

# Self-Development of Pedagogical Competence of Future Teacher

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## Abstract

Relevance of a considered problem is caused by that situation, in which appeared pedagogical education of Russia at present. Absence of clear understanding of prospect of school, of requirements to the modern teacher, of the purposes of students training in the conditions of continuous reformed education brought in pedagogical universities to loss of vision of prospect. Nowadays problems of the teacher's training are very actual for new school. The info field changes very quickly. Taking into account these factors, it is important to organize process of training of future teachers so that it was enough received tools: methods, receptions, and ways of receiving, processing and transfer of information—in order that adequate to requirements of time to carry out the professional pedagogical activity with the greatest effect. It is possible only at combination of educational training of the student with self-development of pedagogical competence. In article the conditions necessary for formation of motivation to self-development of pedagogical competence of students are considered. And also the main conditions of process of formation of pedagogical competence of future teachers are considered.

**Keywords:** self-development, pedagogical competence, professional competence, professional education

## 1. Introduction

The higher education in the modern world endures a new round of the development. This results from the fact. That stability and authority on the international scene, first of all, are caused by quality of functioning of an education system in the state and, in particular, quality of provided educational services.

The main requirement to system of higher education is its full compliance to requirements of prospect of development of society. In these conditions the state has to act as the regulator, the developer and the policy conductor in the sphere of educational services (White, 2009). Its main function—is formation of an administrative vertical in management of education, monitoring systems and quality systems (Hernon & Dugan, 2004). Nowadays is demanded the graduate which will enter upon life with already developed creative design-constructive and spiritual-personal experience. These requirements will be agreed with ideas of competence-based approach, which is focused on formation of the competitive specialist identity, on creativity formation, it means such qualities when the person is capable to connect parts of the experience and to synthesize something new (Jobs).

Russia appeared in a unique situation: for the last twenty years its economy underwent radical changes. Precipitancy of economic processes predetermined relevance of training of new generation. Nowadays, to young specialists are necessary professional qualities, which will allow them to be flexible, competitive and to put into practice the gained knowledge in full (Heynonen, 2008).

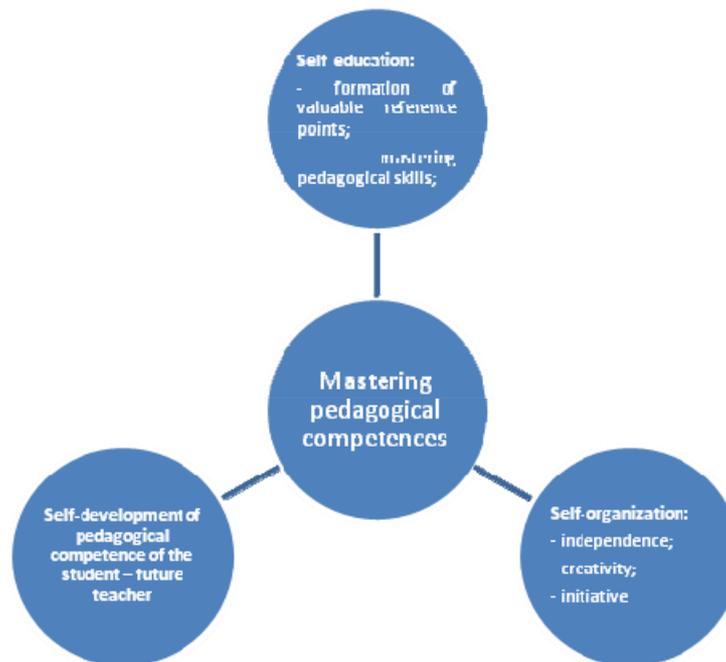
Modernization of the Russian system of professional education first of all was expressed in target reorientation. Today the purpose of professional education is training of the skilled worker of an appropriate level and a profile; competitive on the labor market, competent, responsible; masterfully using in the profession and focused in adjacent spheres of activity; ready to the continuous professional growth, social and professional mobility (Hyland & Merrill, 2003). The modern educational reality dictates need of transition to new level as well pedagogical training of future teachers. Analysis of publications by different organizations and authors of key competencies reveals the following key competence of teachers: communication, cultural, informational, intellectual and pedagogical. All of them are interrelated and complementary (Gourier, 2010). Analysis of publications by different organizations and authors of key competencies reveals the following key competence of university teachers: communication, cultural, informational, intellectual and pedagogical. All of them are interrelated and complementary. Today it is not enough to form the general and professional pedagogical

competences. It is necessary that future expert became the subject of own professional development. And, as a result—it is important to organize the solution of a problem of self-development of pedagogical competence when training future teachers (Saroyan & Amundsen, 2001).

## 2. Teaching Techniques

Each student - future teacher—has to understand need of self-development. And a task of pedagogical university is creation of conditions for realization of this purpose. Very often students face a problem of the organization of self-development: in total because not clearly with what to begin, or chosen ways of self-improvement are difficult, uninteresting and don't yield fast results. The knowledge of methods of self-development allows beginning and maintaining this activity of students—future teachers even in the presence of the motivation moderated on force to professional growth. The basic principle of this work consists in considering all available opportunities as a certain resource of professional development, then to look for opportunities for use of these resources in development of the abilities and competences. As a whole it will be a self-development basis.

Self-development of pedagogical competence of future teacher can be defined as conscious activity of the student of the pedagogical university, directed on mastering on own initiative psychology and pedagogical knowledge, improvement of professional abilities, pedagogical abilities and professional-significant qualities (Figure 1) (Gebre et al., 2014; Mirzagitova, 2014).



Bases of self-development of pedagogical competence of future teacher.

Figure 1. Self-development of pedagogical competence

For activation of self-development of pedagogical competence of future teacher is necessary the complex of special receptions, techniques, technologies. We will consider some of them which are most available for everyone.

### 1) Self-control of pedagogical competence:

- Assessment of knowledge of modern pedagogies, technique, management by educational systems, and also the innovations entered into the content of education. For getting such estimates it is possible to use tests of knowledge, practical tasks and the analysis of concrete situations. On the basis of the received estimates it is important to draw the correct conclusion on nature of change of the professional competence for the last period of time.
- Assessment of the personal professionally important pedagogical qualities, for example, such, as

criticality–self-criticism, confidence–assuredness, dependence–independence. These qualities can be estimated at itself also by means of special personal tests, questionnaires, introspection of own behavior in significant professional situations. It is important to measure not simply any qualities, but also to define in what progress (positive dynamics) is observed and in what it is absent.

- Definition of the reasons both positive dynamics of competence, and its absence: it will allow specifying and concretizing plans of work on yourself for the following grade level.

Competence self-controlling–procedure which is desirable to carrying out if not constant, but periodically, not only by means of introspection, but also by means of qualitative tools.

The positive result is yielded maintaining of personal diary by the student in which the plan and problems of self-development, and also the reached results are fixed.

2) Inventory of changes in work and in itself. Procedure which needs to be carried out quarterly or at least one time to half a year. Its essence in the account, the analysis and systematization of all changes in tasks, the contents, requirements of performed work, on the one hand, and those changes which for this period happened in own personality and pedagogical competence on the other hand. These estimates allow defining as far as they correspond with each other. The sense of this procedure consists in, that to advance professional readiness constantly level of changing requirements to solved tasks.

3) Ability to study at others. Creation at itself purposes on search and development new in various situations where can be interesting information, useful knowledge, and new experience. Management of the motivational purposes provides high effect of development even in work on studies, conferences, student teaching, and the more so in specially organized forms of education and developments. Example of such purpose on self-development by means of others is the following provision of one of ancient doctrines of the Indian philosophy: “Each other person–the guru (teacher) at whom it is possible to learn something useful”.

4) Modeling of the ideal pedagogical portrait. Procedure of drawing up of own professional and psychological characteristic in the form of the most striking traits, both positive, and negative which were shown for any period (for example, the last week) or at the solution of some responsible task. It is better to use graphic similars. In this case the pedagogical portrait will look as the schematized drawing with short verbal designations. This procedure should be carried out periodically, thus it is desirable to alternate successful and unsuccessful stages of work in which the student–future teacher looks differently and respectively his pedagogical portrait will significantly differ.

After drawing up ideal model it is necessary to work with it. It is useful to compare the received portrait with previous, it is possible to plan “cosmetic” changes, to carry out specifications, to mark out casual and constant lines. Visualization of the pedagogical qualities and competences allows realizing them more accurately, to use and control better.

5) Development of motivation to pedagogical activity. Here the following methods of self-motivation are recommended:

- To seek for achievement of the perspective purposes;
- To take the primary responsibility for personal actions. The more a person feels the cause of his behavior, than more he is independent in its actions and the higher its contribution to the activity, the greater the motivation and satisfaction;
- Not to be limited to development of pedagogical competence. One and only “the motivational line” of the person, focused only on the professional sphere, aren’t admissible for modern professionals. It is necessary to broaden the horizons, to develop the creative abilities. Formation of creative competence of the person is one of the actual problem for both the modern society as a whole and for its individual elements, in particular for the educational system (Uzakbaeva et al., 2013). Especially all this is the actual requirement for the competitive teacher of the XXI century.

6) Possession of skills of a reflection

The reflection is one of universal internal mechanisms of increase of efficiency of the teacher: decisions made by him, behavior of pupils in a class, works at school as a whole, and also own development.

Reflection–process of self-knowledge and self-control by the person of the desires, the purposes, intellectual actions, experiences and meanings.

The main function of a reflection consists in ensuring fuller and clear understanding by the person of activity

carried out by him in its separate elements (factors, the purposes, means) and integral whole (activity as the complete education making functional part of all activity). Results of a reflection allow to estimate more precisely the personal behavior and to make more correct decisions.

The reflection arises at the person as result of a certain level of development of thinking and consciousness. Thanks to its emergence separate components of activity and the personality, including thinking, become object of self-knowledge: there are thoughts of the desires, the purposes, about this or that statement or emotional reaction, internal state, as a result the personality develops. The same happens with personality in professional activity. Than bigger content of activity of the personality is covered by a reflection, the effect of its development is higher.

The reflection has a great importance for the person in any activity. But she plays a special role in difficult intellectual work and in those its types which are characterized by difficult interpersonal and group interaction. To them, undoubtedly belongs pedagogical activity. Therefore the teacher has to possess high abilities both intellectual, and a social reflection.

Abilities of the teacher to a reflection are most fully shown in the following types of professional activity:

- In an assessment of a pedagogical situation;
- In definition, statement, purpose choice;
- In the analysis of pedagogical problems, decision-making;
- In definition of the relations and actions in interpersonal or group interaction, and also in choice of strategy and tactics of pedagogical behavior as a whole.

In many cases condition and content of pedagogical activity, on the one hand, and many internal qualities of intelligence and the personality—in another hand, don't promote lessons of a reflection or even create for them obstacles.

What stirs reflections in pedagogical activity? First of all hindrances are:

- Lack of purposes and strategies of student team in the eyes of the teacher;
- Stereotypes and templates of behavior;
- Authoritative style and methods of teaching and communication with pupils;
- Fear (punishments, failure, discrepancy to requirements of administration of school);
- Lack of responsibility (incomplete or formal);
- Low level professional competences;
- Primitive mechanisms of psychological protection;
- Limitation of intelligence;
- Insufficient level of development of consciousness (inadequate self-assessment, undifferentiated self-assessment).

Minimization of the given hindrances—one of the directions of creation of the developing environment for professional growth of teachers. And knowledge of possible problems and control of prevention of emergence of such difficulties—guarantee of pedagogical success of future teachers.

As training of development of a reflection for students—future teachers, the following recommendations are formulated:

- 1) It is necessary to come back to the analysis of the actions after important events, difficult situations, and fundamental decisions.
- 2) Every training day, and in a consequence the working day has to come to an end with its retrospective analysis.
- 3) It is necessary to check the representations, estimates which developed about other people. As far as they are faithful, in what are they not exact, why are wrong?
- 4) Discussions of pedagogical situations with companions, colleagues, for the purpose of consideration of a problem by eyes of detached onlookers, or participants will be useful.
- 5) Mending of communication with people who aren't similar to you which you not always understand which often adhere to other point of view—is reflection activization, and achievement of success in understanding is

development of one more reflexive position. Be not afraid to try to understand another, it doesn't mean to agree with it, but it is the prerequisite finding more effective solution or at least coordinated.

### 3. Results

As a result of generalization of techniques of self-development of pedagogical competence we formulated the following rules.

Rules of formation of internal motivation to self-development of pedagogical competence.

Experience of teaching work in pedagogical university prompted a set of the rules which realization would promote formation of internal motivation of students - future teachers to self-development of pedagogical competence.

It should be noted that first of all it is important to understand to the student as far as he is ready to future professional pedagogical activity. Specifics of pedagogical work are expressed in such characteristics, as an emotional and personal opening; credibility and sincerity in expression of feelings and the relations; aspiration to satisfaction with in the course of joint with pupils of creative activity; psychological spirit for optimum work with a concrete form for achievement of the maximum persuasiveness and expressiveness, etc. If the teacher unites love to job and to pupils - he is the perfect teacher. Pupils above everything appreciate in the teacher skill, profound knowledge of the subject, clear thought. Only the understanding and acceptance of these qualities concerning itself as necessary is able to allow the student to prepare consciously for the professional formation as a teacher. The situations arising in the pedagogical sphere are estimated by a position of acting person. Of his targets, values system, personal preferences depends the choice of a mode of action. Acquaintance in the educational process with pedagogical situations as situations of choice, analysis of the positions and actions of the child who is the subject of them, creates conditions for personal self-understanding of their professional need.

Therefore we will emphasize that understanding and acceptance of oneself as future teacher—an important factor of professional pedagogical formation of the student. Only on this basis can be built all other components of professional and individual requirements to the identity of the teacher. And for this purpose is necessary performance of several, from our point of view, important factors (Table 1).

Table 1. Conditions of self-development of pedagogical competence of the student–future teacher

INTERNAL MOTIVATION OF THE STUDENT–FUTURE TEACHER TO SELF-DEVELOPMENT OF PEDAGOGICAL COMPETENCE			
Comfortable educational environment; Harmonization of pedagogical relationship	Formation of points: professional and pedagogical	valuable reference social, psychological, and pedagogical	Reduction of a role of the pedagogical management of students activity
INDEPENDENCE AND CREATIVITY OF STUDENTS			

First, it is necessary to create the comfortable environment and to provide harmonization of relationship between all participants of pedagogical process (students, teachers, administration) (Oskolkova et al., 2012). This rule assumes, first of all, a support on the principle of a humanistic orientation of teaching-educational process. It is very important the understanding by the teacher of the student and take him as the teacher find him. It is necessary granting to the student of freedom of knowledge of himself, his internal opportunities and desires. The teacher has to use such receptions and training methods which allow students to reveal freely, aiming at future professional activity (Wankat, 2002). It is possible at a training individualization, and also at nearness of educational process to the real working conditions at school (Common European...).

Secondly, it is important formation of valuable reference points adequate to a profession. Growth of competence is inseparably linked with system of values. Therefore identification of valuable orientations of the individual, rendering the help to him for the purpose of more their clear understanding, solving of the valuable conflicts and an assessment of alternatives represents a basis of any program of competence development (Raven, 2002). Among the priority values of education activities can be identified:

- The social: the importance of pedagogical work, responsibility of the teacher before pupils, parents and society, expansion of opportunities of creative self-realization of the teacher;
- The psychological: opportunity for joint creativity with colleagues and children, self-affirmation in

pedagogical communication, love of children, possibility of self-realization of the creative plans, disclosures of the identity;

- The professional and pedagogical: possibility of mastering new methods and technologies of training and education, possibility of unlimited professional growth and self-improvement of pedagogical skill (Andreyev, 2000). This factor is more relevant than over, primarily because the person without accurate valuable orientations can't broadcast to the world constructive ideas. In society, where at the present stage there are doubts in a choice of ways of development, where for several decades there is a search of ideals, the teacher has to assume responsibility for education of new generation in the spirit of patriotism, humanity, good and responsibility for the world.

The following rule of orientation of students on self-development of pedagogical competence is reduction of a share of the pedagogical management by activity of students (Felder & Brent, 2005). The pedagogical management is urged to prompt, support useful undertakings of students, together with them to discuss their needs, to encourage a useful initiative, to develop independence and creativity in the educational environment (Oskolkova et al., 2012). Thus, pedagogical activity has to be built so that the accent was transferred from teaching activity of the teacher (he plans, asks questions, sets tasks, estimates) to the educational activity based on an initiative and creativity of the students. It is possible only at allowing for of individual interests and needs of students, granting to the student of an independent vector of development of pedagogical competence.

One more important rule of the organization of self-development of pedagogical competence of future teachers is formation of a position of responsibility for the activity as a whole, and educational, in particular. In teaching and educational process it is necessary to create such conditions, which realization allows forming such important quality of the personality as responsibility for self-development. Modern education has to be, first of all, education of independence, of creative initiative and social responsibility which without each other are impossible (Cowan, 2012). Meanwhile, an independent, creative personality forms only independent, creative activities, built on the basis of self-rule (Akhmedyanova, 2013). Moreover, more complex and individual work favors the formation of more complex and more flexible thinking and independent attitude towards themselves and society.

It is necessary to achieve from students of effective independence, it means an ability to work more independently at a lesson, at home, ability to organize separate forms of work and all educational activity as a whole without systematic control, stimulations from the teacher.

#### **4. Conclusion**

The educational environment of pedagogical universities of Russia becomes a factor of formation of professional competence of future teacher when: the content of trained disciplines is not interesting only, but also is focused on practice, reality; forms and methods of activity are clear, logical and are easily applicable in school practice; in the relations arising between teacher and student are the principles of democracy and the evolving kind of learning; there are material opportunities for the organization of modern educational activity and development of pupils; there is an interaction with various subjects of teaching and educational process (Akeshova et al., 2013). Creation of basic educational platforms, carrying out research seminars and conferences, the organization of scientific laboratories, carrying out joint colloquiums of students, university teachers, of schools teachers and pupils will allow including all components of the educational environment (Merzon, 2011). However it is important to work not only over external factors of preparation of pedagogical staff, but also over internal factors. Only at a harmonious combination of external and internal conditions it is possible to achieve the most effective result: the teacher which is modern, perspective, easily adaptive in the changing conditions, capable in each child "to see the sun".

#### **5. Results**

For preparation of the modern school teacher must have while studying at the university to work on the formation of not only common cultural and professional competence, but also to create the conditions for self-development of professional pedagogical competence.

It is possible at implementation of the following rules:

- To build educational process exclusively within the harmonious relations of all participants of process of training of future teachers;
- To pay considerable attention to formation of valuable orientations at future teachers, and also to form the responsible relation to the created valuable positions;

- To refuse administrative style in the course of training, having provided to students – future teachers the maximum freedom for realization of creative potential, a personal initiative;
- To form at future teachers the responsible relation to the self-development, as to the most important factor of professional formation, success.

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