

PROFESSIONAL COMPETENCE AND PEDAGOGICAL SKILLS OF A TEACHER

Under modern conditions of educational reforms the status of teachers and their educational functions are radically changed, thereafter, demands for their professional competence and skills are increased. European trend of educational development and integration processes occurring in the modern society and in education foreground the need in fully developed, socially active teaching staff with fundamental scientific training, rich internal culture, and high level of pedagogical proficiency. This is reflected in the universal requirements, educational services quality improvement, transparency of knowledge operation and methods of monitoring its development at the level of the educational process at all.

Teachers' professional competence influences in the development of modern society as it is able to guarantee the optimal solution of generations conflicts, and to contribute to young people adaptation to new social conditions. Recently, teachers' professional competence is the focus of many home and foreign researchers.

In pedagogical literature, professional competence is considered as a holistic property that appears in the professionalism and provides unity of teacher's theoretical and practical commitment to professional activity. Theoretical knowledge and practical skills, experience, professional and personal qualities are joined in professional competence. Its components include critical thinking, need for self-improvement, propensity for creativity, and love of profession. Professional competence may be described as a person's ability to implement (solve) different tasks successfully within his or her competence. Similar to this interpretation is the professional competence definition made by V. Vesnin who defines professional competence as worker's ability to perform their functions efficiently and accurately in normal and extreme conditions, to acquire new knowledge successfully and adapt quickly to changing conditions.

The concept of “pedagogical competence” refers to the categories of pedagogy and is characterized by presence of knowledge for success, understanding of its implications for practice, set of operational skills, possession of algorithms for professional problems solving, ability to act creatively. Sometimes pedagogical competence is identified with teacher’s professionalism, meaning that this concept contains some aggregate characteristics that reflect physiological, mental and personality changes which occur in educational activities. Experience shows that education focused on the formation and development of teacher’s professional competence is effective only if there is creation of a collective positive psychological climate, equal partnership, joint developmental activities of teachers and students.

The formation and development of professional competence of teachers should be considered as a holistic process of their personal and professional growth that provides the conditions for the realization of this task in education, acquisition and further development of professionalism that contributes to success in the profession of teacher. The level of teacher’s professional competence affects not only his profession, but the very course of his or her life, self-expression as a means of self-determination through self-development.

The question of determining the content, forms, levels, mechanisms and structures of professional competence of teachers at educational institutions requires further development, systematization, analysis and synthesis. The current professional competence as a complex interaction of professional and personal characteristics should be considered a criterion for the effectiveness of teachers training.

Continuous growth of teachers’ professional skills at in today’s educational reforms should be aimed not only at improving teachers’ professional competence, systematic improvement in performance of their professional activities in order to improve the efficiency and quality of the educational process through the introduction of new educational technologies, development of motivation to self-conscious activities of professional and personal growth, but also at the development of pedagogical skills as an indicator of the highest qualification of teachers.