



The Structure and Content of a Teacher's Personal Competence

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Abstract:

The presented article is dedicated and aimed at studying the pedagogical competence of a teacher in the conditions of transformation of the educational space. The main components of the concept of not only teacher competence but also personal competence are considered, based on scientific approaches in the psychological and pedagogical literature.

Keywords: education, teacher, personality, competence, competencies, development, knowledge, abilities, skills, activities.

Introduction. The founder of the psychological theory of competence, British psychologist J. Raven, operates with the concept of “competence as a set of competencies,” emphasizing their multiplicity. J. Raven considers the components of competence to be those “characteristics and abilities of people that allow them to achieve personally significant goals - regardless of the nature of these goals and the social structure in which these people live and work” - that is, the components of competence are competencies.

Methods.

1. **Competence** is “an integrative quality of the personality of a specialist who has completed education at a certain level, expressed in his readiness and ability for successful professional activity, taking into account its social significance” (K.M. Levitan).
2. **Competence** is “an individual characteristic of the degree of compliance of a person with the requirements of his profession, allowing him to act independently and responsibly, a person's maturity in professional activities, in professional communication in professional development” (A.K. Markova).

Competency structure. European TUNING project "...the concept of competencies and skills includes:

- 1) *knowledge and understanding (theoretical knowledge of the academic field, the ability to know and understand),*
- 2) *knowledge of how to act (practical and operational application of knowledge to specific situations),*
- 3) *knowledge of how to be (values as an integral part of the way of perceiving and living with others in a social context)".*

Competencies as a "measure of quality" of a person. Accordingly, the more complete the "baggage" of competencies, the more a person is ready for a productive life and professional activity:

Competencies are a combination of characteristics (relating to knowledge and its application, positions, skills, and responsibilities) that describe the level or degree to which a person can perform.

Competencies are characteristics that provide a person with the opportunity to successfully solve life and professional problems.

Competence is a "measure of quality" of a person, a "level" or "degree" of self-realization.

Structure and content of personal competence. In general terms, the content of personal competence is: "The willingness and ability to learn throughout life, to work on changing one's personality, behavior, activities and relationships with the goal of progressive personal and professional development. Creative and transformative attitude towards one's own life. The ability to overcome difficulties, solve problems, make decisions, and choose the optimal course of action in non-standard and complex situations. Resistance to adverse environmental factors".

Results. Personal competence is a person's ability and readiness for productive life, "full functioning" (E. Kaliteevskaya), that is, to solve a wide range of life and professional tasks;

✓ *personal maturity of a person.*

Personal competencies are personality traits that ensure the successful solution of problems of personal development.

Productive human life is the fullest possible realization by a person of his internal potential (which leads to specific achievements - productive results) subject to the preservation and strengthening of all aspects of health, including the highest levels of psychological health.

Competence in the field of personal qualities shows the expression of certain characteristics in a teacher that describes him as a specialist capable of effectively coping with teaching activities. Most often, teachers themselves and students of pedagogical universities indicate among such qualities: love for children, general culture, ability to organize their work and focus on teaching activities. The results of surveys of participants in the educational process made it possible to determine the general meaning and specific content of these qualities and to reveal competence in the field of personal qualities through three key indicators: empathy and socio-reflection, self-organization, and general culture.

The "Empathy and Socio-Reflection" parameter primarily reflects such a basic personality trait of a teacher as love for children. An empathetic person is a person who can put himself in the place of another and empathize. Empathy also includes the ability to accurately determine the emotional state of another person based on facial expressions, actions, gestures, etc. To be in a state of empathy means to perceive the inner world of another person, understand it, and treat it with care. The development of this personal characteristic in a teacher means that he can feel the joy or pain of

a student, understand the reasons for his experiences, and feel what is happening to the student and other participants in the educational process. Empathy is a professionally necessary quality for all specialists whose work is directly related to people (officials, managers, salespeople, HR managers, psychologists, medical workers, etc.). Teachers occupy a special place in this series since they deal with the age group that is the most sensitive and vulnerable.

Discussion. Socio-reflection is manifested in a person's desire and ability to look at himself through the eyes of other people, to evaluate himself from the outside. A teacher's socio-reflection is the desire to analyze and comprehend one's actions, actions, one's personal qualities, taking into account students' ideas about how he (the teacher) is perceived, the ability to see oneself "through the eyes of students." The teacher's reflective position allows him to monitor and analyze the actions and actions of other people and his own. This position is a source of self-development for the teacher and allows him to understand the inner world of another person, resolve various difficulties in his work, and think from the position of a student. The combination of these qualities ensures the realization of such a quality as love for children, which is so necessary for a teacher.

Self-organization assumes that the teacher is good at planning, and distributing current affairs over time, is internally disciplined, and has order in his papers, in the workplace, and the classroom. A teacher with high self-organization scores has a good sense of time, anticipates time costs in advance, and completes work on time. This personal quality assumes that the teacher is capable of self-control (can work effectively without external control and checks), independently sets goals for activities, and is focused on achieving them. If the situation becomes difficult, the teacher is focused on solving it and maintains the emotional balance and optimism necessary for the task. He can quickly make adjustments to the ways to achieve the planned result. In general culture, the level of intelligence of a teacher is a combination of life attitudes and value orientations, a culture of speech and a culture of interpersonal relationships, and commitment to universal human values: goodness, beauty, freedom. The general culture of the teacher is manifested in every action and every word. One of the leading places in the overall assessment of a teacher's personality is occupied by morality, manifested in humanity and service to people. This position is fully consistent with the goal setting of pedagogical activities aimed at supporting, developing, and improving a person.

The main tasks of developing (increasing) personal competence:

1. Correction of the professional image of "I" and the formation of an adequate professional "I-concept".
2. Awareness of the goals and motives of teaching activity, increasing the motivation of teaching activity and professional and personal growth.
3. Formation of an effective strategy and tactics of professional interaction, mastering the techniques and techniques of self-regulation.

Resources for professional and personal growth (objective and subjective) - everything that can be used by a person for effective existence and maintaining quality of life;

➤ factors that help a person maintain psychological stability in stressful situations (S. Hobfoll);

Objective resources (related and unrelated to the teaching environment). Material resources. Environmental resources:

- emotional support;
- use of information and communication technologies,
- a person's place in social stratification (status, position, rank, marital status).

Energy resources (time, money, knowledge)

Personal resources are relatively stable personality properties that contribute to solving problems that are relevant to the individual, including in difficult operating conditions. These include: Vitality; resilience; feeling of connectedness; self-esteem; self-efficacy, tolerance of uncertainty; loneliness (positive solitude, solitude); freedom and responsibility; creation; faith; meanings; ability to relate to people

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