

**THE REPUBLIC OF KAZAKHSTAN
MINISTRY OF AGRICULTURE
KAZAKH NATIONAL AGRARIAN UNIVERSITY**

**Professional and communicative competence
of the teachers of high school.
New pedagogical thinking of high school teacher.**



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Professional competence of the teachers .



- Teachers' professional competence is: the ability of teachers to carry out the professional activities characterized by smooth and even perfect completion of educational tasks.
- How we can describe a competent teacher? Professional competences are the system of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities. Teachers' professional competences are determined by the social-interaction characteristics of the instructional process.





Professional competence of the teachers .

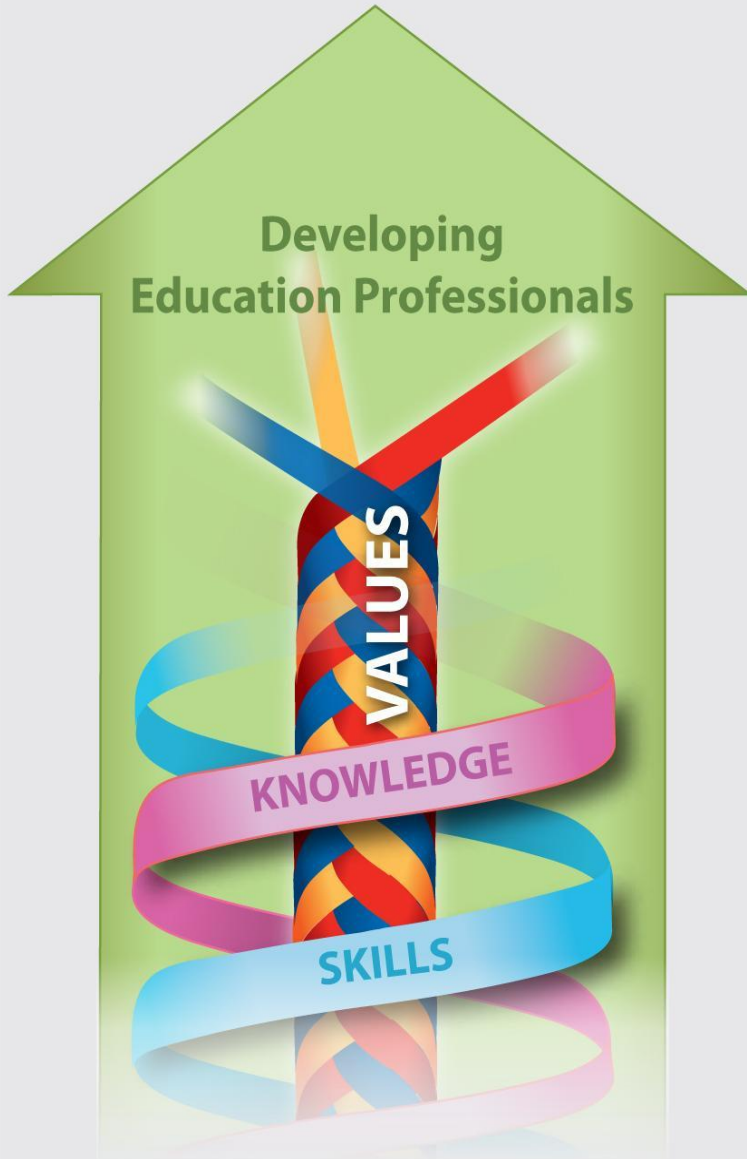


The basic professional competencies of teachers are: education competence, program competence and communicative competence.



Indicators of communication competence are: interaction involvement, conflict resolution style and team-work attitudes.

Attributes of the 21st Century Teaching Professional



V1 - Learner-Centered Values

- Empathy
- Belief that all children can learn
- Commitment to nurturing the potential in each child
- Valuing of diversity

V2 - Teacher Identity

- Aims for high standards
- Enquiring nature
- Quest for learning
- Strives to improve
- Passionate
- Adaptive and resilient
- Ethical
- Professional

V3 - Service to the Profession and Community

- Collaborative learning and practice
- Building apprenticeship and mentorship
- Social responsibility and engagement
- Stewardship

SKILLS

- Reflective skills & thinking dispositions
- Pedagogical skills
- People management skills
- Self-management skills
- Administrative & management skills
- Communication skills
- Facilitative skills
- Technological skills
- Innovation and entrepreneurship skills
- Social and emotional intelligence

KNOWLEDGE

- Self
- Pupil
- Community
- Subject content
- Pedagogy
- Educational foundation and policies
- Curriculum
- Multicultural literacy
- Global awareness
- Environmental awareness



Competency models for teachers

- ▶ Until 2006: the teacher education framework and teachers' accreditation requirements
- ▶ 2006: professional qualification standard for teachers:
 - ▶ 8 domains: planning and leadership, designing the learning environment, facilitating learning, motivating the learners, collaboration, communication, analysing and assessing the learning, self-directed professional development
- ▶ Not fully compatible with *de facto* standards: teacher education curricula and teacher accreditation requirements



COMMUNICATION COMPETENCE

COMMUNICATIVE COMPETENCE



- Communication is the most obvious manifestation of the social interaction.
- Thus, the effectiveness of education in the school situations is determined by the quality of the communication process.
- Teacher professional action is a dimension of educational process of teaching, so the frames of educational communicology are to be applied. Also, it is a dimension of the teacher's job, thus the business communicology rules should be applied.

Linguistic

Understanding and using:

- vocabulary
- language conventions (grammar, punctuation and spelling)
- syntax (e.g., sentence structure)

Strategic

Using techniques to:

- overcome language gaps
- plan and assess the effectiveness of communication
- achieve conversational fluency
- modify text for audience and purpose

Communicative Competence

The ability to understand and use language effectively to communicate in authentic social and school environments

Having awareness of:

- social rules of language (e.g., formality, politeness, directness)
- nonverbal behaviours
- cultural references (e.g., idioms, expressions, background knowledge)

Socio-linguistic

Understanding how ideas are connected through:

- patterns of organization
- cohesive and transitional devices

Discourse



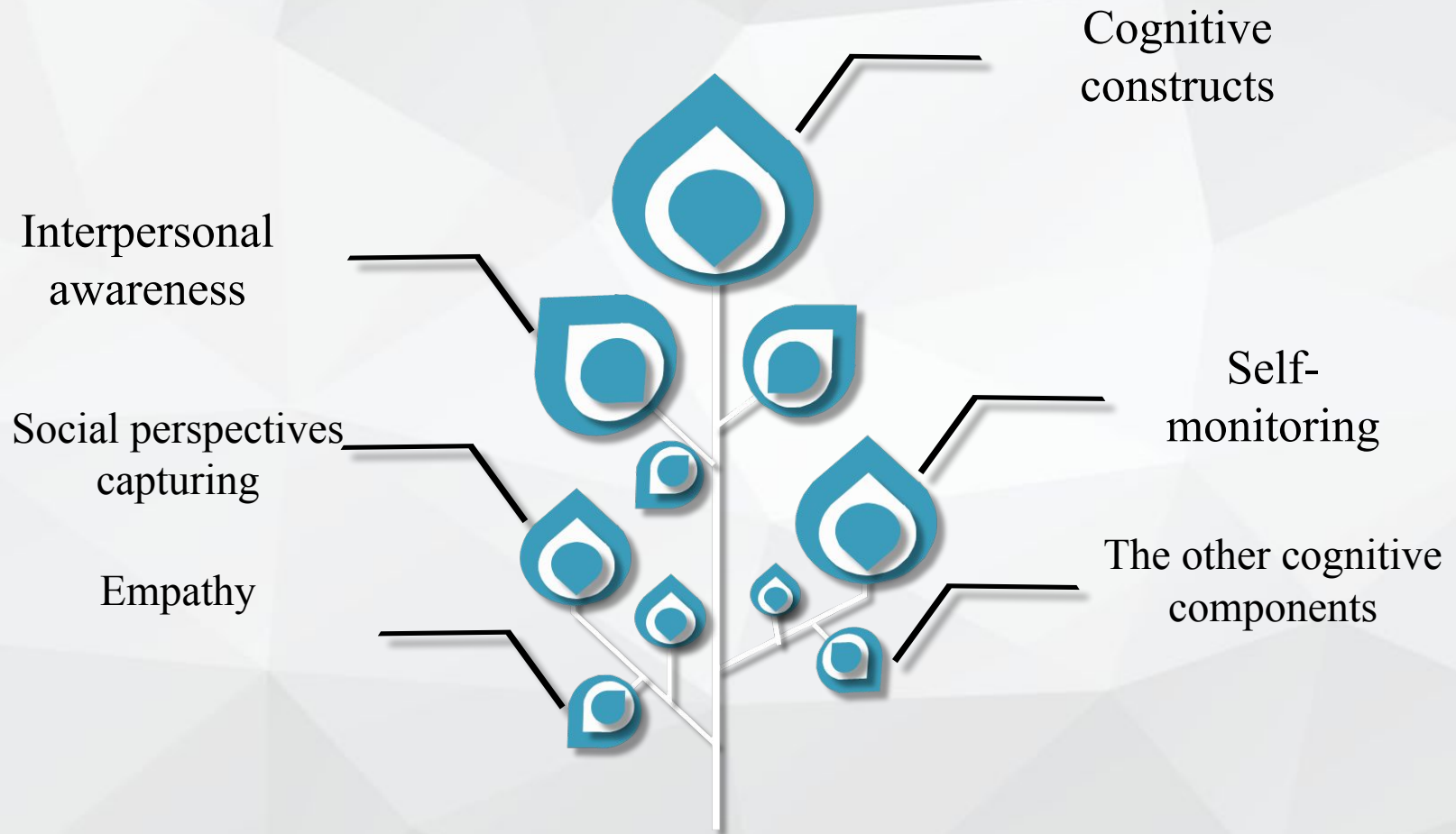
Communication competence integrates the two dimensions, cognitive and behavioral, and the basic communication skills.





COMMUNICATION COMPETENCE

Cognitive dimension





COMMUNICATION COMPETENCE

Behavioral dimension


Interactio
n
involvem
ent

Behavior
flexibility

Adaptabl
e

Listening

Communi
-
cation
style



Education and teaching process consist of communication among the group members and communication between groups. The special conditions of teachers work are the skills and strategy of team work, and ability to organize students' team-work in the classroom.





New pedagogical thinking of high school teacher.

Teacher thinking has rapidly grown into the greatest individual theme in research on teaching and teacher education.

Pedagogical thinking and decision-making processes towards actions in pedagogical contexts is difficult to make explicit, particularly, because pedagogical thinking is not directly distinguishable from teachers' prevailing and current thinking.



Teachers' Pedagogical Thinking

METATHEORY

2. Thinking level

OBJECT THEORIES

1. Thinking level

PRE- INTER- POST

Action level



New pedagogical thinking of high school teacher.

21ST CENTURY TEACHING

- **Greater Need for Education** in Society and Economy
- **Higher Standards** for Teaching & Learning
- **More Diverse Students** with Greater Educational Needs
- **Greater Expectations** of Schools for Ensuring Success



21ST CENTURY PEDAGOGY FEATURES

- **Critical thinking**
- **Active learning**
- **Problem solving skills**
- **Communicating, making connections, creating and expressing oneself in a variety of ways**
- **Contextualized knowledge**
- **Collaborative teamwork**
- **IT Savvy**
- **Learning to know/to do/to be/to live together**
- **Learning to sustainability**