

# The Structure of Primary School Teachers' Professional Competence

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At the present stage of higher education development related to the transition of a competent model of learning, the problem of professional training of future teachers is actualized. To determine the problems in the preparation of future experts in the field of primary education, it is not enough to list the competencies that a graduate must master. It is more reasonable to present a model of predicted results as a system of interconnected components. In this regard, the research is directed on identification and justification of the structural components of the professional competence of primary school teachers. The main methods in study of this problem are the comparative and modeling methods, allowing the consideration of different research approaches to understand the structure of teachers' professional competence and to provide a model of primary school teachers' professional competence as a system of interrelated components. The article reveals the essence and content of structural components of primary education teachers' professional competence: professional and personal, contents of the training, professionally-active and motivational. Materials of the article can be used by post-graduate students, competitors and teachers of higher pedagogical educational institutions.

*Keywords:* competence approach, professional competence of the teacher competence.

## INTRODUCTION

The changes taking place in today's social and economic environment sets new requirements for education policy, which should respond to actual needs of the state and society. With the transition to competence models of training and the adoption of the Federal State Educational Standards of the third generation (2015), the requirements for teachers' qualification and the content of their training are significantly changed.

Experience shows that the effectiveness of any curriculum implementation depends on teacher's professional skills. A primary school teacher is a versatile teacher who teaches the whole list of subjects of the basic plan. He must have the appropriate ability, desire and readiness to work and improve. Accuracy, the diversity of this profession makes serious demands to the process of specialists training.

The organization of teacher training process should ensure not only mastery of a set of special knowledge and skills, but also the conditions for further development of appropriate methods of activity (Salyakhova & Valeeva, 2015). The

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implementation of teachers training process involves the formation of their readiness to manage the process of solving professional tasks assigned to them and learning tasks assigned to students.

In order to be clear on how to improve the content and terms of teachers training, it is necessary to explore the holistic model of predicted result. This means that it is appropriate to provide professional competence of primary school teachers as a structure of interdependent components (Tagunova et al., 2016; Shieh & Demirkol, 2014; Celik, Akin, & Saricam, 2014). It should be noted that so far in pedagogical science there is no unique generally accepted structure of teacher's competencies, especially the structure of primary school teachers' competence.

Thus, the existing in modern pedagogical science, problem of ensuring effective implementation of the competence approach in educational process of the university defined the purpose of study. It is the structure modeling of primary school teachers' professional competence on the basis of comparative study of various theoretical approaches that helps us to understand the structure of professional competence of the teacher.

## **MATERIALS AND METHODS**

### **Methodological Framework**

Initially, it should be noted that there is a wider angle of opinions in the formulation of the concepts of "competence" and "competency". E.F. Zeer (2005) offers the understanding of the competences generalized ways of actions allowing to a person to realize their competency in practice. According to I.A. Zimnyaya (2004), competences are potential, hidden psychological new formations, revealing the competencies of the person in the activity. According to A.V. Khutorskoy (2002), we must distinguish the concept of competence and competency, sometimes perceived as synonyms. So, he describes competence as a set of interrelated personal qualities (knowledge, abilities, skills, ways of activity), and competency is the person possession of corresponding competence.

The scientists use the terms of "professional competence" (Zakharova & Fedekin 2010; Tikhomirova, 2011; Yanova 2012), "professional and pedagogical competence" (Borytko, 2007), "pedagogical competence" (Davletbaeva, 2009) to refer to teacher's competence. The structure and the content of the competence are determined by the chosen terminology.

A variety of scientific approaches in determining the components of teachers' competence allowed them to be grouped as follows. A number of scientists (Nikitina, 2005; Dvulichanskaya, 2011; Baklanova, 2009; Kolpakova, 2006; Valeeva & Khakimova, 2015) consider that the base of teacher's competence is a set of competencies or competences of a lower order. Other researchers (Razuvaeva, 2012; Adolf, 2008; Yanova, 2012; Lobanova, 1997) present the structure of teacher competence as a set of interrelated components that are general characteristics for a particular activity manifestation. Table 1 presents scientific approaches showing a variety of points of view on issue of content of teacher professional competence.

## **RESULTS**

On the basis of a comparison of different theoretical approaches to understand the structure of professional competence of the teacher, there was determined the structure of professional competence of primary school teachers which includes the following components: professional and personal, professional and informative, professional-active and motivational. The content of selected components on the basis of researches analysis of O. V. Tikhomirova (2011), I. M. Zakharova and I. N. Fedkin (2010), M. G. Yanova (2012), N. N. Lobanova (1997), N. V. Vvedensky (2003) and the Federal State Educational Standard of Higher Education (2015 was determined).

**Table 1.** Scientific approaches to the content of teacher professional competence

	<b>Author</b>	<b>The structural components of teacher professional competence</b>	
1	V. A. Slastenina (2000) reveals the structure of teachers pedagogical competence through four groups of skills:	- ability "to transfer" the content of education process into specific pedagogical objectives; - ability to build and lead into movement logically complete pedagogical system; - ability to distinguish and establish the relationship between the components and factors of upbringing, put them into action; - ability of recording and assessment of pedagogical activity results.	
2	V. N. Vvedensky (2003) considers that professional competence of a teacher are the groups of competencies:	- communicative competence (emotional stability, extroversion, the ability to design direct and back connection, verbal skills, listening skills, the ability to reward, sensitivity, the ability to make communication "smooth"); - informational competence (the amount of information about themselves, about students and their parents about the experience of other teachers); - regulatory competence (goal-setting, planning, mobilization and sustainable activity, assessment of activity results, reflection); - intellectual and pedagogical competence (complex skills on analysis, synthesis, comparison, abstraction, generalization, concretization); - operational competence (set of skills required for professional activity of teacher).	
3	N. N. Lobanova (1997) in the structure of professional competence of the teacher defines three components:	- professional-substantial component (theoretical knowledge on basic sciences which study human personality); - professional and activity component (professional knowledge and skills, proven in action); - professional and personal component (professional personal qualities that define the position and orientation of the teacher as a person).	
4	I. M. Zakharova and I.N. Fedekin (2010) identify the following components of the concept:	- professional knowledge; - legal competence; - information competence; - productivity of activity; - methodological skills; - communicative competence; - social competence; - reflexive and analytical skills; - organizational skills.	
5	M. G. Yanova's (2012) distinctive feature is the presence of levels in the structure of professional competence of the teacher. The construction of such a structure is very important sequence of components.	<b>Personality features</b> (personal qualities) <b>Characteristics of professional activity</b> (professional qualities) <b>Substantial component</b> Knowledges Motivation	<b>Procedural component</b> Skills ↓ Abilities ↓ Experience

**Table 2.** Primary school teachers' professional competence

<b>Professional and personal component</b>	professional and pedagogical thinking; willingness to continuing education and self-education; creative thinking; logical thinking; emotional and psychological health; pedagogical tact, restraint and self-control; empathy and emotional sensitivity; social activity and mobility; social and communicative adaptability; expressive speech.
<b>Professional and informative component</b>	<i>Knowledges</i> knowledge of regulatory documents: the Constitution of the Russian Federation, the RF Law "On Education", the Convention on the Rights of the Child, the Federal State Educational Standards, job description, the statute of the educational institutions of the RF Law "On Basic Guarantees of Child Rights in the Russian Federation";

Table 2. Continued

<b>Professional and informative component</b>	<p>knowledge of teaching methods of basic educational plan for primary school subjects; knowledge of assessment criteria of younger pupils educational achievements; knowledge of traditional, non-traditional and innovative methods and forms of younger pupils education; knowledge of the basics of general, social, pedagogical and age psychology; knowledge of younger pupil psychology; knowledge of the basics of psychological and pedagogical interaction with gifted children and children at risk; knowledge of methods of psychological-pedagogical diagnostics of the current state and dynamics of intellectual, volitional and moral development of pupils in primary school; knowledge of modern technologies of training and education of younger schoolchildren; basic knowledge of organizational, research, design and innovative educational activities; knowledge of the best practices of expert-teachers how to organize the educational process in the modern elementary school; knowledge of the basics of computer literacy.</p>
<b>Professional-active component</b>	<p><i>Skills</i>  organizational skills;  communication skills of interaction with students, parents, colleagues, school psychologist and other participants in the process of training and education;  skills of positive emotional and psychological effects;  objective skills assessment and self-evaluation;  skills of application of modern information and educational technologies;  skills of information searching from various sources;  processing skills, analysis and interpretation of the data obtained in accordance with the professional task;  skills of research activity;  diagnosing intellectual skills, moral and volitional development of younger schoolchildren and interpretation of the data.</p> <p><i>Skills</i>  the ability to create perspective plans for the development of their professional activities;  the ability to organize their activities according to the norms of morality, ethics and law;  the ability to organize their teaching and research activities;  the ability to adequately assess their professional and educational activities, and adjust it;  the ability to clearly and accurately express their thoughts;  the ability emotionally, imaginatively and convincingly present the material at the lesson;  the ability to organize a discussion, participate in it and involve the whole team of students;  the ability to diagnose an intellectual, moral and volitional development of younger schoolchildren and correctly interpret the obtained data;  the ability to select the methods, forms and means of training of younger pupils in accordance with teaching task and the results of diagnostics of level of intellectual, moral and volitional development of younger pupils;  the ability to apply traditional, alternative and innovative methods and forms of training of younger pupils in the pedagogical activity;  the ability to design a lesson with the use of modern information and technical educational technologies;  the ability to create a positive climate in the team of pupils;  the ability to organize the harmonious development of the person of the younger pupil;  the ability to create skills of conducting a dialogue and a monological statement of the pupils thoughts;  the ability to organize joint and individual activity of younger pupils;  the ability to organize the design and research of younger pupils;  the ability objectively evaluate educational achievements of younger pupils;  the ability to assess the level of formation of pupils' universal educational actions;  the ability to teach pupils to achieve their educational and learning objectives;  the ability to form pupils skills of objective estimation, mutually estimation and self-estimation;</p>
<b>Motivational component</b>	<p>the desire to communicate with children;  the existence of interest to teaching disciplines;  the aspiration to develop pupils creative abilities;  the aspiration to achieve the best adoption of studied disciplines by pupils;  the aspiration to the professional growth, self-development and self-expression;  the satisfaction with work payment and financial stimulation.</p>

## **DISCUSSION**

The result of the analysis of scientific literature on the studied problem is the existence of a question that scientists can't still come to a consensus.

A number of researches (Yanova, 2012; Ekinici, 2012; Razuvaeva, 2012; Kalayci & Humiston, 2015) propose that the experience is a required component of the teacher's competence. Specialists with a certain amount of knowledge, skills and desire to work graduate from higher educational institutions, however, haven't any experience. This contradiction suggests an idea of legitimacy of competence discussion of the specialist who doesn't have experience of professional activity.

E. F. Zeer (2005) broaching this problem to discussion, assumes that in full realization of competence-based approach it is possible only upon transition to two-level system of professional education: Bachelor's and Master's degree. Thus, in his opinion, training in a magistracy should be continued on the basis of experience, after two or three years. On September 1, 2011 the Russian higher educational institutions passed to two-level system of training of bachelors and masters, however, it didn't solve the existing problem. The majority of graduates are limited to obtaining a bachelor degree, and to magistracy largely comes, only those who decides to realize themselves in research activities.

T. M. Sorokina (2002) considers that the term "competence" relates more to professional work of a mature master. The author believes that the structure of the competence of primary school teachers should be converted into the structure of future teacher competence and present it as a growing, dynamic, procedural side of his training.

N. N. Vasyagina & Yu. V. Bratchikova (2012) incline to idea that a greater role in the process of training plays a practice of the teacher. One of the objectives of teaching practice is to create the experience of pedagogical activity. The authors believe that a well-organized passage of students, future teachers of different types of practices, determines the effectiveness of the formation of the most important skills, abilities and attitudes. According to T. M. Sorokina (2002), N. N. Vasyagina & Yu. V. Bratchikova (2012), there is no need to enable the "professional experience" in the structure of teacher's competence.

T. B. Rudenko (2004) in the study examined the opinions of primary school teachers about the degree of development of their didactic and methodical competence. The author comes to the conclusion that with increasing experience, 60% of teachers working more than three years expresses this competence and 24% of teachers working less than three years. However, the study is based on the survey results, and the actual existence and dynamics of development of teachers competence is not revealed.

Analysis of researches devoted to the problem of the readiness of young specialists to professional activity did not give a clear answer to this question. And it is necessary to study this problem more detailed and deep.

## **CONCLUSION**

The result of this study considers the structure of primary school teachers professional competence which is a level model of interconnected components.

A fundamental element in the structure of primary school teachers professional competence is a professional and personal component. Regarding this, scientists agree linking the preparation of the future teacher with the priority task of forming a unique image of personality of a professional teacher. Considered in the structure of personal, motivation, activity components bear the idea of concentration on requirements directly to the personality of the teacher.

Abilities are presented as ability to intelligent activity on the basis of theoretical knowledge (professional and informative component) and practical skills (professional-active component). For comparison, in M. G. Yanova's research (2012) procedural component of teacher's professional competence is presented by three elements, in the following sequence: skills – abilities – experience.

Special attention requires the presence in the structure of such a component as a motivation, assuming aspiration to the professional growth and development. Motivational sphere is the basis and the logical center of the teacher's personality model that defines its cognitive, vocational and educational orientation. Motivation induces to professional activity, forms the ability to pedagogical work, a positive attitude to the educational process, contributes to the manifestation of the best personal and professional qualities. Motivation is impossible without the orientation of the teacher to achieve a positive result. Values, ideals and goals that guide the teachers in the management of their teaching activities have a huge impact on the effectiveness of this activity. Therefore, it is strategically important in the process of training to ensure the future teacher readiness and need to self-education, self-development and self-management of their activities.

Professional image that can be seen in the proposed structure, in essence, is a request for a professional teacher training. This means that the proposed structure of primary school teachers professional competence can be introduced in the process of preparing future teachers in order to increase its effectiveness.

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