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PROFESSIONAL TRAINING OF FUTURE TEACHERS IN THE REPUBLIC OF POLAND: COMPETENCE APPROACH

Abstract. The article deals with professional competences, which should master future teachers in the Republic of Poland; it analyses the groups of professional competences according to the standard of professional competences of the teachers of the modern Polish school; it describes the basic competences of the Polish school teacher, highlighting by the national and the Polish scientists; it focuses on sociocultural competence of future teachers and the need of information technology education of teachers of all directions of training; the article deals with the problem of raising the professional competence of future teachers.

Keywords: competence; professional competence of the teacher; sociocultural competence.

Introduction. The idea of competence approach in teaching originated in the early 80's of the last century, when the magazine «Outlook. Questions of Education» published an article by W. de Landshejera «The concept» of minimum competency [1, 137]. The emergence of the concept of «competence» meets the challenges of the post-modern era. Unlike traditional «knowledge and skills», the structure of competence includes value and quality that turned the «artist» who knows, and knows how to act to the «conscious creator» who knows for what and how it works [4, 217].

Making competency-based approach in higher education teaching leads to revision of learning content according to the demands of society, European standards, saving experience of teacher staff at present.

Competency based approach in education investigated N. M. Bibik, I. H. Ermakov, V. A. Ognevyuk, S. O. Sysoieva, L. L. Khoruzhaya and others. The development of professional competence of teachers are devoted the works I. A. Zymnia, I. A. Ziaziun, N. V. Kuzmina, A. K. Markova, O. I. Pometun, O. Ja. Savchenko, A. V. Hutorskyi and others. The problem of formation of various types of professional competence of future professionals in the Republic of Poland regarded as domestic (A. Vasyliuk, L. Smirnova, O. Kuchai, L. Shevchuk, A. Mykhalchuk and others) and Polish (K. Denek, M. Jakovitska, J. Kuzhma and others) scientists. The analysis of scientific sources indicates that research

of competence oriented professional training of teachers in the Republic of Poland has not yet become the subject of a holistic system analysis.

The purpose of the article – to consider the professional competence, which should have a future teacher in Poland.

Exposition of basic material. An important legal basis in the Republic of Poland from 1982 is a Teacher Map (Karta nauczyciela) with changes dated the 6 of December 2007, which regulates the position of professional teachers [2]. The main documents that regulate the system of professional development and the problem of providing teachers by work in Poland, are: Administrative Procedure; The law of February 18, 2000 «On amendments to the law on the status of teachers, as well as change some other legislation»; The law of August 23, 2001 «On Amendments to the Law «On education system»; laws to reform the education system, as well as some other legislation; Order of the Minister of National Education on August 3, 2000 to obtain degrees of professional development of teachers; Act of July 15, 2004 «On changing the status of teachers, as well as changes to some other legislation»; Order of the Minister of Education and Sport of December 1, 2004 to facilitate teachers to receive degrees. Tasks, related to requirements for teacher training contained in the Labor Committee prognoses «Poland in the XXI century» and the updated law «About Higher Education» on July 27, 2005.

In 1998, the Committee of Pedagogical Sciences of the Polish Academy of Sciences has developed standards of professional competence of teachers of modern Polish school. This standard singled out five groups of professional competences of teachers [5, 14]: 1) pragmatic competence is characterized by productivity of teachers in planning, organization, control and evaluation of educational processes; 2) competence of interaction is characterized by the success of social behavior and serviceability integration of teacher action; 3) communicative competence: expressed by achievers speech behavior in educational situations; 4) creative competence: characterized by innovative and unconventional actions; 5) Information and media competence: provide skillful use of new sources of professional activity.

Ministry of National Education and Sport, based on the provisions of the above standard, defined competences of that should seize the future teacher during teaching in

higher vocational schools, universities or graduate master studies. According to the order teachers have to possess didactic, social, educational, creative, praxeological, communication and information display competences [5].

T.Ye. Krystopchuk notes that only in 1998 it was initiated fundamental changes and reforms directly in the education system in Poland. The reform covers a number of important aspects, namely verification of professional qualifications of teachers, teacher training, outlining their requests for professional development, outlining the stages of professional development of teachers [2].

Casimir Denek in his book «About the new education» gives competences, which should have a teacher, including [9, 49]: praxeological – they express the skills of teachers in the planning, organization, control and evaluation of educational processes; communicative – language features, reflected in educational situations; interaction – characterized by clarity of integration of teacher's action; creative – innovation and irregularity.

In this context, Mariya Yakovitska notes that in addition to knowledge and skills competency includes such personalities as the ability to compromise and work with others, openness to others, the ability to analyze the situation beforehand, estimation own thoughts [10, 113].

Z. Zhukovska identified public expectations of a teacher. According to her, a teacher, really influence on the development of society, should permanently respond to rapid scientific and technological development, anticipate trends and development of general public in this area to teach and educate children and young people [5, 14]. Z. Zhukovska identifies the following teacher competences: subject-teaching; methodological and organizational; socio-cultural.

In the process of teacher education, according to Joseph Kuzhma, should strive to master the competences such as [11, 157]: knowledge about the object and subject of teaching activities, about the purpose and objectives of the school, the interaction between teachers, students and parents in the educational process, about the conditions, methods and means of action, about constructing and solving typical educational situations through various forms of active classes and methods; formation of future teachers skills like self-

knowledge, the student and the surrounding reality, self-acceptance and problem solving, arising from the purpose of the school and after-school environment, cooperation with various entities of school authorities, self-control, self-development and self-esteem.

V. R. Pasichnyk, examining experience in Poland, has identified basic competences of a teacher of preschools and elementary school, namely: praxeological, communication, collaboration, creative, moral, information and media, etc., which cause a multifaceted educational work of teachers in preschools or elementary school [6]. Praxeological competence realized by a teacher in an objective diagnosis of children, effective planning and clear organization of its educational activities, self-control and self-evaluation of one's work performance; communicative competence provide communication technology of the teacher with children, their parents and colleagues, the use of a certain style of educational influence on children; competence of cooperation express the success of social communion, the mobilization of children to active learning activities, a teacher awareness of personal responsibility for the education of children and respect for universal moral norms in contact with them, the ability to resolve conflicts in a group or class; creative competence of a teacher appear in creative relation to the work and offbeat teaching activities, in application in the educational process the most effective methods and techniques; information and media competence realized in the application of modern computer technology and on a variety of workshops and classes with preschool children and primary school pupils; moral competence include the presence of human culture and education of the teacher responsible attitude to his academic work [2, 129].

Based on its European choice, as L. L. Smirnova notes, Poland paid special attention to the individual of a teacher of foreign languages, has started a process of change in teacher education, learning basic educational concepts of Europe [7]. Basing the interests of the individual, his desire to live and work in harmony with values and multicultural society, Polish scientists had emphasized the social and cultural competence. Polish scientists consider sociocultural competence of a teacher pointing to his personal characteristics such as openness, assertiveness, social responsibility and critical reflection, and the availability of relevant competences of a specialist that are efficiently integrated into his future professional activities. The researcher revealed features of training in the

context of effective formation of socio-cultural competence of experts, namely [7, 16]: creating an educational learning environment in higher educational establishment, which adapts the students to the realities of social and professional life; introduction of intensive method of learning process by integration of different areas of knowledge, synthesis of different subjects that directs students to create a complete picture of the world, naturally increases not only their own level of professional and personal success, but also the possibility of effective formation of sociocultural competence of future teachers of foreign languages; maximum approximation of training programs to the specific conditions and problems of school reality.

A significant role of a teacher in the information education reveals the program of computerization of educational process adopted in Poland in 2000, which is a major challenge for a teacher identified creating opportunities for pupils for gaining skills of selection and use of information from different sources and efficient use of information technologies. [3]. Thus it is proved the necessity of using of information technology of education by teachers all areas of training. The researcher identifies the main components of professional competence of a teacher (prognostic – targeted, psychological, autopsychological, pedagogical, special-subject, methodical, communicative, linguistic, technological, diagnostic, management , information and research), and components of professional competence of a teacher of informatics in Poland [3, 15]: psychological and pedagogical; communicative; design and evaluation of school textbooks; informative; technical; educational. According to O. V. Kychai, Poland focuses on training teachers information, which in the future will shape the next generation, passing not only the ability of their subject area and primarily forming attitudes towards life and the world in which information technologies play an important role. Therefore, the formation of professional competence is crucial in information education of teachers.

We agree with the view of V. R. Pasichnyk, that the professional competence of a teacher is an integrated concept that integrates the following components [6]: outlook of personality and professional skills (knowledge and skills) in the implementation of health care, diagnostic-prognostic, educational, developmental, teaching, training,

communication, organizational, educational, reference, educational aspects of its operations and continuous improvement.

During training of students in higher educational establishments it is possible to form only the main professional competences, because professional competence is formed during the formation of teachers pedagogical experience and constant work to improve their skills [6, 103]. Professional competence – dynamic structure, its quality can be evaluated in specific situations activity of a teacher (educational, organizational) to comply with its functional responsibilities.

In the Republic of Poland demographic trends and changes in the socio-political system influence on improvement of professional competence of teachers and the problem of education [8]. According to many educators in Poland, modern education does not enough provide the improving of professional competence and capability continuous self education. To enable the professional development of teachers in Poland it was provided the following functions by more experienced teachers: guardian trainee teacher (mentor), which will introduce young teachers to the profession; leader of block association of specialists (objective), which will organize and manage labor union and methodological assistance; teachers union leader, who will organize and manage the work of pupils and to assist and coordinate educational activities of the school; the leader of IST (internal school improvement service of teacher training), whose task will improve coordination, research needs, related to professional development and organization of some forms of improvement according to the priorities of the school [8, 161].

Conclusions. We can conclude that the problem of raising the level of the professional competence of future teachers, able to think freely and actively, to model the educational process, to generate and implement new ideas and technologies of training and education is relevant in the present socio-economic conditions [1, 138]. Firstly, professionally competent teachers make a positive impact on the formation of creative students in the educational work; secondly, they can achieve better results in their professional, thirdly, it facilitates the realization of their own professional capacity.

Integration of the Republic of Poland to the EU promotes the program of implementation to increase the competence of teachers and effective adaptation of the regulatory framework to Western European standards.

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ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ В РЕСПУБЛИКЕ ПОЛЬШЕ: КОМПЕТЕНТНОСТНЫЙ ПОДХОД

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Аннотация. В статье рассмотрены профессиональные компетентности, которыми должен овладеть будущий учитель в Республике Польше; проанализированы группы профессиональных компетентностей в соответствии со стандартом профессиональных компетентностей учителей современной польской школы; охарактеризованы базовые компетентности учителя польской школы, которые выделяют отечественные и польские ученые; сделан акцент на социокультурной компетентности будущего учителя и необходимости использования информационных технологий обучения учителями всех направлений подготовки; освещена проблема повышения уровня профессиональной компетентности будущего педагога.

Ключевые слова: компетентность; профессиональная компетентность учителя; социокультурная компетентность.

ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ У РЕСПУБЛІЦІ ПОЛЬЩІ: КОМПЕТЕНТНІСНИЙ ПІДХІД

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Анотація. У статті розглянуто професійні компетентності, якими повинен оволодіти майбутній учитель у Республіці Польщі; проаналізовано групи професійних компетентностей відповідно до стандарту професійних компетентностей учителів сучасної польської школи; охарактеризовано базові компетентності учителя польської школи, які виокремлюють вітчизняні та польські науковці; зроблено акцент на соціокультурній компетентності майбутнього учителя та на необхідності використання інформаційних технологій навчання учителями всіх напрямів підготовки; висвітлено проблему підвищення рівня професійної компетентності майбутнього педагога.

Ключові слова: компетентність; професійна компетентність учителя; соціокультурна компетентність.

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