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PROFESSIONAL COMPETENCY AS A BASIS FOR ADEQUATE SELF-ASSESSMENT OF FUTURE TEACHERS

Liudmyla Bakhmat,
Ph. D in Pedagogy,

Iryna Fursa
Ph. D in Pedagogy, Municipal Establishment
«Kharkiv Humanitarian-Pedagogical Academy»
of Kharkiv Regional Council
Kharkiv, Ukraine

Анотація

Стаття розглядає питання підготовки висококваліфікованих вчителів у ВНЗ педагогічного профілю. Метою статті є дослідити зв'язки та взаємозалежності між високою професійною компетентністю та адекватною самооцінкою навчальної діяльності, де обидві з них є невіддільними від ефективного навчання. Залежно від предмету викладання, педагогам потрібно оволодіти різними компетентностями, що стосуються виключно їх спеціальностей. Автори статті зазначають, що існують загальні компетентності для всіх учителів, які включають в себе мотивацію, організацію тощо. У статті також вивчаються поняття «компетентність» і «компетенція», аналізуються їх схожості та відмінності, оскільки вони є основою для успішного застосування компетентнісного підходу. Автори звертаються до компетентнісного підходу, що центрується на здібностях і знаннях (компетенціях), та є широко прийнятим на педагогічній ниві. Для оцінювання компетентностей використовуються спеціальні інструменти, які є особливо необхідними для атестації педагогічних кадрів та включають в себе діаграми, таблиці, тести множинного вибору і, навіть, моделювання. Відповідаючи на запитання і оцінюючи власні здібності, учителі мають можливість отримати чітке розуміння тих навичок і знань, якими їм варто детальніше оволодіти. Автори статті зазначають, що існують багато способів візуальної демонстрації результатів, але най-

більш популярним є діафрагма-листок (*leaf diaphragm*), яка поєднує в собі результати як експертної оцінки і самооцінки. У статті також розглядається питання про структуру самооцінки, комплексний характер якої відзначають науковці та підкреслюють, що операційна діяльність і особисті аспекти є найбільш важливими компонентами, – іноді це розглядається з точки зору результату та потенціалу.

Ключові слова: професійна компетентність, професійна підготовка майбутніх учителів, адекватна самооцінка, самооцінювання, компетентнісний підхід.

Defining the problem. Nowadays training a creative and competent teacher is essential for Ukraine. According to the main principles and ideas of the Bologna declaration, national education systems should be aimed at building professional competency of higher school graduates. Mainly, it's future teachers who get the most attention as they are number one precondition of quality education. In its turn, the quality of education is defined by teacher competency and professional activities.

Analysis of the latest publications and researches. Competences are thoroughly studied by researchers worldwide. Foreign specialists such as D. Blancero, E. Fleischman, L. Wetrogan, C. Uhlman underline a myriad of competences. They are grouped according to type characteristics (A. Klein, G. Raven), personal qualities (R. Mansfield, L. Spencer), knowledge, skills and experience (W. Brockbank, A. Yeung, D. Lake).

At the same time, lots of researchers connect the notion of competency with self-concept and self-assessment. A great many publications have been devoted to the topic, including those by T. Olephirenko, O. Shapran, Yu. Shapran and others.

Defining points for consideration and research. Despite the fact that the matter of competences has been widely studied, its connection with self-assessment requires

further analysis as it can be a main precondition for effective teaching.

The aim of the article is to explore interconnections between high professional competency and adequate self-assessment of teaching activities.

Main material. The starting point of our research is to clearly understand the terms «competence» and «competency». They are based on Latin *competentia* and *competo*. Despite the fact that various dictionaries define the terms in different ways, they have a common basis when a competent person is expected to be well-qualified, effective and have deep knowledge on a certain field.

Originally, the term «competence» was introduced by an American psychologist Robert W. White in the late 1950s. In September 1959, he published *Motivation reconsidered: The concept of competence*.

Nowadays pedagogues and psychologists debate over defining the two terms, which have so much in common, at the same time combining lots of differences. N. Bibik and M. Holovan' believe competence to be a separated quality, a certain requirement to the level of knowledge. Yu. Shvalb is sure that the concept of competence in the educational system is defined with the object of learning activities and curriculum. In higher education it is applied when creating a system of comparative qualifications, where competences are explained by the means of learning plans and results, competencies, etc.

A. Khutorsky divides competences into objective (separate subjects), inter-subject (professional) and core (limit surpassing). During *TUNING process* core competencies were grouped as follows: instrumental (analyzing and systemizing, planning and organizing, etc.), interpersonal (criticizing and self-criticizing, team work, etc.) and systematic (practical use of knowledge, creativity, initiative, etc.).

In M. Synyakova's opinion, core competences are long-lasting and a good basis for professional competency, acting as a foundation for career proficiency. All in all, competences are an inseparable part of professional training and a proof of career success. After analyzing publications and researches, the following conclusion can be made: competences are formed when getting professional education, but competency depends on professional activities and gaining experience.

As for competency of pedagogical staff, the following terms are used: pedagogical competency, professional and pedagogical competency, teacher/pedagogue competency, etc. For I. Sidanich professional competency of a teacher is «an ability to effectively perform professional activities, when a teacher is equipped with knowledge and skills» [6, p. 29]. However, E. Kravchenko believes it to be an integral quality combining professional and pedagogical competences and professionally important personal characteristics which enable professional activities of a graduate and further development.

Worldwide competency-based approach has been widely used. It is known for educating a competent personality with a variety of interests and thorough vocational training [2, p. 104–105].

Currently using competency-based approach helps to update knowledge base and build skills for solving professional tasks efficiently. Its main idea is to guarantee high professional level through mastering necessary competences.

A lot of researchers have been studying competency-based approach, including V. Boidenko, I. Zymnia, V. Luhovy and others. According to Yu. Shapran, «competency-based learning focuses on the abilities of using knowledge and skills to solve problems a student is likely to meet when teaching. It stimulates early professionalization of future

teachers during college years as well as self-realization when teaching» [8, p. 13].

V. Bolotov and V. Sierikov point out the necessity of integrating subjects because of increasing the number of closely connected learning subjects and creating a scheme of using competency elements of the curricula [1]. Meanwhile N. Sevost'ianova stresses connection between competency-based and integrative approaches which is incredibly important when tutoring future biology teachers [5]. The approaches are meant to cultivate thinking abilities, building algorithms and models to solve possible professional tasks in the future. Researchers explain that outer integration means combining personal, social and activity aspects, while inner integration is about building integral qualities.

In general, competency-based approach leads to innovative changes in the content of vocational training by detailing curricula and minimizing the number of subjects, defining core professional competences of future specialists. Quite popular around the world, the approach is under close consideration of Ukrainian researchers as a top tool for professional development.

Professional development is defined as systematic, ongoing and self-directed learning. It utilizes reflection, planning, action and evaluation, while reflection requires self-assessment of knowledge, skills, and competence.

In the US, teacher training is widely supported and teacher competences are much analyzed. There is the American Federation of Teachers, National Council on Measurement in Education, National Education Association. The professional education associations were established in 1987 aimed at developing standards for teacher competence in student assessment out of concern that the potential educational benefits of student assessments be fully realized.

Assessment is the process of getting information for educational decisions about students, to give feedback to the

student about progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy. The various assessment techniques include formal and informal observation, qualitative analysis of pupil performance and products, paper-and-pencil tests, oral questioning, and analysis of student records. The assessment competencies are the knowledge and skills critical to a teacher's role as educator. Clearly, there are many competencies beyond assessment competencies which teachers must possess. When establishing standards for teacher competence in student assessment, the associations subscribe to the view that student assessment is an essential part of teaching and that good teaching cannot exist without good student assessment.

Naturally, developing competences is impossible without working assessment tools. Current assessment methods have evolved from subjective assessments and multiple-choice tests to the use of simulations. Most philosophical frameworks suggest the need for a system to take into account the developmental progress of learners, and to assess performance and capability even at a relatively early stage of teacher training. Many tested and previously validated formats, multiple-choice questions, in addition to newer formats (peer assessments, teamwork exercises) are offered. Recently, Assessment of Professional Competence (APC), the practical training and experience combined with academic qualifications, has been widely used.

Studying self-efficiency, Bandura stresses the two components: competency and self-assessment of competency. The latter plays an important role in education. According to Zimmerman, Bandura and Martinez-Pons, a lot of researches have proven that students with high self-assessment of scientific abilities are more persistent and interested in studying and achieving great results. The research carried out by Marsch and Jong in 1997 demonstrated that posi-

tive self-concept in a certain field (a level of expecting good results) turned out to be one of the most important factors which enable foreseeing a sphere for further studies and interests [4].

The structure of professional self-assessment is basically divided into operational activity (professional and pedagogical levels of knowledge and skills as well as competence) and personal aspects (the ideal self-concept). Moreover, professional self-assessment can also have self-assessment of result and potential. The former is about appraising achievements and mirrors satisfaction or dissatisfaction, while the latter demonstrates professional abilities, self-assurance of having the needed skills.

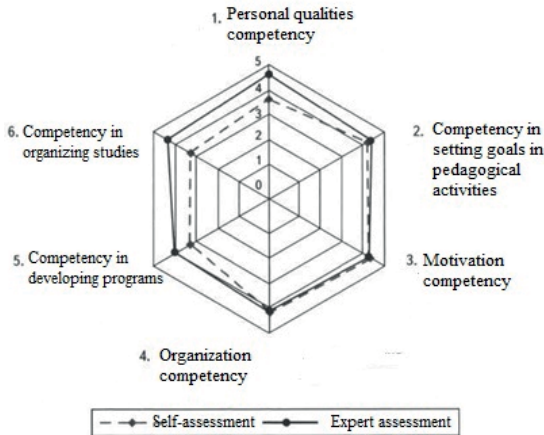
Using the Leary method, A. Rean proved that most teachers lack flexibility, leadership skills and credulity.

Self-assessment practices are widely used when carrying out certification/attestation of pedagogical staff in order to make sure all the qualifying requirements are strictly met. A number of principles are used when analyzing competences, including organization principles (the principle of combining expert and self-assessment) [3].

Having several phrases, self-assessment is applied along with expert assessment using the same factors which allows a teacher to clearly understand the attestation requirements of solving all the pedagogical problems. Teachers are to fill in the tables for further analysis. Naturally, there are keys for straight and forward factors. All the tables are developed in order to provide straightforward answers on competences. In Russia they offer the following competences for efficient self-assessment: personal qualities competency (general culture, self-organization), competency in setting goals in pedagogical activities, motivation and organization competency, etc. [hse.ru].

Results of self-assessment activities can be presented in several ways, though leaf diaphragms are quite wide-

spread. They have six axis as six is the number of competences. Each axis has five points. (Pic. 1)



Pic. 1. Comparison of self-assessment and expert assessment on a leaf diaphragm.

T. Kazaritskaia, I. Holovanova, L. Kaplych, I. Uvarova, T. Tsvetkova have been studying the problem of creating an adequate system of assessing teacher's professional activities. British Council has been guiding the project since 1998. As a result, the model has been developed where professional competency has been proven a complex unity which can still be evaluated with proper measuring instruments. It is meant for defining competencies of secondary school English teachers.

The main principles and criteria of expert and self-assessment include consistency, complexity, relative objectivity, transparency and participants partnership, activation of inner school resources.

The pack of documents includes tables for both skilled teachers and beginners. As the main audience is English teachers, there are questions concerning language competences, e.g. phonetic, grammar, lexical, etc.

The authors of the model have a list of competence questions to answer after attending a lesson. They are professional communicative competence, competence in teaching and assessing pupils, competency in managing learning processes. For young teachers, methodological competence is added concerning an ability to choose and efficiently apply methodological strategies.

Further prospects. Studying professional competences for successful teaching is a key to successful application of competency-based approach. Assessing and self-assessing competences play an important role in professional development.

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Людмила Бахмат,

кандидат педагогических наук,
преподаватель кафедры иностранной филологии,
Коммунального учреждения
«Харьковская гуманитарно-педагогическая академия»
Харьковского областного совета.

Ирина Фурса,

кандидат педагогических наук,
преподаватель кафедры естественных наук,
Коммунального учреждения
«Харьковская гуманитарно-педагогическая академия»
Харьковского областного совета
Харьков, Украина

Бахмат Л. В., Фурса И. В.

**ПРОФЕССИОНАЛЬНАЯ КОМПЕТЕНТНОСТЬ КАК ОСНОВА
АДЕКВАТНОГО ОЦЕНИВАНИЯ БУДУЩИХ УЧИТЕЛЕЙ**

Аннотация

В статье рассматриваются вопросы подготовки высококвалифицированных учителей в высших учебных учреждениях педагогического профиля. Основное внимание посвящено взаимосвязям и взаимозависимостям адекватной самооценки и профессиональной компетентности. В статье также изучаются термины «компетентность» и «компетенция», анализируются общие черты и различия. Авторы обращаются к компетентностному подходу, который центрируется на способностях и знаниях (компетенциях), и широко распространен в среде высшего образования.

Ключевые слова: *профессиональная компетентность, профессиональная подготовка будущих учителей, адекватная самооценка, самооценивание, компетентностный подход.*

Liudmyla Bakhmat,

Candidate of Pedagogical Science,
tutor of Foreign Philology Department,
Municipal Establishment

«Kharkiv Humanitarian-Pedagogical Academy»
of Kharkiv Regional Council

E-mail: *mila.bakhmat@gmail.com*

Iryna Fursa,

Candidate of Pedagogical Science,
tutor of Natural Sciences Department,
Municipal Establishment

«Kharkiv Humanitarian-Pedagogical Academy»
of Kharkiv Regional Council

E-mail: *fursa.irina@yandex.ru*

Bakhmat L., Fursa I.

PROFESSIONAL COMPETENCY AS A BASIS OF ADEQUATE SELF-ASSESSMENT OF FUTURE TEACHERS

Annotation

The article deals with the problem of educating highly qualified teachers in pedagogical establishments as they are an important condition of reorganizing the education system in Ukraine efficiently. Worldwide, especially in the US, much attention is drawn to training teachers, leading to establishment of special teacher-centered organizations. There, professional competences are under much scrutiny as well as the process and result of assessing them.

The aim of the article is to explore interconnections between high professional competency and adequate self-assessment of teaching activities. Both of them are inseparable from effective teaching. Depending on the subject to be taught, teachers need to master different competences concerning solely their specialty. Though there are competences common for all teachers. They include motivation, organization and other competences.

The article also explores the origins and definitions of the terms «competence» and «competency», their similarities and differences because they are a basis for applying competency-based ap-

proach successfully. The approach is widely used and has lots of followers. It centers on competences taught and not hours spent.

When assessing competences, special tools are used. They include charts, tables, multiple-choice tests and even simulations. They are especially needed for certifications/attestations of pedagogical staff. Answering questions and rating abilities, teachers are able to get a clear understanding of skills and knowledge to study. There are lots of ways to demonstrate results visually, but leaf diaphragms are one of the most popular. They combine results of both expert assessment and self-assessment.

The article also deals with the structure of self-assessment. Scientists point out its complex nature, stressing operational activity and personal aspects to be the most important components. Sometimes it's viewed from the points of result and potential.

Key words: *professional competency, professional training of future teachers, adequate self-assessment, self-assessing, competency-based approach.*