

УДК 378.14

Roliak A.O.

Ph.D. (Pedag. sciences) Assoc. Prof.

E-mail: rolyakangel@mail.ruState Agrarian and Engineering University in Podilya
Kamianets-Podilskyi

UKRAINIAN COMPONENT IN EUROPEAN DIMENSION OF COMPETENCE-BASED PEDAGOGICAL EDUCATION

Роляк А.О.

к.пед.н., доцент кафедри іноземних мов

E-mail: rolyakangel@mail.ruПодільський державний аграрно-технічний університет
м. Кам'янець-Подільський

УКРАЇНСЬКИЙ КОНТЕКСТ ЄВРОПЕЙСЬКОГО ВИМІРУ КОМПЕТЕНТІСНО-ОРІЄНТОВАНОЇ ПЕДАГОГІЧНОЇ ОСВІТИ

Abstract

Introduction. *The article deals with the problem of teacher education competence component in context of European educational environment.*

Methods. *On the basis of main international and national documents analysis on teacher training, the author has generalized international experience and designed competence component of pedagogic education.*

Results. *The author grounded the modern professional competences of secondary school teachers, characterised the most important of them for the efficient activity of a teacher in a new century and substantiated the necessity to use the new European competence scheme in the Ukrainian system of teacher education.*

Discussion. *The problem of life-long pedagogic education modernization in European environment and world-wide deserves the future research.*

Keywords: *competence component, educational environment, teacher education, professional competences, efficient activity.*

Анотація

Вступ. *У статті здійснено характеристику компетентнісної складової педагогічної освіти в європейському та українському вимірах.*

Методи. *Автором проаналізовано базові міжнародні та українські документи, пов'язані із освітою вчителів; узагальнено міжнародний досвід та змодельовано компетентнісну складову педагогічної освіти.*

Результати. *У роботі обґрунтовано необхідність використання європейського досвіду в українському освітньому просторі.*

Перспективи. *Особливого дослідження потребує проблема модернізації неперервної педагогічної освіти в Європі та світі.*

Ключові слова: *компетентнісна складова, освітній простір, освіта вчителя, професійні компетентності, ефективна діяльність.*

Аннотація

Вступ. В статті охарактеризовані компетентнісний складовий педагогічного освіти в європейському та українському вимірах.

Методи. На основі аналізу базових міжнародних та українських документів, пов'язаних з освітою учителів, автором обобщен міжнародний досвід та смоделирована компетентнісний складовий педагогічного освіти.

Результати. В роботі проаналізовані професійні компетентності педагогів та обґрунтовані висновки про необхідність використання європейського досвіду в українському освітньому просторі.

Перспективи. Особого дослідження потребує проблема модернізації неперервного педагогічного освіти в Європі та в світі.

Ключові слова: компетентнісний складовий, освітній простір, освіта вчителя, професійні компетентності, ефективна діяльність.

Introduction. General paradigm of pedagogical component in European education must be modernized – this is the vital idea of modern strategy in every knowledge-based developed society. To meet high world standards graduates from pedagogical educational institutions of today must be able to achieve the best results and comfort in their professional activity in a very short period of time. So for European institutions of higher learning it is necessary to educate competent teachers who can expand their knowledge, abilities and skills during all their life and teach the others (their pupils) how to continuously learn to enrich their personal intellectual values that will help them to be competitive on the world labour market [11].

In order to understand the overall competence educational scheme and to build an effective model of the Ukrainian pedagogical education it is very important to examine and analyze European experience in this sphere.

Research and publications analysis. General classifications of competences are represented in the works of Ukrainian and Russian scientists Hutorskoy A.V., Zinkovskiy U.F., Mirskih G.O. Such scientists as Nichkalo N.G., Zyazyun I.A., Mitina L.M., Ogiienko O.I. discuss the problem of formation of the professional teachers competences. Scientific works of J. Rasmussen, P.Laursen, J.Ravin, R.White, B.Oscarsson, R.W.While, W.Hutmacher, M.Schratz and others are devoted to the characteristics of some particular groups of competences in European educational environment.

Purpose. But in spite of the existence of great number of scientific works, articles, documents belonging to the problem of the competence approach in the teachers education systems of European countries there is no single theoretical substantiation and unified classification of professional competences, essential for European secondary school teachers.

Competence approach in pedagogical education makes it possible to outline the circle of the important knowledge, abilities and skills for teaching profession and to give the guidance for the teacher education programme content on their mastering, developing and using in practical activities. We are sure that competence component of pedagogical education of Ukraine can lead out Ukrainian specialists to the qualitatively new level, bringing their qualifications and degrees in correspondence with the European standards.

Results. Compared with the European countries modern Ukrainian pedagogical education is only at the starting point in the process of implementation of the competence concept [10]. Taking into account character and peculiarities of pedagogical activities, Ukrainian scientists include the following components into the system of professional teachers competences: 1) social block of competences combined with the environment, society, social activities of a teacher; 2) motivational block of competences which involves internal motivation, interests and individual choice of a teacher; 3) cognitive block of competences including total knowledge, abilities, skills of a teacher and his capacity to develop them continuously; 4) functional block of competences connected with the capacities of a teacher to

use scientific knowledge and factual material effectively; 4) research block of competences deals with realization of scientific research in the professional activity of a teacher [2].

All these competences form the basis of the efficient professional activity of a teacher in a new century. The components of professional competences were discussed by educational specialists, working in the system of basic and in-service education during seminars, round tables, meetings, etc. And on this phase of our research it is interesting to compare the components of Ukrainian teachers competence system with European one. Term “competence” in European pedagogical research is an evaluative one denoting the ability of a teacher to use his or hers knowledge and skills in practical professional activities [8].

Analysis of European documents made it possible to formulate the major professional competences European teachers need to meet the needs of the 21-st century society. Judging from these documents professional competences of modern European teachers may be generally divided into the following groups: key competences; basic competences; specialised or subject competences [4; 5; 6].

Key competences are necessary for performance of any professional activity. Thanks to them an individual feels comfort in social and professional environment, solving professional tasks due to the correct use of information, communication, social and legislative norms existing in the society [12]. Key competences of teachers should include: 1) information-communicative competence: the ability of a teacher to look for, analyze and select the necessary information; the knowledge of information technologies, computer programming including communication through Internet; 2) social-labour competence: the ability to take the responsibility; the ability to combine personal interests with the social needs; willingness for independent professional decisions; 3) language competence: the ability for oral and written communication in different languages; teacher’s talent to inform his pupils clearly and obviously from the point of view of both the depth of subject context and the way of teaching; moreover modern teachers must carry out the information in such a way as to make the pupils to continue their work independently; 4) values of an individual: realization of teachers role and destination in the modern society, in European and world environment; necessity and ability to self-perception; active life viewpoint; promoting of values of a democratic society and their use in everyday life and professional activities; 5) cultural competence: profound knowledge of national, European and world culture; tolerant attitude to different ethnic cultures [3;13].

Basic competences show the specific character of teaching profession. Basic competences for pedagogical activities are based on the abilities, knowledge and skills of the XXI century European teacher. They include: 1) organizational competence – the ability of a teacher to organize pupils effectively, to manage and control their educational activities and to plan and correct teacher’s own activity; 2) didactical competence demonstrates how teacher can easily adapt or reconstruct teaching material taking into account mental, social, cultural and ethnic differences of his pupils using various methods and forms of personally-oriented teaching; 3) pedagogical thinking–reflexive capability of a teacher to realize his own personality in pedagogical reality, to foresee the results of his activity and to plan the pupil’s future educational trajectory; 4) creative thinking – the skill to learn through understanding of what is necessary for a pupil; 5) psychological competence – determination of a child individual as the dominant of education; 6) evaluative competence – the ability to examine objectively the results of pupils achievements, 7) critical thinking – assessment the effectiveness of his own work and the professional work of his colleagues, positive and negative features in the system of education as a whole; 8) competence of lifelong development – the talent to evolve his professional skills, knowledge and competences during all his life [1].

Special competences are considered by European scientists as abilities of a teacher to realize his basic and key competences in the process of teaching of the major subjects at school. They include the following: 1) subject competence; 2) research competence [12]. Europe needs

teachers-researchers who conduct their scientific work, organize and create their own styles of professional activities reasoning from the results of their research work .

Comparing two schemes of teachers competences – Ukrainian and European – we came to the conclusion that they have much in common. Though description of teachers competences in European dimension is much wider and fundamental. Our research has demonstrated the positive tendency of realization in Ukrainian pedagogical environment of the necessity to change the traditional educational system to the competence one. Introduction of the competence model in the teachers training system would bring to the decision of very difficult questions in Ukrainian education which have become the results of serious contradictions between the necessity to provide high level of education on one hand and impossibility to solve this problem traditionally only by expanding of educational information on the other.

Under such circumstances the accent in the process of teachers training must not be put on mastering the programme level of information but rather on organization of an individual intellectual activity in which future teacher should be able to actualize and understand the adequacy level of his knowledge got in the system of pedagogical education [8]. Moreover teachers knowledge cannot be fragmentary, isolated from the environment, it should be renewed continuously due to the subject's desire to develop his professionalism during all his life. To realize this type of educational scheme a future teacher must be involved in the complex model of the country's life-long pedagogical education. As for educational environment of Ukraine this means essential changes not only in the pedagogical education content but also in methods of teaching and learning, methods of term and final control, methodology of evaluation of the pedagogical practice results, etc.

Discussion. Ukrainian pedagogical education is on the way of integration to the European educational environment. In this context the important stage is to implement the competence component which will make it possible to prepare future teachers for qualitative and efficient professional activities in a knowledge-based society.

Realization of Ukrainian teacher professional competence component is taking into account both recommendations of European educational community and Ukrainian experience in teachers training.

The importance of this problem determines the necessity of its continuous study. We think that special interest deserves the problem of methods of teachers professional competences forming in the European system of the initial pedagogical education.

References

1. Caena F. (2011) *Literature review: Teachers' core competences: requirements and development*. Brussel: European Commission.
2. Ovcharuk O.V. (ed). (2004). *Kompetentnisnyi pidhid u suchasniy osviti: svitoviy disvid i ukrainski perspektyvy [Competence approach in modern education: world experience and Ukrainian prospects]*. Kyiv: «K.I.C.». [in Ukrainian]
3. Zuljan Milena Valenčič and Vogrinc Janez (eds). (2011). *European Dimensions of Teacher Education – Similarities and Differences*. Ljubljana: Dravska tiskarna.
4. Education and Training 2010: Progress Report, November 2003. (2003). Brussel: Directorate-General for Education and Culture. Retrieved from: http://ue.eu.int/ueDocs/cms_Data/docs/pressData/en/ec/00100-ri.eno.htm
5. Eurydice . *European Glossary on Education. Teaching staff. Volume 3*. (2011). Brussels: Eurydice.
6. *Green Paper on Teacher Education in Europe. High Quality Teacher Education for High Quality Education and Training: Thematic Network on Teacher Education in Europe*. (2000). Umea: Fakultetsnamnden for lararutbildning, Umea universitet.
7. Loughran John & Russel Tom (eds.). (2002). *Improving teacher education practices through self-study*. London: Routledge Falmer,
8. Laursen, P.F. (2006). Educating the Authentic Teacher. *A Nordic Perspective on Teacher*

Education in a time of Societal Change: contributions from a Nordic conference that focused on the professional teacher role. Lindgren, Ulla (ed.). Umea: Umea University Publ.

9. Ogienko, O. (2007). Kompetentnisnyi pidhid yak osnova neperervnoi pedagogichnoi osvity v Danii [Competent approach as the basis of lifelong adult education reforms in Denmark]. *Journal of Pedagogical sciences of Sumskij State Pedagogical University, Volume 2*, 58-66. [in Ukrainian].

10. Rolyak, A. Ogienko, O. (2008). Comparative characteristics of the main tendencies of teacher education in Ukraine and Scandinavian countries. Proceedings from Collection of scientific articles: *ECER conference, 9-12 September 2008. (Gothenburg)*. Retrieved from: http://www.eera-ecer.eu/publicationdatabase/conference/2008/contribution/comparative_analysis_of_teacher_education_systems_in_ukraine_and_scandinavian_countries/

11. *Teacher education for change. The theory behind the Council of Europe Pestalozzi Programme* (2011). Brussels: Council of Europe.

12. Schratz, M. (2005) What is a "European Teacher"? A discussion Paper. *ENTEP Papers*. Retrieved from: <http://www.pa-feldkirch.ac.at/entep/>

13. Schratz Michael (2014). The European teacher: transnational perspectives in teacher education policy and practice. *CEPS Journal 4, Volume 4*, 11-27.