

Summary

Teacher's competence – pedagogical and didactical dimensions

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In an attempt to explore, examine and establish a complete competency profile of the contemporary teacher for the purpose of maximizing his/her role in the educational process, the concept of competence, of the teacher's competence, is increasingly becoming the central issue in pedagogy. This paper is a contribution to such an attempt. It considers the teacher's competence as a systematic construction of knowledge, capability, values and motivation on a functional level, which gains a new meaning in the area of learning outcomes, not only in achieving didactical tasks based on subject curriculum, but also in developing new student competencies that emphasize learning, communication, critical opinion, setting of life goals, problem solving, team work, ICT literacy, proactivity and responsible behavior. The paper further considers the pedagogical dimensions of teachers' competence, divided into personal, communicative, cognitive, subject, analytical (reflexive), social, emotional, intercultural, developmental and didactical dimensions, which are expressed through selection and application of subject curriculum methodology, organization and application of the teaching process, forming of positive classroom climate and development of a model of educational partnership with parents. Having in mind the social value, complexity and nobleness of the teaching profession, a need for the continual development of competencies marking the pedagogical and didactical approaches to teaching in a modern school stands out. Competent teacher enjoys his/her work, has the authority that the pupils embrace and a pedagogic sensitivity that makes students satisfied with the teaching process.

Key words: competencies, teacher, school, pupil.