based on a logical unity of upbringing and educating in a holistic pedagogical process and assumes the formation of a person's basic culture in the learning process: moral, legal, aesthetic, physical, communicational, work culture and vital functions; ***the principle of fundamental and professional orientation of the holistic educational process in universities*** aimed at mastering values of pedagogical activity by students, which assumes a selection of building models of the given process, taking into a consideration an experience of future teachers in the application of various practices; ***the principle of individualization and differentiation***, providing vocational and educational training that focuses on the development of students' abilities in the evaluation of personal, professional and pedagogical qualities, and on awareness and "acceptance" of the importance of individualization and differentiation in

the educational process at university and school; *the principle of consistency*, which is aimed at consolidating the previously gained knowledge, skills, abilities and important professional qualities, their progressive development, improvement, and introduction of new knowledge and formation of new skills based on it.

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