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**THE ESSENCE AND STRUCTURE OF HISTORY AND LEGAL STUDIES
TEACHER'S COMPETENCY: ANALYSIS OF UKRAINIAN
AND FOREIGN SCHOLARS' APPROACHES**

ABSTRACT

For a teacher to be professionally successful, they should possess relevant competencies. A history and legal studies teacher's competency as an integrated entity has not been the subject of scientific researches yet. The paper aims to analyze legal documents as well as scientific literature, generalize and systematize the approaches to understanding the essence and structure of teacher's professional competency. It is considered as a set of specific competencies; a component of teacher's competency; one of its two main competencies. These approaches do not contribute to understanding teacher's competency as a holistic integrated formation; competencies, which are singled out along with teacher's professional competency and should be considered as its organic components. The structure of teacher's competency based on the positions of functional approach is described as a set of components, namely, knowledge of psychology and pedagogy, abilities, skills, emotions, internal motivation, attitudes, moral and ethical values, experience; gnostic, constructive, organizational, communicative, analytical, creative, predictive, projective, informational, pedagogical skills, etc. The teacher's competency is denoted by different terms. Its essence is fully revealed by the term "professional and pedagogical competency", which allows describing teacher's competency as a holistic personal entity belonging to a particular professional teacher, comprehensively characterizing it and serves as a means of achieving pedagogical goals and solving pedagogical tasks, a criterion for a professional teacher's development. Despite certain differences in understanding the essence and the vision of teacher's competency structure, almost all researchers of this problem agree on the fact that the factors of developing a highly competent teacher are high-quality pedagogical education, professional training and lifelong professional development. Rather perspective are further studies on specification of the volume and the content of knowledge, skills and abilities, the values of history and legal studies teachers as components of their competency, as well as experimental confirmation of relevant theoretical positions.

Keywords: history and legal studies teacher, competency, professional competency, professional pedagogical competency.

INTRODUCTION

A significant indicator of Ukrainian education system integration into the global and European educational space is implementation of the competency-based approach. Based on its provisions, the education process is aimed not at acquiring knowledge and skills, but at developing their competencies as learning outcomes achieved in accordance with the standards of general and / or higher education. According to the Law of Ukraine on Higher Education (Pro vyshchu osvity, 2014), competency is an indicator of higher

education quality; a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of the individual to successfully carry out professional and further educational activities and is a learning outcome at a certain level of higher education (part 13, article 23, paragraph 1). In the draft of the Law on Education (Proekt zakonu pro osvitu, 2016), competency is a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, other personal qualities, which determines the ability of the individual to successfully conduct professional and / or further educational activities (part 12, article 1). In spite of certain differences in the above-mentioned definitions, we believe it necessary to consider competency as the ability to carry out professional activities. It is logical to assume that the individual needs professional competency for this matter.

The current legislation does not define the term, even does not operate it. However, it has been suggested to implement it into the drafts of the Laws on Education (Proekt zakonu pro osvitu, 2016) and Professional Education (Pro profesiinu osvitu, 2016). According to the first one, development of the individual, their civic, general cultural, professional competencies is the goal of education (part 14, article 23, paragraph 1). According to the second one, the term is used in the definitions of such concepts as professional education qualification, professional education, professional training. Therefore, professional competency is seen as the goal of professional education and the result of professional training. It should be noted that, in addition to the term “professional competency”, they use the term “competencies in professional activity”, however, the relevant definitions have not been formulated yet.

The teacher is a representative of a certain profession, a generalized name of a type of work activities, a name of the work carried out by a specialist, a professional in the field of the education process organization in general education institutions. According to the Law on General Secondary Education (part 1, article 24), a pedagogue should possess high moral qualities and appropriate pedagogical education, an appropriate level of professional training and be able to carry out pedagogical activities (Pro zahalnu seredniu osvitu, 1999). The teacher of history and legal studies is a professional who, as a result of studying at the second (bachelor's) and third (master's) levels of higher education (Secondary Education. History Specialty, Legal Studies Specialization) has obtained pedagogical education and professional training, necessary for teaching corresponding subjects. These specialty and specialization are combined since history and legal studies are related social sciences, therefore, history and legal studies as educational disciplines in the State Standard of Basic and Complete Secondary Education (Derzhavnyi standart bazovoi i povnoi zahalnoi serednoi osvity, 2012) belong to Sociology. Thus, teachers require appropriate professional pedagogical competencies in order to be able to successfully carry out professional pedagogical activity.

THE AIM OF THE STUDY

The paper aims at generalizing and systematizing Ukrainian and foreign approaches to understanding the essence and the structure of teacher's competency, in particular, history and legal studies teacher's competency.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of teachers' competencies has been thoroughly developed by Ukrainian specialists. Various aspects of the problem have been revealed by I. Bekh, A. Bohush, O. Dubaseniuk, L. Karpov, V. Kremin, N. Melnyk, L. Pukhovska, I. Rohalska, I. Ziazun et al. Foreign scholars, including S. Abdo, A. Hachfeld, B. Jürgen, M. Kunter, U. Klusmann, A. Kulshrestha, K. Pandey, M. Planck, M. Rahman, D. Richter, Th. Voss, et al., have

studied the structure and the methodology of raising the level of teachers' professional competency. Of scientific interest is professional training of social science teachers. Various directions of the problem have been covered by I. Averianova, B. Andrusyshyn, T. Andrews, N. Baklanova, T. Bakka, K. Bakhanov, R. Bain, D. Antonio Cantù, O. Chirkina, A. Huz, M. Daisy, S. Eckelmann, S. C. Jorgensen, G. Kashkarov, I. Koliada, R. Kostenko, T. Ladychenko, O. Mykhailychenko, O. Morozova, B. Naidenko, A. Nikora, O. Pometun, O. Pevtsova, N. Quam-Wickham, K. Robison, O. Salata, V. Snahoschenko, A. Starieva, Yu. Stetsyk, L. Shopkow, A. Turianska, S. Wineburg, I. Yermakova, R. Yevtushenko et al. However, the results on analysis of these and other sources available indicate that history and legal studies teacher's competency as an integrated entity, indicating personality of a professional teacher, has not become the subject of scientific researches yet. Consequently, this fact has predefined the topic of our paper.

RESULTS

According to the Pedagogical Constitution of Europe (Pedahohichna Konstytutsiia Yevropy, 2013), a new teacher for a united Europe is a well-educated person, who possesses general culture, high spiritual and moral qualities, is able to teach and educate children, young people and students in accordance with the requirements of the 21st century. The main task in training a European teacher is to develop their ability to practice teaching and learning as a dynamic combination of ethical values and cognitive, metacognitive, interpersonal and practical abilities and skills, knowledge and understanding. According to the document, the teacher's main competencies are communication (in particular, fluency in several European languages); self-identity; justice; leadership; research and analytical skills; readiness for lifelong learning; understanding of pupils / students' experiences and the ability to empathize communicating (empathy). The most important competency of the teacher is the ability to provide an educational environment, which promotes well-being of each child and forms their spiritual world (articles 1.1, 2.2, 6.1–6.3).

H. Kashkarov (2008a) describes teacher's competency as a system of relatively narrow types of competency (special pedagogical, methodological, sociopsychological, personal) (p. 75).

A. Starieva (2013) used the term "subject-based methodical competency" and considered it as a component of professional ability to carry out methodological activities related to teaching social sciences. In addition, the scholar defined professional ability as the result of systemic, multilevel, stage-based training, manifested in value-based attitude toward sociopolitical disciplines, availability of professional and methodological knowledge, possession of methodological abilities and skills specific to these disciplines, pedagogical experience of teaching social science, which means implementation of professional actions in accordance with state educational standards and normative documents. She believes that the subject-based methodological competency of the teacher is manifested in their ability to comprehend new concepts of the subject, new pedagogical technologies, to choose a programme and textbooks, to evaluate them taking into account the specifics of the subject methodology, their own abilities, the type of educational institution and students' qualities. At the same time, the teacher's behaviour is based on their professional self-consciousness, which is determined by the level of methodological thinking that requires constant development both during the process of self-training and discussion at methodological associations, advanced training courses (pp. 163–164).

E. Viazemskyi, A. Ioffe, Yu. Nikiforov et al. (2012) implement an approach according to which, professional competency is a component of teacher's competency, along with

their communicative, informational, legal, cognitive-methodological and sociopolitical competencies. They directly interpret history teacher's professional competency as a system of knowledge, abilities, skills and optimal combinations of pedagogical methods, necessary for their professional activity. It allows effective solving professional pedagogical and social problems and tasks related to history teaching, in accordance with the requirements and means that the teacher possesses educational technologies, methodical techniques, pedagogical means that allow teaching based on innovative technologies; uses methodical ideas, new literature and other sources of information on teaching methodology for lesson planning; possesses special knowledge of pupils' motives and abilities; is able to critically evaluate their personality and activity, manage their personal behaviour, determine goals and results of their own activities, plan it, mobilize and carry out a value-based evaluating reflection on educational goals realization (p. 50).

In the document, titled "Supporting teacher competence development for better learning outcomes", the text of which, with the assistance of the European Commission, was concluded based on the work results of the thematic working group on professional development of teachers, which consisted of experts from 26 European countries and stakeholders organizations, it is proposed to distinguish between professional competency and teacher's competency. Thus, professional competency focuses on the teacher's role in the classroom, is directly related to their professional knowledge and skills and the ability to mobilize them to perform specific activities in professional area. Teacher's competency implies a wider, systematic view on their professionalism at different levels, namely, as a person, within the school, the local community, the professional network. At the same time, it is indicated that these competencies are closely intertwined both in theory and practice, as each of them is associated with teachers' professional life and experience, including the attitude toward continuing professional development, innovation and cooperation (European Commission, 2013, p. 10).

M. Hi. Rahman (2014) also distinguishes two competencies – professional and pedagogical, which every teacher should possess to achieve success in their professional activity. The first one is associated with possessing a system of knowledge in a particular subject field, concepts and methods of a relevant science, as well as the ability to organize mastering the content of a particular school subject, specific learning material. The second one is related to the learning process management, which includes planning and carrying out educational activities (planning and conducting lessons, explaining the learning material and ensuring its comprehending, using different methods of teaching and monitoring, defining and evaluating learning outcomes, etc.). The scholar emphasizes that both professional and pedagogical competencies need to be developed, professional and pedagogical knowledge and skills should be improved, creative and initiative skills should be encouraged. A special role is played by teachers' motivation toward professional and personal development (pp. 75, 77).

In order to understand the essence of professional competency, it is important to note that its content is not identified with certain subject knowledge, but also includes additional prerequisites for the specialist's development (abilities, inclinations, life experience), personal creative and value-based moral potential, acquired education quality. According to V. Bocharov (2005), the structure of professional competency involves not only knowledge, skills and abilities, but also moral and other qualities of the individual, as well as theoretical (analytical, predictive, projective, reflexive skills) and practical (organizational, communicative skills) readiness of the individual for carrying out professional activity. That is why, it is

considered as one of the characteristics of the specialist, along with their professionalism, skills, qualification (p. 80).

Specificity of teacher's competency is determined by the sphere of its implementation, namely, pedagogical activity. Competency is needed by the teacher insofar as it facilitates implementation of functional duties, helps to act professionally, perform tasks in response to individual and / or social requirements.

Based on the functional approach, S. Ivanova (2008) defined teacher's professional competency as the ability to meet public requirements for the profession in accordance with the state standard, to carry out effective professional activities, to demonstrate proper personal qualities, simultaneously mobilizing knowledge, abilities, skills and emotions based on internal motivations, attitudes, moral and ethical values and experiences, being aware of limitations in their knowledge and skills and thus accumulating other resources. The essential features of this competency include the connection between external manifestation and internal individual structure; a conglomeration of knowledge, cognitive skills, abilities, motivation, moral and ethical values, attitudes, emotions and other sociopsychological components mobilized for effective performance; continuing development under the influence of various social institutions (p. 107).

According to the results on analysis of best practices in school education, M. Barber & M. Murshed (2008) proved that in general a professional teacher possesses certain knowledge, skills and abilities, readiness to enhance the educational level of each child, the desire to help the younger generation to adapt to the modern world. They should be aware of and be able to correct mistakes in their professional activity, possess advanced methods, be motivated toward self-development. The researchers also stressed that it is important for the individual, who aspires to be a teacher, to possess certain qualities that can be identified before training, namely, a high general level of linguistic proficiency and mathematical literacy, well-developed communicative skills and interpersonal skills, readiness to study and motivation toward teaching (pp. 19, 25, 34, 36).

T. Nahorna (2012) understands professional competency of a legal studies teacher as the ability to effectively carry out professional activity, possession of necessary knowledge of psychology and pedagogy, abilities and skills that determine formation of their pedagogical activity, pedagogical communication (including, innate abilities to cooperate with other people, together with proper moral qualities) and teacher's personality as the bearer of certain values, ideals and pedagogical consciousness (p. 120). H. Kashkarov (2008a) revealed the structure of teacher's professional competency through the interconnections of gnostic, constructive, organizational, communicative, analytical, forecasting, creative, projective, informational and pedagogical skills.

Teacher's competency means availability and development of their professional qualities, such as efficiency, punctuality, systematicity; constructive self-criticism that promotes self-improvement; creative work, creativity, activity, genuine interest in what is happening in the class, satisfaction with their work; as well as those skills needed to create such a classroom atmosphere that promotes involvement of each pupil in educational activities; to ensure discipline, especially when group work is practiced; to establish friendly relations with the class; to carefully plan and organize educational activity, to differentiate forms and methods of teaching taking into account individual characteristics of pupils and classes; to teach material in different social contexts, to offer students real life situations to be solved; to properly use the potential of teaching aids; to objectively assess successes and achievements of pupils (Abdo, 2003).

O. Chirkina (2015) believes that professionally competent teachers are personally and professionally mature teachers, ready to apply knowledge in practice and to replenish it if necessary. In her opinion, the peculiarities of history teacher's competency are determined by the specifics of historical educational material. The organization of teaching requires teachers to be able to establish causal relationships between historical facts, events, phenomena, skills of working with historical maps, documents, etc. The scholar operates the term "psychological and pedagogical competency" of a history teacher and defines it as a set of skills needed to take into account individual characteristics, abilities of each pupil, to analyze psychological foundations of the processes of communication within the group and with other subjects, to choose the best teaching methods. O. Chirkina sees competency as the result of professional and personal development (pp. 5, 8).

The National Board for Professional Teaching Standards (1989; 2016) proclaimed the basic requirements according to which teachers are committed to students and their learning; teachers know the subjects they teach and how to teach those subjects to students; teachers are responsible for managing and monitoring student learning; teachers think systematically about their practice and learn from experience; teachers are members of learning communities.

Based on these principles, J. Baumert & M. Kunter (2006) developed the author's model of teacher's professional competency (Ein psychologisch gehaltvolles Modell der professionellen Kompetenz von Lehrkräften übersetzen). Focusing on the psychological aspect of professional competency, they described their structure as a set of such interconnected and interacting components as specific experience of using theoretical and practical knowledge (knowledge and skills); professional values, beliefs, subjective (personal) views, goals; motivational orientation; metacognitive skills and professional self-regulation skills (p. 481).

According to the Concept of Professional Competence, developed by M. Kunter, U. Klusmann, M. Planck, D. Richter, Th. Voss & A. Hachfeld (2013), teacher's professional competency is "more than knowledge", involves not just cognitive abilities of those who want to teach ("The Bright Person's Hypothesis"), or special professional knowledge ("The Knowledgeable Teacher Hypothesis"). To achieve success, teachers need beliefs, an intrinsic disposition toward their work, motivational orientations and self-regulation skills. The scholars point out the importance of quality pedagogical education for professional competency development, however, they emphasize that provided profound knowledge is a significant factor in teacher's professional success, they should develop a belief that the knowledge to be mastered is necessary for effective professional activity (pp. 806–807).

According to A. Kulshrestha & P. Kshama (2013), teacher's professional competency means using professional knowledge and skills in the workplace based on professional values. The scholars distinguish theoretical (cognitive structure, a range of knowledge) and practical (skills, abilities, behaviour, attitudes based on which the individual deliberately and purposefully takes professional decisions) aspects of professional competency. In general, they describe it as a set of subject knowledge, curricula, pedagogy, teaching methods, teaching experience and the specialist's certification; indicate educational, organizational and evaluation components. They believe that competency is a prerequisite for successful professional performance, emphasize that teacher's professional competency and student learning effectiveness are interconnected; therefore, a high level of teacher competency predetermines students' good academic achievements and vice versa (pp. 30–32).

A. Andrienko (2013) suggests that professional and pedagogical competency is an integral characteristic of social sciences teacher's professional and personal qualities, which

reflects not only the level of knowledge, skills, experience, sufficient to achieve the goals of professional activity, but also the sociomoral position of the individual, which allows them to realize their potential, to carry out complex activities, to adapt quickly to constantly changing conditions of social life and professional activity. The researcher does not reduce such competency neither to individual qualities of the teacher or their combinations, nor to certain knowledge, abilities, skills. In her opinion, such competency not only reflects the potential of the individual and the ability to realize it, but also creates new life qualities and activities that allow the individual to be successful; is a means of solving pedagogical tasks and a criterion for forming a professional teacher. Summing up, A. Andrienko (2013) defined professional and pedagogical competency as a generalized personal entity, which includes a high level of theoretical and methodological, psychological, pedagogical, methodological and practical training.

CONCLUSIONS

Thus, we have come to the following conclusions. The current legislation does not contain a definition of professional competency, which generates scientific discussions in this area. To determine the essence and the structure of teacher's competency, different approaches have been developed and consequently presented in normative documents and scientific literature.

As for the essence of teacher's competency, the first position implies that teacher's competency is a set of communication, leadership, research and analytical competencies (Pedagogical Constitution of Europe); teacher's professional competency is a system of relatively narrow types of competency (special pedagogical, methodological, sociopsychological, etc.) (H. Kashkarov); a component of teacher's professional ability is subject methodical competency (A. Starieva). The first generalized approach means that teacher's professional competency is a set of certain competencies. The second position and the corresponding approach considers professional competency to be a component of teacher's competency (E. Viazemskyi, A. Ioffe et al.). The third position indicates that professional competency and teacher's competency are different, but related competencies (Supporting teacher competence development for better learning outcomes); professional competency and pedagogical competency are two separate teachers' abilities as a condition for their success in professional activity (M. Hi. Rahman). The third generalized approach is based on the idea that teacher's professional competency is one of their two main competencies.

In our view, these approaches do not contribute to forming the perception of teacher's competency as a holistic integrated entity, complicate understanding of its essence and structure. According to these approaches, those competencies distinguished alongside teacher's professional competency should be considered as organic components of the latter, which will provide its understanding as a complex personal characteristic of a professional teacher.

Speaking about teacher's competency structure, it has been mentioned that competency is needed by the teacher insofar as it helps them professionally perform functional duties in pedagogical activity; therefore, its structure is disclosed mainly from the standpoint of the functional approach. Teacher's professional competency is described as a set of certain components, namely, knowledge of psychology and pedagogy, abilities, skills, emotions, internal motivation, attitudes, moral and ethical values, experience (S. Ivanova, T. Nahorna); gnostic, constructive, organizational, communicative, analytical, creative, forecasting, projective, informational, and pedagogical skills (H. Kashkarov); communication and interpersonal skills, the ability to understand and correct mistakes in professional activity, to use advanced

methods, the possess motives for self-development, professional aptitude for teaching (M. Barber, M. Murshed); the ability to take into account individual characteristics, abilities of each student (S. Abdo, O. Chirkina); special professional knowledge, abilities, skills, beliefs, attitudes to professional activity, motivation and professional self-regulation (J. Baumert, M. Kunter, U. Klusmann et al.); theoretical and practical aspects and professional values of the teacher; educational, organizational, evaluation components (A. Kulshrestha, P. Kshama).

Implementing the above-mentioned approaches in Ukrainian and foreign legal documents and researches, teacher's competency is denoted by different terms, namely, teacher's competency/professional competency, professional and pedagogical competency, psychological and pedagogical competency, professional and methodological competency, subject and methodical competency, competencies in professional activity. In this case, some researchers simultaneously use different terms, which does not contribute to an unambiguous interpretation of the phenomenon.

In our opinion, the most complete essence of this complex concept and the corresponding holistic phenomenon are reflected by the term "professional and pedagogical competency". The term allows describing teacher's competency as a holistic personal entity belonging to a particular professional teacher and characterizing it in a comprehensive way. Based on A. Andrienko's definition, professional and pedagogical competency is understood as an integrated result of pedagogical education and professional training, the ability of a particular teacher to conduct pedagogical activity, to organize teaching history and legal studies, based on a high level of theoretical and methodological, psychological and pedagogical, methodical, practical training and covers relevant knowledge, abilities, skills, methods, models of professional behaviour, personal values, beliefs, motivation and orientation, aspiration and concrete actions for self-development. Professional and pedagogical competency is a means of achieving pedagogical goals and solving pedagogical tasks, as well as a criterion for forming a professional teacher.

Despite certain differences in understanding the essence and the vision of teacher's competency structure, almost all researchers agree on the fact that the factors of developing a highly competent teacher are high-quality pedagogical education, professional training and lifelong professional development. They explain the teacher's need for continuing professional development by the fact that a high level of their competency is vital for student learning achievements.

Rather perspective are further studies on specification of the volume and the content of knowledge, skills and abilities, the values of history and legal studies teachers as components of their competency, as well as experimental confirmation of relevant theoretical positions.

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