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CRITERIA, INDICATORS AND DEVELOPMENT LEVELS OF PERSONAL AND PROFESSIONAL COMPONENT OF PRIMARY SCHOOL TEACHER'S SOCIAL COMPETENCE IN THE SYSTEM OF POSTGRADUATE PEDAGOGICAL EDUCATION: THEORETICAL ANALYSIS

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Abstract. The author focuses on the problem of the development of primary school teacher's social competence in the conditions of primary education modernization, proves the necessity of the research and substantiates the criteria, indicators and levels of the specified competency development in the system of postgraduate pedagogical education; illustrates the tools of personal and professional component.

Keywords: social competence, personal and professional component, primary school teacher, the system of postgraduate pedagogical education.

1. INTRODUCTION

In the context of big changes ahead in primary education, given its constant reforming, as well as younger school student's sensitive nature, the role of a primary school teacher is growing. His or her professionalism and personal qualities to a great extent have influence on their students at present and in the future, shape their social roles, teach how to navigate in situations of interaction with social environment, be socially competent and successful.

It is clear that to achieve those goals, first of all, the teacher should be a professional, competent in social relationships. This is the priority of the new Ukrainian school, which is in the top list of five, declaring pedagogy of partnerships, which leads to the subject-subject interaction, humanity of relationships. Among the nine components of its formula there is a new curriculum based on the formation of competences necessary for successful self-realization in the society; a new school structure, which provides a good opportunity to learn this meaning and gain competence for life, modern educational environment to ensure the necessary conditions, means and technologies of students, teachers and parents training not only in the premises of the institution; focus on the student's needs in educational process, child-centrism, through a process of education, which forms the values, the pedagogy, based on partnership between student, teacher and parents, and a motivated teacher who has the freedom of creativity and develops professionally. We emphasize on social competence (among

the ten competencies) as the ability to work with others effectively, to prevent and resolve conflicts, reach compromises [8]. Such interpretation of social competence is reasonable, given the fact that a person is the subject of communication, knowledge, labor (B. Ananiev). It should be noted that among the diversity of scientific views on social competence [1] there are such that relate to complex personal-psychological technologies of human interaction with social environment (P. Bakhteieva), a system of complex social skills and interaction skills, scenarios of behaviour in typical social situations (V. Kunitsyn). Social competence is manifested in the ability of an individual to interact with others and to be competent in this process (W. W. Hartup, M. B. Shure), the ability to solve problems that arise in the interaction with an individual, group entities and government (A. Anikeev) to achieve efficiency in performance (N. Liakhova, W. W. Hartup, M. B. Shure, etc.), particular personal goals maintaining good relationship (L. Rose-Krasnor, K. H. Rubin) and problem solving (I. Yermakova, G. Nesen, O. Priamikova, L. Sokhan, A. Schelten, M. B. Shure, etc.). At the same time this phenomenon can be observed and interpreted from the standpoint of social roles theory (Y. Bahtienova, N. Belotserkovets, A. Kononko, A. Machehina, I. Chernousov, V. Tsvetkov, D. Meichenbaum and others).

In the meantime a person can gain efficient competencies in any activities, professional in particularly, only if this process is accompanied by the development of his or her personal and professional abilities.

O. Budnyk expresses her thought on this issue which appears quite reasonable. She emphasizes the importance of personality, determined by the level of his or her socio-spiritual formation, especially in socio-educational activities (a kind of teacher's professional activity) that is based on general philosophical interpretations of its essence and structure, and embodies a social aspect (social problems of students, their psychological, medical, and pedagogical learning, social and cultural features of the educational environment, etc.) [6; 7].

Therefore, the acquisition of knowledge, skills and experience in any activity, in particular professional, social will be a success if this process is accompanied by the development of his or her personal and professional abilities. Thus, the characteristics of the criteria, indicators and levels of development of personal and professional component (PPC) of primary school teacher's social competence is of great importance, because it provides an integrated approach to the solution of a number of issues related to the use of criteria and level characteristics for the evaluation of the results of research work, adjustments, planning directions for future research and teacher's own personal and professional development.

However, at present scientific and scientific-pedagogical literature hasn't developed any criterion-level evaluation tools to state the development of primary school teacher's social competence.

2. RESULTS

The analysis of researches conducted by the native and foreign scholars in the field of pedagogy, psychology, sociology and professional education gave us an opportunity to understand the essence of the system of assessment of experimental research work, the logic of its construction, to determine scientific approaches to its creation, to specify criteria, indicators and level tools for evaluating the results of the study regarding its subject matter, and each of the six components of primary school teacher's social competence (motivational and evaluative, cognitive activity, operational, personal and professional, reflexive components), to substantiate the technology of criteria, indicators and levels of its development identification. Given that the scope of this article does not allow analyzing the characteristics of each component, we decided to focus on the personal and professional component.

From this perspective, *personal and professional component (PPC) of primary school teacher's social competence* is referred to as a two dimensional entity which has two constituents (emotional and professional), each of which we characterize respectively as: 1) empathy responsiveness; 2) professional orientation of the personality.

On the assumption that indicators of primary school teacher's social competence are considered as a combination of qualitative and quantitative reflection of certain properties of a changeable process, the *indicators of personal and professional characteristics* of the development of the specified component (PPC) are represented by empathy, professional orientation (sociability, organization, focus on subjects). Thus, the qualitative content of each indicator is defined by its essence.

Respectively the characteristics (criteria) of the PPC are the following: empathy development, professional orientation (the degree of sociability, self-discipline and focus on academic subjects). These are the characteristics of personal and professional criteria.

Characterizing *personal and professional component* of primary school teacher's social competence we apply the indicators of *empathy responsiveness, sociability, self-discipline and focus on school subjects*.

Empathy responsiveness can be defined as understanding needs and problems in the environment; establishing contacts and finding a common language with them; generosity, a tendency to forgive mistakes of the environment; interest in people; emotional responsiveness; communication skills; and prevention of conflicts and finding compromise solutions; ability to face criticism constructively; evaluation of events using senses and intuition, not analytical abilities; a preference for work with people over working alone; a need for social performance approval.

Sociability is a desire to communicate with students, parents and colleagues; a desire to discuss interesting topics; the attitude of people; communication skills (talkativeness); behavior flexibility, manifested in socio-pedagogical and socio-psychological activities; proneness to conflict.

Self-discipline is understood as self-confidence; originality of behavior mode, teaching and upbringing (creativity at work); the priority of order in everything; social and professional decision speed; defending one's own opinion, even when it differs from the opinions of colleagues; planning socio-educational and socio-psychological activities; giving priority to socio-pedagogical work, responsibility and liability associated with it; organization of extra-curricular activities; positive attitude to administrative-pedagogical activity; efficiency initiative characteristics.

Focus on school subjects is defined as understanding of the need of knowledge, its importance in life; evaluation of colleagues for their contribution to the subject; the choice of friends by the professional principle; the need for socio-professional, personal development and self-improvement; providing benefits to people who know their profession; application of a scientific approach to any social and professional situation; the desire to share knowledge on academic subjects with students; ongoing training.

Taking into account the accepted scientific principles regarding the indicators, criteria and levels [2; 3; 4], we are going to examine and analyze the assessment tools for evaluating the results of the development of personal and professional component of primary school teacher's social competence providing an expanded and generalized version.

Thus, let's consider the *criteria and indicators of the development of the first emotional constituent* of personal and professional *component of social competence*. The main ones, reflecting this component, characterize the attitude to the environment which can be manifested in their behavior. They include characteristic features of teacher's personality, determining his or her empathic abilities, which refer to establishing contacts with the environment, finding a common language with them, understanding their needs and problems, generosity, a tendency to forgive mistakes, to prevent conflicts and find compromise solutions; interest in people, emotional responsiveness, sociability, ability to face criticism constructively; a preference for working with people over working alone, evaluation of events using senses and intuition rather than analytical abilities.

The complex of the above mentioned personal characteristics can be analyzed through the criteria, expressing essential characteristics of empathy, which significantly affect social behavior in the relations of teachers with pupils, parents and colleagues. Each of the four levels (high, sufficient, medium, and low) of the emotional constituent of PPC reflects the degree of manifestation of personal characteristics related to certain criteria (empathy levels), which are to be presented below in the extended and generalized characteristics of PPC.

The second constituent of personal and professional component, which characterizes the professional orientation of teachers, can be defined as the development of such personal qualities as communication, organization, and focus on school subjects. Accordingly, the professional orientation of primary school teacher is a systemic phenomenon, which in its turn includes three constituents, each of which can be assessed according to certain criteria, indicators and levels. Let's consider them.

Teacher's *sociability* reflects characteristic features of his or her personality, which at the optimal form create a favorable psychological climate among pedagogical school staff members, promote a balance of interpersonal relations among all the members, between teachers and students, parents and teachers, ensure the overall success of the professional activities. The development of communicative abilities and skills of the teacher is defined in accordance with criteria, indicators and levels, reflects his or her ability to communicate, and provides the process of social interaction in secondary school.

We present *the characteristics and development criteria of the first indicator (sociability) of the second (professional) constituent* of the personal and professional component of primary school teacher's social competence. The main indicators include the following items: communicative skills, desire to communicate with students, parents and colleagues; a desire to discuss interesting topics; the attitude of the people; talkativeness; behavior flexibility, manifested in socio-pedagogical and socio-psychological activities; proneness to conflict.

The complex of these teacher's abilities can be considered with the criteria expressing essential characteristics of communication process, which characterize and affect social behavior in relations with students, parents and colleagues. Each of the four levels (high, sufficient, medium, and low) of *the first indicator (sociability) of the second (professional) constituent* of the personal and professional component of primary school teacher's social competence characterizes the degree of manifestation of the ability to communicate, that is, the degree of the development, assessed according to four levels (high, sufficient, medium, low), characterizing the degree of manifestation of this component which is represented below in the extended and generalized characteristics of PPC.

The basis for the determining of general components of primary school teacher's social competence of the *second (professional) element of the personal and professional constituent* in particular are the socio-pedagogical functions, which include organizational. Consequently, the differentiation of such *indicator as self-discipline*, presented in this component, is quite important, because it enables the understanding of attitudes to the environment, interoperability, cooperation in students groups and among the teaching staff of secondary schools, the organization of their socio-professional activities.

Let's present the *characteristics, criteria* for the development of *the second indicator (self-discipline) of the second (professional) element* of the personal and professional constituent of primary school teacher's social competence. The main *indicators* characterize its attitude to the environment, which is manifested through socio-professional activity in secondary schools. Among them we should mentioned such characteristic features of teacher's personality as confidence in their actions; originality, creativity in educational process; planning their own socio-pedagogical, socio-psychological activities, giving priority to order; sense of responsibility related to those activities; social and professional decisions speed; ability to defend their views; positive attitude to administrative and pedagogical work; efficiency initiative characteristics, organization of extracurricular activities.

The complex of the above mentioned teacher's personal characteristics can be analyzed if we apply the criteria expressing the essentials of his or her self-discipline that determine teacher's behavior in organization of socio-professional work with students, parents and colleagues. The four levels (high, sufficient, medium, low), characterizing the degree of teacher's self-discipline related to the defined criteria are presented below in the extended and generalized characteristics of PPC.

According to Ye. Rogov, teacher's personal development is stipulated by his or her personal motivation [5], and their focus on academic subjects is one of the features of their personality that characterizes personal and professional priority. Thus, there is a need to include into *the second (professional) constituent of the personal and professional components of primary school teacher's social competence such indicator as the focus on school subjects* and to dwell on its characteristics and *criteria*. Personal characteristics inevitably affect the relations between teachers, pupils and colleagues, socio-

professional work that is carried out through the prism of its focus on educational subjects. These characteristics include: understanding of need of knowledge and their importance in life; needs in personal, social and professional development and self-improvement; the use of scientific approach to any social and professional situation; the desire to share the knowledge of academic subjects with students; giving priority to people, who know their profession; choice of friends on a professional basis; colleagues assessment on the basis of their contribution to the subject; professional training.

The complex of the above mentioned primary school teacher's personal characteristics can be analyzed on the basis of certain criteria expressing the essentials of one of the personality types ("subject teacher"), based on the subject knowledge with the focus on the school subject. So, the criteria serve an indicator on the basis of which such element as *school subject focus* of personal and professional component can be assessed.

The definition of criteria and indicators for the development of this component was the basis for substantiation of appropriate levels, and each level (high, sufficient, middle and low) represents the degree of personal characteristics manifestation in relation to certain criteria and indicators and indicates the degree of the mentioned characteristics an individual subject teacher possesses (focus on the subject). The four levels (high, sufficient, medium, low) which characterize the degree, we present in the extended and generalized characteristics of PPC. Thus, *the extended criteria, indications and levels characteristics of the development of personal and professional components of primary school teacher's social competence* can be presented in the following way.

High level: abnormally developed empathy; fine responding to the mood of an interlocutor; feeling emotional discomfort when others throw on him their emotional state; a strong sense of guilt, fear of causing people trouble; sensitivity and vulnerability; very high need for emotional support from others, children's trust and their need to give advice; (empathy); too high sociability; considerable ease and openness in communication with students, parents and colleagues; very strong desire to discuss interesting topics; very supportive, sincere attitude to people; excessive talkativeness and impulsive behavior that are evident in socio-pedagogical and related socio-psychological activity; the tendency to create conflict situations (communicative goals); too high self-confidence and in their actions; high social and professional decisions speed and initiative; excessive degree of defending opinions, even when they are different from the opinions of colleagues; giving preference to order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general and responsibility and liability associated with it; planning socio-pedagogical and socio-psychological activities; positive attitude to administrative-pedagogical work; originality of the methods applied and of socio-professional actions performed (creative work) (discipline); deep understanding of the need of knowledge of academic subjects and their social significance in life; a very strong desire to share the knowledge with the students; very strong need for permanent, socio-professional self-improvement, socio-professional and personal development, continuous professional development, which is carried out independently and according to the principle of diversity; respect for people who know their profession, including colleagues for their contribution to the subject; constant use of scientific approaches in any social and professional situation; very accurate choice of friends according to the professional principles (focus on school subjects).

Sufficient level: a sufficiently deep understanding of the needs and problems of others; the ability to establish contacts with others and find a common language with them fast enough; generosity, a high enough interest in people; a fairly high emotional responsiveness and sociability, tendency to forgive the mistakes of others, as well as the need for social approval of their actions; prevention of conflicts and finding compromise decisions; in general adequate perception of criticism; pre-emptive evaluation of events through feelings and intuition rather than through making analytical conclusions; preference for working with people over working alone (empathy); high communication skills; ease and overall openness in communication with students, parents and colleagues; a strong desire for discussion of interesting topics; good attitude to people; high talkativeness and behavior flexibility, manifested through socio-pedagogical and related socio-psychological activity; very low proneness to conflict (communication skills); high enough confidence in themselves and in their actions; high social and professional decisions

speed and related initiative; *mainly active* defending of his opinions, even if they differ from with the opinion of their colleagues; the priority of order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general, and responsibility and liability related; planning of their socio-pedagogical and socio-psychological activities; *positive* attitude to administrative-pedagogical work; *originality* in the selection and choice of methods of socio-professional action (creative work), which *manifests itself quite often* (discipline); *a deep enough* understanding of the need of subjects knowledge and their social significance in life; *a strong enough* desire to share the knowledge with the students; a significant need for socio-professional self-improvement in socio-professional and personal development in *a fairly regular and systematic* improvement of professional skills; *good* attitude to the people who know their profession, including colleagues for their contribution to the subject; *quite often* use of a scientific approach to any social and professional situation; *quite accurate* choosing of friends according to the professional principle (focus on school subjects).

Medium level: the tendency to assess people by their actions in interpersonal relationships rather than by their personal experiences; *frequent* self-control of their emotional manifestations; identification of respect to other party, however, excessive sensual effect may result in patience and interest loss in the action, but not in the loss of interest for the experiences of fiction and films characters; not expressing the opinion in case of doubtful positive reaction to it; the possibility of difficulties in forecasting the development of relations between people; the lack of looseness of senses that prevents full perception of people (neither special sensitivity, nor "thick skin" (empathy); *reasonable* communicativeness and talkativeness communicating with students, parents and colleagues, misunderstandings occurring *from time to time*; *periodic* desire to discuss interesting topics and attempts to avoid conflicts during communication with others, along with cases of loss of self-control; *various, a selective* attitude to people; in general, good behavior flexibility, which is manifested in socio-pedagogical and related socio-psychological activities (communication skills); *moderate* confidence in themselves and in their actions; high speed of social and professional decisions and efficiency initiative; *periodic* defending of their opinions, even if they differ from the opinion of colleagues; preference to order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general, and responsibility and liability related; planning their own socio-pedagogical and socio-psychological activities; *different (positive and negative), situational* attitude towards administrative-pedagogical work; *originality* of the selection and use of the method of socio-professional action (creative work), which *alternates with ordinary* (discipline); *moderate* desire to acquire academic subjects knowledge and share their knowledge with students; understanding their importance in life; *moderate* need for social and professional self-development, socio-professional, personal development and professional development; *mostly good* attitude to people who know their profession, including colleagues for their contribution to the subject; *periodic* use of scientific approaches in any social and professional situation; the choice of friends-usually by professional principle (*focus on school subjects*).

Low level: *significant* difficulties in establishing contacts with people; feeling uncomfortable in a large group; lack of understanding of the emotional manifestations in the actions of others, which they consider absurd; preference to specific activity over working with people; understanding of precise statements and rational decision-making; *small number* of friends whom they value for business acumen and clear mind, not sensitivity; lack of attention and sense of alienation (empathy); poor communication skills (reserved) and *frequent* silence; *weak* desire to communicate with students, parents and colleagues; *low* desire to discuss interesting topics; a *different* attitude to people, which is *difficult to express*; addressing to others only in case of emergency; *low* behavior flexibility, which is manifested in socio-pedagogical and related socio-psychological activities; practical inability to resolve conflicts; (communication skills); there is almost no confidence in themselves and in their actions; *low* social and professional decisions speed and activity initiative; *low* self-esteem; rarely defending their opinion; preferences to order in everything; in the organization of extra-curricular activities and socio-pedagogical work in general, and responsibility and liability related; planning of their socio-pedagogical and socio-psychological activities; *negative* attitude towards administrative-pedagogical work; *ordinary* selection and use of the methods of socio-professional action (creative work) (discipline);

almost no desire to acquire knowledge from academic subjects and share the knowledge with students, no understanding of their social importance in life; *low* need for social and professional self-improvement in socio-professional and personal development, only because of the need for state requirements certification; *different, but in general, not bad* attitude to people who know their profession, including colleagues for their contribution to the subject; *rare* use of scientific approaches in any social and professional situation; selection of friends, sometimes according to professional principles (focus on school subjects).

Thus, the extended *criteria, indicators and level characteristics of the development of personal and professional component (PPC) of primary school teacher's social competence* enable outlining its fundamental generic features, namely: *indicators of PPC*, presented by empathic responsiveness; professional orientation of the teacher (sociability, discipline, focus on school subjects).

Criteria and levels of PPC describe personal characteristics and degrees of their manifestation.

High level is represented by *abnormally developed* empathic responsiveness; *very high* professional orientation of the teacher (excessive sociability and focus on academic subjects, excessive self-discipline).

Sufficient level is displayed by *highly enough* developed empathic responsiveness; *strong* professional orientation of the teachers (good sociability, self-discipline, focus on school subjects).

Medium level presents *moderately developed* empathic responsiveness; *good* professional orientation of the teacher (good enough sociability, self-discipline and focus on academic subjects).

Low level shows *poorly developed* empathic responsiveness; *weak* professional orientation (poor communication skills, self-discipline, *almost lack* the focus on academic subjects).

3. CONCLUSIONS

Thus, theoretically grounded indicators, criteria and levels of personal and professional components of primary school teacher's social competence illustrate a significant need for socially competent teachers in the society, prove the relevance of this phenomenon for the teachers, their socio-professional abilities in the formation of primary school children's social competence, as well as provide the opportunity to choose the diagnostic techniques, conduct pedagogical research, to identify the opportunities to meet this need, in particular, in the modified system of postgraduate pedagogical education through the creation of appropriate organizational and pedagogical procedures, aimed at the optimization of this process. They can become the basis for the development of criteria and level tools for the formation and development of social competence of future and current teachers of different categories.

The results of the experiment on the development of personal and professional component will be covered in further studies.

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Варецька Олена. Критерії, показники та рівні розвитку особистісно-професійного компонента соціальної компетентності вчителя початкової школи у системі післядипломної педагогічної освіти: теоретичний аналіз. *Журнал Прикарпатського університету імені Василя Стефаника*, 4 (1) (2017), 64–71.

Автор актуалізує проблему розвитку соціальної компетентності вчителя початкової школи в умовах модернізації початкової освіти, доводить необхідність дослідження й обґрунтовує критеріально-показниково-рівневий інструментарій розвитку зазначеної компетентності у системі післядипломної педагогічної освіти, висвітлює його стосовно особистісно-професійного компонента.

Ключові слова: соціальна компетентність, учитель початкової школи, післядипломна педагогічна освіта, особистісно-професійний компонент.