



THE TEACHING LEARNING NEXUS: UNDERSTANDING THE ROLE OF TEACHING COMPETENCE

Renu Bala, Ph.D. Research Scholar
Department of Education

Ch. Devi Lal University, Sirsa, (Haryana), India

Dr. Nivedita, Professor
Department of Education

Ch. Devi Lal University, Sirsa, (Haryana), India

Abstract

Competence is the deliberate application of one's own knowledge, aptitudes, skills, talents, attitudes, values, and behavioural patterns to deal with challenges and difficulties. It is the state of possessing and exhibiting skills, abilities, or aptitudes in the satisfactory completion of a learning task. A person must possess competence in order to function well in any type of workplace. Competence is a specified behaviour. It is the extent to which a goal has been accomplished in terms of both timeliness and quality. Teachers in educational institutions are supposed to guide, inspire, explain, and comprehend their pupils in order to support their harmonious development. Acquiring knowledge and a validated qualification alone does not guarantee achieving the aforementioned goals. In light of urbanisation, technological improvements, and industrialization on a local and global scale, it is imperative that teachers possess a suitable understanding of child psychology, its necessities, and developmental principles. The present paper is an attempt to discuss the role of teaching competence in the teaching learning nexus.

Key Terms: Competence, Knowledge, skills

Introduction

Every profession has requirement of particular competence and skills from its practitioners. Professionals can apply their theoretical knowledge to practical situations through the use of skills. In order to enhance students' learning and assist them in reaching their life goals, teachers also need to possess competence. Organising learning experiences include all activities that fall under the category of teaching. In addition to teaching, there are a lot of other tasks that teachers must complete both inside and outside of the classroom to give their pupils the necessary learning opportunities. The competence of teachers is an essential component of the educational system since it ultimately determines the quality of education. The Education Commission 1964-66 observed, "Of all the different factors which influence its quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."

NEP 2020 also recommended that the future of our nation will be greatly shaped by teachers, which means that educators must play a vital role in nation-building by producing highly skilled human resources in their classrooms.

In order to ensure high-quality instructions and promote students' holistic development, teacher competence is important. A proficient teacher possesses a kind and amiable disposition, a clear understanding of the goals, and precise execution of all specified tasks. Along with creating an environment that supports learning, competent teachers would also establish a positive classroom climate. Teachers' roles have evolved significantly in a world that's constantly changing; they are now accountable for their students' overall development in addition to imparting instructions.

A teacher's work extends beyond the classroom; it is connected to other aspects of the school as well. Since the quality of teachers ultimately determines the quality of the educational system, we must acknowledge that teacher competence is a concern that requires immediate, thoughtful consideration as well as ongoing attention. A competent teacher possesses an ability to make deliberate decisions and use judgement regarding the relative significance of factors that affect successful student learning outcomes. A teacher must carry out a lot of educational and associated tasks, and in order for them to be organised well, they need to have a specific set of knowledge, attitudes, and abilities. This is referred to as teacher competence.

The term 'Competence' refers to the wide range of abilities and expertise that teachers should possess in order to optimise learning outcomes. Teachers must become proficient in a wide range of competence to address key problems related to an effective learning environment in order to ensure that they are adequately prepared for the task at hand. (Jackson, 1990)

Sudirman (2000) defined teaching competence to the tasks and rules of teaching, mastering and developing learning materials, planning and preparing of lessons, controlling and evaluation the students' learning activities etc.

Slavik (2008) stated that Teacher Competence refers to the teacher's ability to carry out defined tasks in particular context at higher level of excellence. It also refers to the excellence capability which includes knowledge, skill, attitudes and experiences to carry out a defined task in particular context at higher level of excellence by a teacher.

Due to their ability to facilitate appropriate requirements for efficient learning, teachers are the most important contributors to students' learning and success. It takes meticulous planning to accomplish the hard process of teaching. As the dependent participant in this process, learners act in accordance with the teacher's organisation and planning. The pupil's learning is directly impacted by the teacher's instructional actions. A competent teacher is aware that organising instructions to ensure success is an essential aspect of his or her job. Teachers employ learning tools and materials that are suitable for the students' ages, needs, and skill levels. For effective completion of his task, a teacher should be aware of following classes of competence.

Cognitive based Competence: Cognitive-based competence delineates the anticipated knowledge, intellectual proficiencies, and skills of the learners.

Performance based Competence: It includes skill sets and overt behaviours. Instead of just knowing something, the students show that they can actually execute it.

Consequence based Competence: It requires effort for the individual to bring about change in other people. Therefore, what one can achieve rather than what one knows or does constitutes the criterion of success.

Affective based Competence: Compared to the other three categories, affective-based competence is more difficult to evaluate since they define attitudes and values.

Exploratory based Competence: It includes designated activities that offer meaningful learning. Although the precise nature of this learning is unclear, they give students the chance to learn about teaching. The outcomes are significantly influenced by the learner's experiences as well as the specific experiences involved in the task.

NCTE has identified ten competence areas to help teachers to become fully competent for carrying out their professional activities with proficiency and understanding, effective organisation of teaching learning process as well as to equip them properly in these performance areas. These areas are as follows:

Contextual Competence: This area of competence includes a broader perspective on how society's educational system is developing and the role that teachers perform in it.

Conceptual Competence: It comprises of different concepts of learning and education as well as the educational aspects of psychology, sociology, and neurophysiology, etc.

Content and curricular Competence: It refers to a particular educational level, such as primary, upper primary, or secondary.

Competence in other educational activities: It includes proficiency in additional educational activities such as organising and arranging morning assembly, etc.

Competence related to teaching-learning materials: It includes the setting up, decision-making, and application of classical instructional materials, innovative educational technology and local resources etc.

Evaluation Competence: It refers to selection, preparation and use of various evaluation devices etc.

Management Competence: It covers topics like setting up a classroom and planning school and community events.

Competence related to parental contact and co-operation: Competence pertaining to cooperation and parental contact, including parents- teachers' association activities, etc.

Competence related to community contact and cooperation: This area includes cooperation and partnerships that benefit both institutional and community growth.

An effective education curriculum should address each of these elements in a thorough and multifaceted way to develop all above competence among teachers which further help teachers for effective organisation of teaching learning process.

Attributes of 21st Century learners

Learners in the 21st century are expected to possess a variety of attributes that enable them to prosper in a world that is changing quickly. Some of these attributes are as follows:

Self-directed learning: Students are more in possession of choosing their own resources, guiding their own education, and establishing their own objectives.

Critical thinking and problem-solving: Students should acquire the critical thinking abilities necessary to evaluate data, exercise creativity, and resolve challenging issues.

Initiative: The readiness to assume the initiative and personal accountability for one's own education.

Resilience and Adaptability: Due to the rapid pace of change, students must be resilient and adaptable in order to pick up new skills and deal with uncertainty.

Digital literacy: Students must be adapted in using digital tools for learning, communication, and teamwork because of the widespread use of technology.

Global awareness: To succeed in a globalized environment, learners must possess both cultural competence and a thorough awareness of global challenges.

Collaboration and communication: Students should be able to work in diverse teams, convey ideas clearly, and interact with others in an effective manner.

Curiosity: An intense drive to discover and delve into novel notions, thoughts, and encounters.

Teaching Competence of 21st Century Teachers:

Today's learners demand rapid gratification from their learning process and have greater exposure to technology than previous generations. Their learning style is collaborative, and they have adapted well to digital learning environments. In essence, they possess creativity and innovation. Therefore, teachers in the twenty-first century ought to be more skilled and competent than ever before. To prepare students for modern age, teachers should possess following qualities.

Adaptor: Teachers in the twenty-first century need to adjust to their pupils' accelerated learning styles. They should use the most up-to-date technological tools for their subject matter while teaching.

Learner: Since lifelong learning is encouraged by technological breakthroughs, teachers must cultivate specific attributes for lifelong learning. As technology advances, knowledge is broadening. Therefore, teachers must refresh their knowledge.

Model: Teachers should act as role model for their learners. Along with having a broad perspective, a healthy physical and mental state, acceptance, tolerance, and subject-matter expertise, they should also demonstrate global awareness.

Visionary: They actively employ new technology in the classroom and use different concepts and strategies for implementing these tools. Interdisciplinary approaches are preferred by them.

Collaborator: Using online resources such as blogs and wiki spaces, teachers should be able to work together with their pupils.

Hence teaching competence is a direct factor in school effectiveness. Even the best syllabus and curriculum might not produce the intended results in the absence of competent teachers. In both the learners' lives and the process of education for development, teachers can be trailblazers.

Conclusion

A cascading effect of high-quality learning in the cognitive, affective, and psychomotor domains of human development can result from teachers acquiring professional competence and commitment, as well as being empowered and enabled to carry out their varied responsibilities in the classroom, school, and community in a truly professional manner. A teacher must exhibit the highest standards of professionalism in both academic and non-academic aspects because of the significant expansion of their tasks and responsibilities. Teachers need to be highly proficient and competent in order to be able to accommodate the varying learning styles of their students and improve student learning.

References

- Alomari, Akram. (2023). Assessing teachers' competencies in teaching and learning using distance education. *Mediterranean Journal of Social & Behavioral Research*. 7. 113-120. 10.30935/mjosbr/13196.
- Bagas, Narendra, Parahita. (2022). The Relationship of Teacher Competency With Student Development Resilience: Reflection of 21st Century Learning During Pandemic. *IJECA (International Journal of Education and Curriculum Application)*, 5(1):41-41. doi: 10.31764/ijeca.v5i1.7757.
- Jackson, P. W. (1990): *Life in classrooms*. New York, NY: Teachers College Press.
- Slavik, M. (2008): *Teacher competence*, Institute of education and communication. University of Life Sciences, Prague. Czec.
- Sudirman, A.M. (2000): *Interaction learning and motivation*. King Arahindo: Jakarta.
- Swati, Pandey, Prof. B.R. Kukreti (2022): Assessment of teacher competencies by Stakeholders of Education: A Literature Review of Teacher, *International Journal of Advanced Research in Science, Communication and Technology*, 159-166. Doi: 10.48175/ijarsct-2644.
- Thakur, Asha and Shekhawat, Monika (2014): The study of different components of Teacher Competence and their effectiveness on students' performance, *International Journal of Engineering Research & Technology*, Vol. 3, issue 7.
- Thombre, Sunita and BC, Mahapatra (2016): Importance of teaching competencies, personality traits and values among B.Ed teacher trainees, *International Journal of Multidisciplinary Research and Development*, Vol. 3, issue 6.
- Zamri, Mohd and Hamzah Mohd Isa B (2019) Teachers' Competency in implementation of classroom assessment in learning, *Journal of Creative Education*, Vol.10 No.12.

Web References

- <https://blog.teachmint.com/teaching-competencies/>
- <https://egyankosh.ac.in/bitstream/123456789/46889/1/Unit-14.pdf>
- <https://www.cambridgeassessment.org.uk/Images/645254-what-is-competence-a-shared-interpretation-of-competence-to-support-teaching-learning-and-assessment.pdf>
- <https://www.teachmint.com/glossary/t/teaching-competencies/>
- <https://sites.google.com/view/arunumrao/short-notes/higher-education/concept-of-teacher-competence>
- <https://www.winginstitute.org/quality-teachers-competencies>