



RELEVANT COMPETENCES OF THE TEACHING STAFF FOR THE ORGANISATION OF DISTANCE LEARNING

Oleksandr Radkevych ¹, Oksana Radkevych ²

- 1 PhD in Law, Senior Research Fellow, laboratories of foreign vocational education and training, Institute of vocational education and training of the National Academy of Educational Sciences of Ukraine, <http://orcid.org/0000-0002-2648-5726>, e-mail: mr.radkevych@gmail.com
- 2 Senior lecturer in methodology of professional education and social human sciences, Bila Tserkva Institute of Continuing Vocational Education of the University of Education Management, <https://orcid.org/0000-0003-3332-1495>, e-mail: oksanagoran@ukr.net

Abstract.

Relevance: The Covid-19 pandemics has radically changed the organisation of the teaching process at education institutions in general and at vocational (vocational and technical) ones in particular. These changes include partially distance teaching. Accordingly, the teaching staff at vocational (vocational and technical) education institutions had to learn how to interact with the educational process subjects using distance communication platforms. It stimulated them to master new forms, methods and technologies of organising the educational process and helped them acquire relevant competences.

Aim: analysis and determination of relevant competences for the teaching staff to organise distance education at vocational (vocational and technical) education institutions.

Methods: analysis and synthesis to clarify the status and the level of investigation of the research problem; systematisation and generalisation to formulate conclusions.

Results: The definitional and academic understanding of the teaching staff's competence at vocational (vocational and technical) education institutions has been explored. It has been established that the concept of the competence-based approach in education aims to shape the personality of a future specialist with a positive worldview, a system of values and the ability to quickly adapt to new and unexpected life and professional situations. The informational and communicative competence has been highlighted in the narrow and broad understanding. It has been found that the informational and communicative competence of the teaching staff at vocational education institutions must include actual teaching that uses modern info-communication technologies and takes place in information environment. Therefore, it must include knowledge about the use of specialised software in the education process that is instrumental in organising the distance mode of education (Moodle, Classroom, Unicraft, Microsoft Teams, Edmodo, etc.). The technological competence includes knowledge and skills related to the organisation of the teaching process at vocational (vocational and technical) education institutions using distance learning technologies and choosing optimal electronic means and corresponding electronic didactic materials.

Conclusions: The organisation of distance learning at vocational (vocational and technical) education institutions follows a competence-based approach and is based on the principles of the Lifelong Learning Concept. The development of informational, communicative and technological competences in the teaching staff at vocational (vocational and technical) education institutions contributes to a higher quality of future qualified specialists' distance education.

Keywords: *informational and communicative competence; technological competence; teaching staff; vocational (vocational and technical) education institutions; distance learning.*

Introduction: The quality of vocational (vocational and technical) education directly depends on the general public education policy and modern challenges. One of such challenges is the Covid-19 pandemics, which has radically changed the approaches to the organisation of professional training of future qualified specialists at education institutions. These changes include partially distance teaching. Taking this into account, students and the teaching staff have to learn how to interact online, i.e. using distance communication platforms. To this end, the teaching staff have to master new forms, methods and technologies of educational process organisation, and thus acquire new competences. It should be noted that these competences must be combined with professionally oriented knowledge and skills that can be used in the teaching process.

Sources. Issues related to the competences of the teaching staff at vocational education institutions were studied by such scholars as: S. Kravets, V. Luhovyi, P. Luzan, O. Orlov, V. Radkevych (2012, 2016) and others. Issues related to the informational competence were explored by O. Humenyyi (2016), A. Hurzhii, O. Bazeliuk, A. Kononenko, M. Pryhodii (2019), O. Radkevych (2015), I. Smyrnova and others. The technological competence was investigated by I. Androshchuk, S. Honcharenko, V. Kobernyk, N. Kulalaieva, V. Kurok, S. Sysoieva (2012) and others.

The **aim of the article** is to analyse and determine relevant competences for the teaching staff to organise distance learning at vocational (vocational and technical) education institutions.

Research methods: analysis and synthesis to clarify the status and the level of investigation of the research problem; systematisation and generalisation to formulate conclusions.

Results and discussion. A priority in the development of modern vocational (vocational and technical) education is orientation towards the competence-based approach. The competence-based approach suggests that the educational process focuses on forming and developing an individual's key and domain-specific competences. The result of this process is the development of an individual's general competence, which is a total of key competences and an integrated personal quality (Competence approach in modern education: world experience and Ukrainian perspectives, 2004).

According to V. Radkevych (2012), the concept of competence-based approach in education, in particular in vocational (vocational and technical)

training, focuses on the development of the personality of a future specialist with a positive worldview, a system of values and the ability to quickly adapt to new and unexpected life and professional situations. An important mission of the competence-based approach is the development in future qualified specialists of a conscious attitude to their work and the results of professional activity in their field (Radkevych, 2011).

We will emphasise different approaches to the interpretation of the concept of competence by Ukrainian and foreign scholars. Thus, according to the German scientific school, competence is the willingness and the ability to effectively communicate with people, responsible attitude to them, linguistic skills, professional knowledge, and the Self (Self competence) (Random House Unabridged Dictionary, 1997). According to the European Qualifications Framework for Continuous Lifelong Vocational Training, competence includes such key characteristics as responsibility and autonomy (The European Qualifications Framework, 2018). Their significance consists in the fact that, when working remotely, the teaching staff must be aware of the importance of their professional didactic activity, e.g. its consequences for society in general and the teaching of vocational (vocational and professional) students in particular.

In the Ukrainian academia, the term "competence" broadly means the level of the specialist's awareness of their professional activity. Therefore, competence is a complex and multi-faceted phenomenon that characterises a person's ability to apply knowledge and skills in various social and professional situations and to skilfully carry out certain activities, including professional ones (Volkova, 2014, p.33). In the narrow sense, competence is the result of professional experience, a consequence of its accumulation in the course of life and professional activity. It ensures profound knowledge of one's subject, understanding of the essence of work performed, ways and methods of achieving aims, the ability to correctly assess a professional situation and make appropriate decisions in this connection (Kohut, 2012).

The competence of the teaching staff at vocational (vocational and technical) education institutions structurally consists of the following elements: knowledge, experience, professional culture, and personal qualities. Besides, the teaching staff's competence is related to different aspects of professional and didactic activity, richness, diversity, integrated nature of professional experience and determined

activity of subjects and their organisational culture (Kohut, 2018).

The above interpretations involve the teaching staff's ability to solve professional tasks and make decisions and judgements in a certain domain, while competence is a qualitative characteristic of their personality. It is based on knowledge, awareness, and professional experience. This emphasises the integrated nature of the concept of competence. This understanding of competence is basic for numerous fundamental and applied studies and pedagogical theories. It is based on it that the features of competence as a pre-condition of professionalism and the mechanisms of its development in future qualified specialists were studied. Thus, scholars link the notion of competence with a certain domain of professional activity and the specialist's possession of not only considerable knowledge and experience, but also the ability to apply the accumulated knowledge and skills at the right time and use them when performing one's professional functions (Horban, 2015). Taking this into account, we interpret competence as an integrated personal structure (quality) that contributes to an individual's successful self-fulfilment in society based on knowledge, abilities and skills, as well as shaping and development of abilities to successfully act in the professional sphere.

The professional standard "Vocational teacher" adopted in 2020 lists general and professional competences that the teaching staff at vocational (vocational and technical) education institutions are expected to possess.

Relevant professional competences include the ability to: plan and implement the teaching process; carry out self-educational, research and experimental activity, methodological work; engage in educational process monitoring, career guidance and support of students' career development. According to V. Radkevych, professional competence is an integral component of professional culture; by this, she understands a system of professionally significant qualities, effective ways of organising work, and a critical attitude to the results of their own and collective work; therefore, it is important to develop it in the teaching staff at vocational (vocational and technical) education institutions. The types of professional competence include technological, informational, energy efficiency, economic, environmental, legal, etc. (Radkevych, 2012).

According to the professional standard (2020), the list of general competences includes the teaching staff's abilities to: adapt to the environment

and to academic and professional mobility; bear personal responsibility for the results of professional decisions; engage in communication within professional activities; effectively manage working hours; demonstrate leadership qualities; carry out routine professional actions in the most effective way; act in unconventional situations; work in a team; prevent conflicts; develop and improve oneself. Among the general competences defined in the standard, the first two encourage the teaching staff at vocational (vocational and technical) education institutions to acquire modern informational, communicative and technological knowledge and skills. They are particularly relevant to the organisation of distance teaching, i.e. teaching remotely from the education institution at any convenient time. Distance education is delivered pursuant to the Distance Learning Guidelines that regulate the rights and obligations of education process participants. The consideration of the key provisions of the Concept of Distance Education Development in Ukraine is no less important. Nowadays, according to the Ukrainian legislation, people with secondary, vocational or higher education and those who can perform tasks remotely using modern didactic technologies can study remotely. The distance teaching process is based on the use of various informational and communicative means (websites, web platforms, voip-communication, specialised software, file exchange services, etc.). Upon completion of this type of studies, vocational (vocational and technical) students obtain respective documents.

At the same time, the teaching staff at vocational (vocational and technical) education institutions do not fully possess informational and communicative competence in the process of organising distance teaching. This competence is considered as a person's integrated ability to effectively work in the informational environment; it is manifested during the informational activity and is assessed based on its results (Tykhonova, 2015). Thus, informational and communicative competence broadly means the ability to process information, solve informational and search-related tasks using library resources and electronic search engines, i.e. carry out informational activity using both traditional and new technologies. Based on the above, it can be concluded that informational and communicative competence of the teaching staff at vocational (vocational and technical) education institutions includes actual teaching activity using modern information and communication technologies and taking place in the information environment. This competence presupposes knowledge about the use of spe-

cialised software enabling the organisation of distance teaching (Moodle, Classroom, Unicraft, Microsoft Teams, Edmodo, etc.). In this aspect, it is important that the teaching staff are willing to master electronic teaching tools and change their attitude to the use of e-learning platforms, web resources and databases in the education process.

It is also crucial that the teaching staff at vocational (vocational and technical) education institutions possess technological competence. In academic research, technological competence is considered as “an integrated personal quality and a result of learning related to the development in the teaching staff of the necessary personal qualities, as well as technical knowledge, abilities, and skills; the ability to consciously apply the acquired knowledge in practice, solve technological problems, organise students’ technological, cognitive and research activity, organise and design classes involving technologies, train assiduity and shape the necessary personal qualities, design didactic tools and use them to increase the effectiveness of the teaching process and to monitor its results” (Dorokhin, 2010).

The above demonstrates that technological competence should also include knowledge and skills related to the organisation of the teaching process at vocational (vocational and technical) education institutions using distance teaching technologies, choosing optimal e-resources and corresponding didactic materials.

In this context, it is important that the teaching staff at vocational (vocational and technical schools) should be able to develop SMART complexes of study and apply them in the education process. As noted by V. Radkevych and O. Humennyi (2016), SMART complexes of study disciplines should be created based on context learning capable of ensuring high-quality training of future specialists. Taking this into account, they are defined as

minimally context-dependent (the level of students’ education is considered as the learning context only in the Internet and in the real world), minimally adaptive (i.e. adaptive in relation to the emotional state, while cognitive factors – abilities, motivation, socioeconomic status – are not considered), and minimally customised (i.e. pedagogically oriented management is not used). As is aptly noted by M. Pryhodi (2019), a SMART complex is an interconnected body of regulatory and didactic materials that exist in the informational and educational space of an education institution and that are necessary to effectively develop competences as a programmed result of studying a discipline.

Thus, the development and application of SMART complexes makes it possible to proactively update syllabi taking into account the vocational (vocational and technical) students’ needs and the requirements of stakeholders, which has a positive influence on increasing the quality of distance teaching, its didactic support, and the motivation of future qualified specialists to independently acquire professional knowledge and skills.

Conclusions. Nowadays, the teaching staff at vocational (vocational and technical) education institutions increasingly often need to operate novel professional and especially general competences that will enable them to remotely teach future qualified specialists. In this respect, the teaching staff need to have developed informational, communicative, and technological competences, which is an essential precondition of high-quality organisation of the education process using electronic web-resources, SMART complexes of study disciplines, etc. The implementation of the distance mode of vocational (vocational and technical) education is based on the provisions of the Lifelong Learning Concept and continuous professional self-development and self-improvement.

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Актуальні компетентності педагогічних працівників для організації дистанційного навчання

Олександр Радкевич¹, Оксана Радкевич²

- 1 старший науковий співробітник лабораторії зарубіжних систем професійної освіти і навчання, Інститут професійно-технічної освіти НАПН України
- 2 старший викладач кафедри методики професійної освіти та соціально-гуманітарних дисциплін, Білоцерківський інститут неперервної професійної освіти ДЗВО «Університет менеджменту освіти»

Реферат.

Актуальність: пандемія Covid-19 докорінно змінила організацію освітнього процесу в закладах освіти і, зокрема, професійної (професійно-технічної). До таких змін можна віднести його часткове здійснення у дистанційній формі. Відповідно у педагогічних працівників закладів професійної (професійно-технічної) освіти виникла необхідність навчитися взаємодіяти із суб'єктами освітнього процесу онлайн на дистанційних платформах. Це актуалізувало оволодіння ними новими формами, методами та технологіями організації освітнього процесу, а відтак набуття актуальних компетентностей.

Мета: аналіз та виокремлення актуальних компетентностей педагогічних працівників для організації дистанційного навчання в закладах професійної (професійно-технічної) освіти.

Методи: аналіз і синтез – для з'ясування стану та рівня розробленості досліджуваної проблеми; систематизація та узагальнення – для формулювання висновків.

Результати: Розкрито дефініційне та наукове розуміння компетентності педагогічних працівників закладів професійної (професійно-технічної) освіти. Встановлено, що концепція компетентнісного підходу в освіті спрямована на формування особистості майбутнього професіонала з позитивним світоглядом, ціннісними орієнтаціями, здатністю швидко адаптуватися до нових і непередбачуваних життєвих і професійних ситуацій. Висвітлено інформаційно-комунікаційну компетентність у вузькому та широкому розумінні. Встановлено, що інформаційно-комунікаційна компетентність педагогічних працівників закладів професійної освіти має включати в себе фактичну навчальну діяльність із застосуванням сучасних інформаційно-комунікаційних технологій та здійснюватися в умовах інформаційного середовища. Тобто, включати в себе знання із застосування в освітньому процесі спеціалізованого програмного забезпечення, що спрямоване на організацію дистанційної форми освіти (Moodle, Classroom, Unicraft, Microsoft Teams, Edmodo тощо). До технологічної компетентності віднесено комплекс знань і вмінь організувати освітній процес у закладах професійної (професійно-технічної) освіти із застосуванням технологій дистанційного навчання, добираючи для цього оптимальні електронні засоби та відповідний електронний навчально-методичний матеріал.

Висновки: Організація дистанційного навчання в закладах професійної (професійно-технічної) освіти здійснюється на основі компетентнісного підходу та ґрунтується на положеннях Концепції навчання впродовж життя. Розвиток у педагогічних працівників закладів професійної (професійно-технічної) освіти інформаційно-комунікаційної та технологічної компетентності сприяє підвищенню якості дистанційного навчання майбутніх кваліфікованих робітників.

Ключові слова: інформаційно-комунікаційна компетентність; технологічна компетентність; педагогічні працівники; заклади професійної (професійно-технічної) освіти; дистанційне навчання.

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