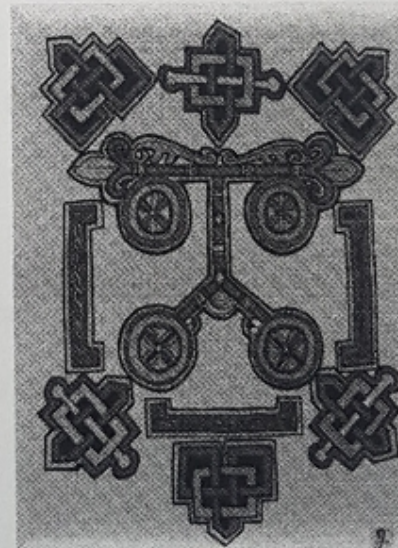# UNIVERSITY "ST. KLIMENT OHRIDSKI"
FACULTY OF EDUCATION
BITOLA

Third International Conference
EDUCATION ACROSS BORDERS

EDUCATION AND RESEARCH
ACROSS TIME AND SPACE

(1100th Death Anniversary of St. Clement of Ohrid)

6-7 October 2016
BITOLA

Conference Proceedings

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Bitola

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University "St. Kliment Ohridski" - Bitola
Faculty of Education - Bitola
Dean prof. Valentina Gulevska, PhD

Executive and Editor-in-chief
prof. Biljana Cvetkova-Dimov, PhD

Cover
Aleksandar Gulevski

Technical & Computer support
Jove Stojchevski

COMPETENCE OF THE TEACHERS AND IMPORTANCE OF QUALITY COMMUNICATION FOR WORK IMPROVEMENT IN PRIMARY SCHOOL

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Abstract

The process of education in primary school is realized through communication and therefore the problem of efficient communication in teaching is of great importance for its modern organization. This paper find out the ways primary school teachers estimate their competencies that contribute to more successful work and professional development depending on quality communication and their qualifications. Also is dedicated to the discussion and interpretation of importance of competencies for qualitative leading and evaluating the process of primary school teaching. Today is considered that knowledge, competence and communication are three modern components which unite ideal educational type, who integrated with freedom and autonomy is able to face the postmodern society challenges.

Keywords: competencies, primary school teacher, quality development

Introduction

The term communicative competence is comprised of two words, the combination of which means competence to communicate. This simple lexicosemantical analysis uncovers the fact that the central word in the syntagm communicative competence is the word competence. Competence is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book *Aspects of the Theory of Syntax* drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener's knowledge of language) and performance(the actual use of language in real situations).

Various teacher's roles during their professional development require highly developed comminication skills. They should develop adequate social skills, be able to understand the causes and consequences of their communication behavior, apply essential forms of communication behavior, redefine communication action plans in accordance with new elements in variable social contexts.

In order to do that teachers must have better understanding of their professional needs, know the situations with problems occuring in communication, find and use skiils they acquire within various in-service training programs and put them in pedagogic situations. By establishing teacher's competence standards in student assesment we can conclude that student assesment is

an essential part of teaching and good teaching cannot exist without good student assesment. Training to develop the competencies covered in the standards should be an integral part of preservice preparation and widely avaliable to practicing teachers through staff development programs. To be effective, professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning—and, just as important, students' ability to learn (Joyce and Showers, 2002).

Teacher's professional role for students assesment

We can describe teacher's professional role for students assesment with these activities:

Activities Occuring Prior to Instruction

-Understanding students cultural backgrounds, interests, skills nad abilities as they apply across a range of learning domains and/or subject areas;

- Understanding students motivations and their interests in specific class content;

-clarifying and articulating the performance outcomes expected of pupils;

-planning instruction for individuals or groups of students.

Activities Occuring During Instruction

-Monitoring student progress toward instructional goals;

-identifying gains and difficulties students are experiencing in learning and performing;

-adjusting instruction;

-giving contingent, specific and credible praise and feedback;

-motivating students to learn;

-judging the extent of student attainment of instructional outcomes.

Activities Occuring After The Appropriate Instructional Segment (lesson, class, semester, grade)

-Describing the extent to which each student has attained both short and long-term instructional goals;

-communicating strengths and weaknesses based on asseeement to students and parents od guardians;

-recording and reporting assessment result for school-level analysis, evaluation nad decision-making;

-analyzing assessment information gathered before and during instruction to understand each students' progress to date nad to inform future instructional planning;

-evaluating the effectivness of instruction;

- evaluating the effectivness of the curriculum and materials in use.

Activities Associated With a Teacher's Involvement in School Building and School Disrict Decision-Making

-Serving on school or district committee examining the school's and district's strentghs and weaknesses in the development of its students;

-working on the development or selection of assesment methods for school building or school district use;

-evaluating school district curriculum;

-other related activities.

Activities Associated With a Teacher's Involvement in a Wider Community of Educators

-Serving on a state committee asked to develop learning goals and associated assessment methods;

-participating in rewies of the appropriateness of district, state or national student goals and associated assessment methods;

-interpreting the result of state and national student assessment programs.

The Swedish policy example suggests several ways to encourage teachers to acquire and develop professional competences throughout their careers – which can include, beyond competence-based initial teacher education degrees, a related teacher registration system requiring induction and assessment, as well as differentiated career pathways (academic or practical) linked to state grants or additional professional responsibilities.

Features of teacher's expertise include: *routinisation* – the development of patterns of action and teaching repertoires; domain- and subject-specific expertise in recognising patterns (recurring situations) in the complexity of classroom life; *sensitivity* to social demands and dynamics in the classroom; understanding problems;*flexibility* and improvisation; *critical examination* of one's professional practice (in school and national contexts, as well as in professionaldialogues.

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The Chiara Lubich education defines the process of education as a way of becoming human for a reason, as a way toward what we need to become. But that what should become cannot be forced onto a person (who is unique) which takes this path. Those who lead others (managers, teachers) should be ethical and moral in their relationships. They should keep to the basic human values: truth, non-violence, love, peace and right conduct (morality).The person whose heart is full of compassion, whose words are truthful, whose body is busy helping others will never fall under a bad influence and will always remain on the right path.

The relationship between teachers and students is by its very nature professional. As such, it should be more rational and less emotional, more public and less private. Richard N. in his study analyzed relationships between each teacher and each student and discovered that the primary elements of a successful relationship between teachers and students are: personal affection, mutual understanding, interests, attitudes and values, intelligence, social background and working methods. It is not sufficient for teachers to be able to gain knowledge about effective teacher-child interactions; they need actual skills involving identification of effective interactions with a high degree of specificity in order to be most likely to transfer the coursework into changes in their practice. Students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while maintaining high and realistic expectations for succes. Student learning outcomes (measured by test scores) are considered, overwhelmingly, to be the deciding determinant of a highly effective teacher and a highly effective school. All researchers agree that the impact of decisions made by an individual teacher is far greater than the impact of decisions made at the school level. Marzano writes the core of effective teacher-student relationships is a healthy balance between dominance and cooperation.Showing interest in students as individuals has a positive impact on their learning according to him.

Conclusion
The conclusions about communicative competence of teachers and students will be and should be drawn by observing and testing their communicative performance, and secondly, that it is not necessary, and practically impossible, to measure all components of communicative competence, i.e. communicative performance that are stated in the theory.

For the most part, improving schools is ultimately about improving student performance.

Contrary to popular thought, student achievement is not tied directly to higher expectations, more accountability, high-stakes tests, more time on task, new curricula and materials, more computers, or sophisticated lab equipment. Improved student performance is the result of improved teaching skills focused on average students. While the end result of all education reform should be *student* improvement, every reforminitiative, if it is to succeed, must begin with recognition of the importance of *teachers* inraising student performance (Ferguson, 1991; Armour-Thomas, Clay, Domanico, Bruno, & Allen, 1989).

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