



## Pedagogical Competence of The Specialist Qualified As "Teacher"

### KEYWORDS

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The development of key competencies of trained engineers with professional qualification "teacher" through vocational training, helps to increase their level of education necessary for success (self-confidence, success, selfdevelopment).

Competence according to Raven, J. (2002) is a „specific ability to perform effectively specific actions in a certain area, including special kind object habits, ways of thinking, taking responsibility for your own actions.“ A.V.Hutorskiy observes (2002) the competence as a set of qualities that are necessary to operate in a specific area.

According to him the competence is „personal quality and a minimum experience of action in a particular field.“ For concreteness in the article it is assumed that the competence is the skill of the specialist to participate in the implementation of a specific occupation, part of the overall preparation for the future, successful realisation.

Is a student (an engineer with qualification „teacher“) ready to be competent in his work - on the one hand and is he ready to form and develop such competences in the students whom he teaches - on the other hand? There are a number of problems in the system of both general and vocational education. They somehow stop the application of the competence approach. Among these problems are:

1. Problems for the student concerning his ability to adapt to the conditions of the school.
2. The problem of teachers' qualifications and their adaptation not so much to the discussed competency approach as to the traditional prerequisites for professional pedagogical activity.
3. The problem with the internal contradictions in the school itself and in the learning process : the idea of vocational schools to provide vocational education for the students and at the same time, the lack of modern teaching material and technical base.

As a result of the work for resolving these contradictions arise the well known nowadays concepts: algorithmization in training; stepwise formation of mental activities; and developing person-centered learning. Analyzing the research experience it can be concluded that the competent specialist need knowledge to develop general skills , habits and experience in various fields and willingness to change them. Most often the quality of key competences are defined as follows: communicative competence and expertise to solve problems ( discovering the cause of the problem and offering ideas to resolve it with the selection of adequate resources ). Key competences are characterized with the fact that they allow you to solve complex, non-standard tasks or different tasks from one area . They require from the specialist „an engineer with the qualification „ teacher „, high level of development of mental and cognitive abilities - intellectual competence. For the transition to an information society, characterized by constantly increasing information, it becomes more and more important for the teacher to be able to orientate in the

flow of information - to develop information literacy.

For the efficient handling of information and solving of professional tasks now we can not do any more without computer technology . They became an integral part of modern society and have significant influence on the learning process and the educational system as a whole. This is even more true for those engineer - teachers who have an engineering degree „ automation, information and control systems. „The future engineer with professional qualification „teacher“ actively participate in social life , and for this he needs social competence. For him the professionally significant pedagogical communication and skills of emotional volitional spheres are included in the communicative and emotional competence. Moreover, communication and emotional state are associated with two important pedagogical skills that are formed even during the practical pedagogical training - teaching sociability and emotional stability. The realization of the pedagogic activity requires the development of key competencies, namely: intellectual, emotional, communicative, social and pedagogical, to stimulate the professional self- creative potential of the future engineer teachers.

It is obviously that our economy as a whole is oriented towards specialists who are superior than the criterias our education system .

For a successful occupation and implementation it is important not only knowledge , but mostly generalized skills , expressed as the ability to solve life and work problems, the ability of language communication, training in information technology and others. Modern education needs substantial modernization and renovation and one of the things that will help in this direction is the competence approach. The most important of its features are:

- Training to be focused on personal development in the context of psycho - pedagogical concept and developing person-centered education;
- Targeted education process to ensure competence and high aggregation level of skills and habits, and the content of education to be determined by the four - component model (knowledge, skills, experience design and experience appreciation of );
- Basic concepts - competence like a set of interrelated personality in terms of a range of objects and processes. And competence as a human knowledge of relevant competence, including one's personal attitude towards the competence itself and the object of activity. In this context, there is the concept of „educational competence“ (a set of semantic orientations, knowledge, skills , habits and experiences in relation to a range of objects from reality);
- Formulation of key competencies: value-semantic, cross-cultural, education - knowledge, information, communication, social work and personal responsibility for self-improvement.

The purpose of analyzing the competence approach is that to discuss internal conditions under which its implementation can have meaning and significance as a tool to modernize education.

The optimal form of the model for academic professional competence of teachers in general and „ the engineer with professional qualification „teacher“ ,“ in particular, can be represented by the following three steps:

1. Characteristics of the basic level of competence corresponding to the general guidance in future work; knowledge of the fundamental norms and requirements of a common idea of educational situations.
2. Characteristics of competence at different levels corresponding to the correct actions in some standard situations. For this purpose we use the following criteria:
  - clarifying the meaning of the various concepts and terms, an explanation of their use in practical situations;
  - solving practical problems in connection with professional activities;
  - solving theoretical problems in connection with professional activities;
  - Elementary analysis and selfanalysis of activity, error cor-

rection, help from friends or resolving of conflict situations.

3. Characteristic of a professional level of competence appropriate to the motivationa, intellectual and communicative readiness for professional activity. The following criteria are used:

- discussion of professional issues and clarifying the tasks of professional activity;
- prediction of the main difficulties and problems arising in the process of solving problems;
- design of complex processes;
- feedback from colleagues and heads of practice in the field of life and professional interests, characteristics of the individual style of activity and others.

As a whole the competency model of the specialist is complicated enough. The situation is even more complicated if the competencies differentiate at community level (Interprofessional, professional, special) or by type (general, vocational, personal).

It is not an insignificant fact that on the content of all procedures there is a direct influence of the formation of personality at all levels - educational, managerial, social and in specific activity.

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