

COMPETENCE TO DESIGN AND PLAN EDUCATION AND ITS APPLICATION IN SCHOOL PRACTICE

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Introduction

Teaching and learning is the professional work of a teacher, aimed at helping students learn. Thinking about what students should learn, what values to acquire, what competencies to develop is at the heart of the planning process [1]. Planning means quality results of students, high efficiency of teaching, built on a methodologically adequate approach, selection of curriculum content, creation of educational activities.

Good planning enables the implementation of innovative approaches, the teacher's ability to respond to new content and requirements from society.

EDUCATION DESIGN AND PLANNING

In the conditions of the Slovak education system, we can identify several specific competencies that are part of the competence:

1. knowledge: they are a starting point for adequate knowledge of the issue of competence,
2. skills and attitudes:
 - a) be able to design and plan education in the context of the state and school educational program and accordance with the identified and required key competencies of the student,
 - b) be able to reflect on the actual learning process of students and compare it with the projected function,
 - c) to create an individual educational plan for pupils with special educational needs in cooperation with experts.

Conclusion

The quality of the competence to design and plan is reflected in the teacher's work with students and in specific educational results. The reflection of the analyzed competence is aimed at a permanent increase in quality in education and upbringing in the environment of the Slovak school system. The aim of identifying the essence of competence, its structure and orientation is: positive contribution to the teacher's work, reflecting current social needs, orientation to meet educational and teaching goals, meeting the requirements for student development, revealing strengths and weaknesses in designing and planning teacher's work.

The presented paper is the result of the scientific research project APVV, Evaluation of teacher competencies. The paper presented the competence to design and plan education, evaluation of the quality of competence and was focused on the application of competence in school practice. The purpose of the research project was to present the assessment of competencies as a motivating factor that would direct teachers to perceive the assessment as a starting point for positive support of their work. We consider motivation to be an important factor in successful pedagogical work, because it leads the teacher to pedagogical success and supports personal and professional growth.

EVALUATION CRITERIA	INDICATORS
<i>The planning system in the school and in the specific subject</i>	<ul style="list-style-type: none"> • The teacher took into account the requirements set by the school curriculum when planning the teaching process. • The teacher relevantly fulfilled the objectives of the lesson in accordance with the school curriculum. • The course of the lesson showed that the teacher reflected the results of his / her monitoring from the previous teaching when planning.
<i>Monitoring the development of the subject from a theoretical and methodological aspect</i>	<ul style="list-style-type: none"> • The teacher included in the content of the lesson current knowledge of sciences. • It was evident from the implementation of the lesson that the teacher applied the didactic analysis of the curriculum in the process of its planning. • The teacher used teaching methods that support active learning of pupils.
<i>Planning reflects interdisciplinarity in education and assessment processes</i>	<ul style="list-style-type: none"> • The lesson was planned with the active application of interdisciplinary contexts. • Part of the lesson planning was the active application of cross-cutting themes. • The teacher used a well-thought-out procedure for assessing and classifying students.
<i>Lesson construction</i>	<ul style="list-style-type: none"> • The teacher set the central and partial goals of the individual parts of the lesson. • The teacher implemented the planned content and performance requirements. • The teacher respected and adhered to the planned timing of the lesson.
<i>Content and methodological aspect of lesson</i>	<ul style="list-style-type: none"> • The implementation of the lesson respected the planned content classification. • The selection and application of methods and forms of work corresponded to the fulfillment of the set goals of the lesson. • The logical construction of the curriculum content corresponded to the requirements of didactic transformation. • The methodological approach corresponded to the age of the pupils and their individual possibilities (specificity and individuality in the approach to the specified group of pupils).
<i>Lesson in the context of the pupil's needs</i>	<ul style="list-style-type: none"> • The teacher systematically developed selected competencies of pupils. • The teacher used the educational aspect of the lesson planned in accordance with the topic. • The contact and cooperation of the teacher with the students was thoughtfully realized. • The use of material teaching aids was thoughtful and effective.