

APPLICATION OF TEACHER COMPETENCES IN EDUCATIONAL PRACTICE

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Introduction

Key professional competencies currently play an important role in a teacher's professional work. This area was first addressed by Borich and Fenton (1977), who point out knowledge, performance and consistency competencies. One of the most comprehensive and up-to-date classifications has been developed by The National Council of Teachers of English (2014), which identifies contextual, conceptual, subject-content, transactional, educational, evaluative, organizational, competence related to the creation of teaching material to work with parents and to work with the community and other organizations. With the current social changes, the requirements for the issue of professional competencies, their identification and evaluation are also changing.

Conclusion

The result of the project activity is a lot of information obtained, which is related to the selected key competencies of the teacher. An irreplaceable role in creating a positive classroom climate is played by the teacher's personality and ability to diagnose influences that negatively affect the classroom climate.

The teacher must be a professionally qualified pedagogical worker to create a positive educational environment, organize and plan the activities of students, influence them with their personality, be empathetic, creative and humanistic. He must be competent enough to be able not only to teach and educate effectively but also to improve his pedagogical activity. The key competencies should focus not only on the student and the educational process but also on their professional self-development, which is never completed and requires increased attention and commitment.

CLASS CLIMATE

Hanuliaková presents the following selected types of climate (environment):

1. Current and preferred classroom climate, it is essential to be able to recognize these two climates. The current climate is created in the current situation, but it can be very different from the preferred climate, and it is necessary to adjust it based on the requirements of parents, school, and teachers.
2. The communication climate is created as a result of the communication used between the actors. Communication influences the creation of a favourable climate in the classroom.
3. The creative climate induces productive activity among students and also has a positive effect on teachers. In such a climate, the creativity of students, their ideas and observations are emphasized.
4. Organizational climate is an essential aspect of "time management" which considers the degree of creative management, the expectation of creativity, and subsequent cooperation.
5. The moral climate, through which the moral personality of students is created, supports the creation of values such as empathy, prosociality, altruism, morality and others.
6. The mental climate results from formal and informal classroom relationships. Positive relationships create a favourable climate function and, conversely, a tense situation full of conflicts creates negative relationships and an unfavourable atmosphere.

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