Evaluation of professional competencies from the standpoint of future teachers

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Abstract

The teacher has a responsible societal role that implies professional expertise and desirable traits. In modern education, teachers are expected to possess professional competencies and expertise that represent a symbiosis of certain components, whereas the European Standards also imply their high competency and professionalism. The question of standardization of teaching competencies is part of the modern paradigm of professional development. Considering that, the paper critically examines the theoretical approach to teaching competencies, whereas the research part is focused on examining these values by students, future teachers. The sample comprised undergraduate students of the Faculty of Education in Užice. The scaling technique and an assessment scale developed for the purposes of this research were used. The results show which competencies are valued as priorities by future teachers, and which are valued the least. Prioritization or a poor evaluation of certain competencies can indicate a positive attitude and expectations of students in regard to them, and as such, be a good indicator of their development during studies, whereas less valued competencies can indicate ignorance about them, or an attitude that shows said competencies are not necessary for the teaching profession. The quality of evaluation of teaching competencies by the students-respondents is a significant starting point for the development of study programs. Pedagogical implications of this research can help improve study programs focused on the outcomes that support the development of competencies necessary for modern teachers.

Key words

initial teacher education; teacher; teaching competencies; teacher professional development

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