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TEACHERS' COMPETENCES- FEATURES⁴⁴

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Abstract

Developing the skills of teachers is an essential component (area, segment) of education and professional development of teachers in primary education. Therefore their development is necessary to be programmed and realized in the context of the choice and selection of future teachers, preparation (education, education) of future teachers, as well as those that are part of the process of education, as well as their permanent improvement (pedagogical and professional, institutional and independent) and teacher-pedagogical roles that are performed (educational, educational, programmer, coordinator, organizational, diagnostic, counseling, research, evaluation etc.).

Keywords: competence, teachers, education, features

The Tunning project (a project started in 2000 to link the results of the Bologna process and the final level of the Lisbon strategy in the higher education sector) distinguish between learning outcomes and competences to distinguish the roles of the most relevant players: academic staff and students, ie . those taught. The desired learning outcomes are designed by teachers, preferably including representatives of students in the process based on input from internal and external stakeholders. Competencies are obtained or developed during the process of learning by students or in other words:

- The results from the studying outcome from what the student is expected to know and/or to be able to show after the learning process ends, and specify requirements for additional effects and
- The competences are a dynamic combination of knowledge, understanding, skills and abilities, and their encouragement is subject of the educational programs relating to different teaching units and will be evaluated at different levels

The competencies can be specific and generic. Although Tunning program recognizes fully the importance of building and developing the specific knowledge and skills as the basis for university programs, it emphasizes the fact that time and attention should be paid to the development of generic competencies and transferable skills. This last component is becoming more and more relevant for preparing students for their future role in society.

The Tunning program distinguishes three types of generic competences:

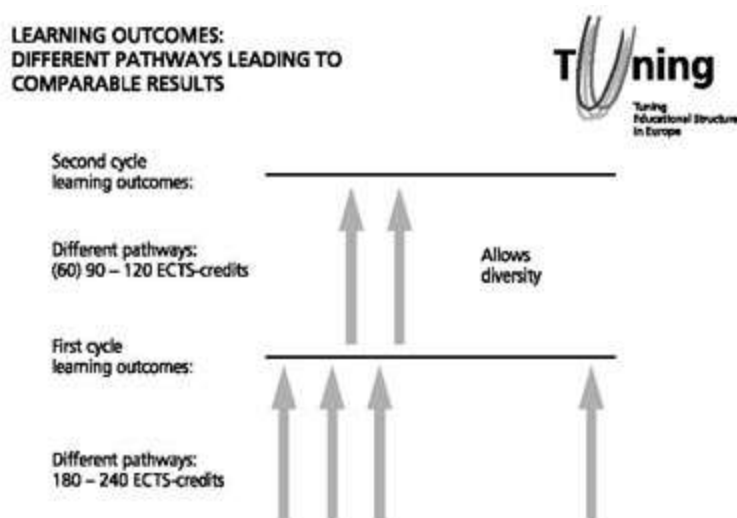
- Instrumental competencies: cognitive and methodological skills, technology and language skills;
- Interpersonal skills: individual skills such as social skills (social interaction and cooperation) and
- Systemic competences: abilities and skills that relate to the whole system (combination of understanding, sensibility and knowledge needed before the acquisition of instrumental and interpersonal competence).

⁴⁴ Specialized paper

So far are identified competencies for nine key areas: Business Administration, Chemistry, Education, European studies, history, geology, mathematics, medicine and physics. The access to these nine groups varies due to differences in the structure of the disciplines, but all groups follow a similar procedure to obtain their results. Through discussion, creation of reciprocal knowledge and mapping the ways in which the area is studied and taught in the respective countries insights are gained as well as is build consensus on what constitutes the vital core of each subject area. Documents that are made as a result of past work should be seen as working documents, subject of further elaboration and change.

In Tuning program competences are described as reference points for curriculum design and evaluation, and allow flexibility and autonomy in the construction of the curriculum. At the same time they provide a common language to describe the purpose of the curriculum.

The use of the learning outcomes allows much more flexibility than is the case with traditionally designed curricula because they show that different pathways leading to similar results can be easily recognized as part of another program or as the basis for entry into the next cycle of the program. Their use fully respects the autonomy of other institutions, as well as other educational cultures and this approach allows diversity not only in a global, European, national or institutional framework, but also in the context of a program. This concept is summarized in the following scheme:



*This can be found in Tuning program Tuning Educational Structures in Europe, <http://www.unideusto.org/tuningeu/competences.html>, October 2014

When we talk about specific educational skills they can be divided into:

- Ability to analyze educational concepts, theories and issues in a systematic way;
- ability to identify potential links between aspects of subjective knowledge and its application in educational contexts;
- Ability to reflect on their own value system;
- ability to analyze the concepts and theories encountered in educational programs;
- Ability to recognize the diversity of the students and the complexity of the learning process;
- awareness of the different contexts in which learning can occur;
- Awareness of the different roles of the participants in the learning process;
- understanding of the structure and objectives of educational systems;
- Ability to perform educational research in different contexts
- Counselling Skills;

- ability of project management to improve school development;
- ability to anticipate emerging educational needs and requirements and
- Ability to lead and coordinate a multidisciplinary educational team

Specific pedagogical skills of teachers are:

- commitment to the progress of the students and their achievements
- competence in a number of instructional strategies and learning strategies and teaching
- competence in counseling students and parents
- knowledge of the subject taught
- Ability to communicate effectively with groups and individuals
- the ability to create a climate conducive to learning
- ability to use ICT and its integration in the areas of learning
- Ability to effectively manage time
- ability to evaluate their own work
- awareness of continuing professional development
- Ability to assess learning outcomes and student achievement
- competence in the cooperation in solving the problem
- ability to respond to the diverse needs of students
- the ability to enhance learning and learning environment
- the ability to adjust the curriculum to the specific teaching context.

Biggs, John B.(2003) Teaching for quality learning at university, what the student does,
Cochran, Smith Marilyn (2001) Constructing outcomes in teaching education policy,<http://www.unideusto.org/tuningeu/competences/specific/education.html>, November 2014

It is now thought that the knowledge, competence and communication are three components that unite modern ideal educational type, that integrated with the freedom and independence will be able to cope with the challenges of postmodern society.

According to a division that includes the characteristics of the teachers, the teachers' competences are divided as following:

- *Liberal Arts* - Teachers have extensive knowledge of the liberal arts.
 - o they have knowledge in basic areas: art, economics, mathematics and science and have a broad understanding of the great cultures, religions, geography, political systems, philosophies and economic systems in which people organize their lives. They know and appreciate the great artwork of world cultures.
- *Subject Content*- The teachers know the content of the subject they teach and the corresponding applications for the content.
 - They know the subject and the content much deeper and they know in which way the professionals from their area think and analyze the world. They have a strong base on topics related to their area of interest, they understand the key concepts, assumptions, processes of research and ways of learning that are central to the discipline they teach.
- *Curricular theory* – The teachers understand the ways in which their teaching area associates with the wider curriculum.
 - o They know the relationship between the assessment and the subject they teach and what comes before and after evaluation, may link the disciplinary knowledge with other subject areas.
- *The development theory*- Teachers know the ways in which learning takes place and know the appropriate levels of intellectual, physical, social and emotional development of children.

- They understand the ways of learning, the ways students construct the knowledge, acquire skills and habits, they understand that the physical, social, emotional, moral and cognitive development of students affect the learning, they are aware for the expected progressive development and the levels of individual variations in each domain (physical, social, moral, intellectual and emotional), they identify the level of readiness for learning, they understand how the development in each domain can affect the work of others. They know the functioning of the social groups and their impact on people and how people affect the groups, they recognize factors and situations that promote or reduce intrinsic motivation.

- *Various cultural areas*- Teachers recognize the impact of cultural, economic, political and social areas of the environments that teach.

- They know the history of the subject they teach, know the contributions and impact that different cultural groups have on their discipline.

- *Use of a specific technology for their subject*- The teachers know the specific way of technological use in its discipline.

- They understand in which way the technological development affects their subject, they know where to find technological resources specific for their discipline.

- *Pedagogical skills*- Effective management in the classroom, where teachers engage effectively managing.

- practice leadership by taking personal responsibility for the progress of all students, organize and motivate students to act in ways that will meet the needs of individuals and the Unit as a whole, increase efficiency, maintain discipline and moral, promote teamwork, communicate, focus on results, evaluate progress through constant correction process. Minimize disruptions student learning using unexpected learning, skilled in the adoption of consensus and mediation in conflicts, using a range of strategies to promote positive relationships, cooperation and intentional learning in the classroom, involving students in individual and cooperative learning activities that help to develop incentives for achievements in the relevant field, organize, allocate and manage resources, time, space, activities and attention to ensure the active involvement of students in productive tasks. Help the group to develop common values and expectations for student interaction, discussion, individual and group responsibility that creates a positive climate of openness, mutual respect and support

- *Effective teaching practice*- Teachers use a variety of teaching methods, including cooperative learning techniques to promote knowledge of the contents, and critical thinking skills to solve problems:

They teach students to live and work together in a positive and productive way, using more efficient presentations and explanations of substantive concepts that capture key ideas and connect students with previous knowledge, use different views, theories, methods of knowledge, methods of testing important subject concepts. They integrate interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods from several areas, use more teaching and learning strategies and teaching to involve students in active learning opportunities that promote the development of critical thinking, solving problems and responsibility for the identification and use of resources for learning. Involve students in individual and cooperative learning activities that help to develop incentives for effective communication strategies for conveying ideas and information and asking questions.

- *Effective grading* - Teachers use different methods to assess what students have learned and achieved:

- They use formal tests, answer quiz, evaluation of assignments, student performances and projects, standardized achievement tests to come to know what students know, evaluated informal measures of student information such as questions asked in the department and the level of pupils' enthusiasm. Use of assessment strategies that will engage students in activities

of self-assessment to help them become aware of their strengths and needs, help them set personal goals for learning, modify teaching strategies and behavior in relation to the success of students changing their plans and teaching approaches accordingly. They keep useful records of student work and progress based on appropriate indicators.

- *Curricular adjustment*- The teachers adjust the teaching to the needs of the curriculum

- They apply strategies using local programming framework and standards developed by professional organizations that are important for the students to meet the demands of the entire curriculum while focus and recognize those concepts in the curriculum that is fundamental to student knowledge

- *Diversified Education (Inclusive Education)* - Teachers plan instruction that is appropriate for different student populations, including here students with special needs:

- *Technical skills* - Teachers know when and how to use the current educational technology, using the most appropriate type and level of technology to increase the knowledge of the students

- *Professional dispositions:*

- ✓ Teachers believe that all students can learn;

- ✓ The teachers respect the existence of different ethnicity, gender, religion and other aspects of cultural influence on the development of the student and his personality;

- ✓ *teachers meet high ethical standards of teaching practice and engagement in professional development activities, including the development in the field of technology;*

- ✓ *Teachers collaborate with colleagues, families and the community to support the learning environment.*

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