

Study of professional competence, skill acquisition achieved by future teachers during the internship and theoretical training

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SUMMARY

The purpose of this research is to study the competencies attained by students to find out their initial training as well as what skills are acquired during the internship period, which we developed a questionnaire during the theoretical training period at the faculty. Which we call the Business Efficiency Questionnaire from which we calculate its validity and reliability. Based on our hypotheses, we perform various statistical analyzes. Results suggest that this questionnaire is reliable and valid, indicating that students acquire competencies both in career and practice and similarly between different specialties. They have also revealed that special education and primary school specialty in which students have found a more significant reduction in their ability. However, these are the characteristics of music and physical education that students consider to be more competent. On the other hand, results have also been shown to be relatively high, although most skills are not primarily during practice. The question that invites us to reflect is particularly received during theoretical training.

Keywords-Internships, Theoretical training, professional competence, Vocational skills & Skill acquisition, Statistical analysis, Education specialties.

INTRODUCTION

As there is a sense of competition through preliminary training, we talk about competencies for everything, future teachers who have full influence on the rethinking of training systems, non-university - competitions included in study plans. It will also be necessary, as subjects, to be assessed and studied with or without fields, and to take training from the university to learn all the skills and develop them further in their personal and professional fields, in teaching degrees Also, where they should be as future teachers to know how to stimulate them, we talk about competencies for businesses or both ways about professional skills are generating a multitude of literature, they Forcing us to reflect that non-university student - on advice to redesign current educational systems to levels - ask themselves questions that are necessary for a citizen to function in society? And the level of the college, the college should prepare for practice or personal cultural enrichment and even reconsider the country's educational policy.



Approaches to the first approach are standard-bearers, on the one hand (selection of definitions). On the other hand, recommendations by the project and Council on competencies critical to lifelong learning. However, they are not explicitly targeted to the university - it does well. It is valid that results and conclusions - have an impact on the initial training systems by universities.

The project distinguishes key competencies affecting individuals

How every citizen develops these individual competencies contributes to society. About the Council's recommendations, part of the idea that every citizen should have the necessary knowledge, new information to live and work in society. Thus, in our context, the Education Law, in its preamble, clarifies the commitment for these purposes to the proposed educational program for the coming years. An example of the second approach is the Tuning Project (2003), in which studies discover competencies that allow for comparing educational and professional profiles within a framework of higher education. Distinguishing instrumental skills (cognitive, functional, technical, and linguistic), interpersonal (personal and social), and systemic.

There are thousands of definitions, such as Teja (2005) and Navies (2005)'s complex revisions, to show that it would be impossible to list them from the idea of context. With its reading, development in the word competition passes, from a static perspective (restricted) to a dynamic perspective (broad). In this, definitions are found with a social (Eras, 1998), psychological (de Vicente, 1994 y Aiello, 1999 y Kabala, 2003 y Porte lance, 2005) and context (Comorians, 1999 y Vasteras, 2001 y Le Bogart, 2001 y Kabala, 2003 y Per Renaud, 2004 or Tejada, 2005).

When competing from a static point of view, a work or skill approach is made up of skills, attitudes, knowledge, action, and dynamics. In addition to the above elements, it is necessary to raise, integrate, orchestrate and move, reference. Along with the idea, we make some clear and show some different nuances that enrich the conceptual panorama.

At the Third Iberia-American Symposium on University Teaching, Professors and Mbankatmu formed a working group that formulated the following definitions, competencies being tasks that trainees should develop due to the training offered to them.

In this sense, it was pointed out that competencies constitute functional abilities.

- Identifying relevant problems of a profession
- Learn how to detect and trace your existence in real circumstances
- It knows how to organize your solution.

The working group agreed that a distinction should be made between competencies. The first will be the competencies that are responsible for all. The university should provide training to its students regardless of their career, and second, they will be their strengths. Another nuance of each professional profile, within the definition of competence, is what Preened describes (2004, p. 11). The triad is the ability to mobilize various cognitive resources to cope with the situation in a way ». It exposes three elements — the situation, resources (theoretical and methodology knowledge, attitudes, skills, plans perception, complex mental operations), and the nature of thought patterns orchestrating and mobilizing resources in real situations. Competencies in the sense of knowing how resources are not in themselves work and how to do it, or behave, but rather mobilize, integrate and orchestrate such resources.

Competition is a dynamic concept given by the fact of mobilization and context and shifting because it involves operations in complex cognitive theory-practice associations, reflections (illustration, 2005), and contexts other than where they were. For the correct application of such learning skills learned. That is, competencies must be projected to other contexts than where they were acquired. They include knowing, knowing, knowing. They can be trained, but whether the competition is different is the ability to decide how to act in the right time and context. Another new nuance is Eras (1998). The distinction between authors treats competencies as a socially situated concept (socially situated), such as being expected to have the ability to perform tasks and roles according to standards, and others who define it personally (Such as ability or personal characteristics). That is, competence is seen as a construct more general that can be defined as what a person can think or is given a proper context to demonstrate "(Eras, 1998, p. 135). Abilities are related to useful benchmarks in each profession. A thorough definition is that of Tejada (2005), who is qualified for the competition as a combined body of knowledge, processes, and approaches, coordinated and integrated into professional practice, definite in action, where experience is unavoidable and contextual whole. The definition is from Tejada (2005), which is qualified for the competition as a combined body of knowledge, processes, and approaches, coordinated and integrated into professional practice, definite in action, where experience is unavoidable, and context is predominant. "This concept, according to the same author, leads to

the analysis and solution of problems in a particular context. One who gathers resources and knowledge to solve problems with this analysis with quality standards and norms?

Skills and initial training

As we review the literature, the researchers' attention to this is what any college student should possess. Studies by Auburn and Orifimma (1990), Marcello (2001), Barnett (2001), Monroe and Pogo (2003), and the Tuning Project (2003). Tejada (2005) understands that it is clear that the university should have its horizon. The possibility of employment for your students. But how do you define a university competition? Professor kabala (2003) takes two options: either establish basic and transversal competitions for e-professional tasks as possible, or a competency map is prepared where each student chooses specific guidance types for their training.

Regarding the competencies of teaching studies

After all, the tradition of the seventies should be highlighted in the study of Jabalja (1994, 1996), which suggests a wide variety of competencies that future teachers will perfect in centers (transversal competition, people of practice, who are related to practice and Related to reflective and critical competence). This proposition relates to Pollard and Tan's (1997) content on betting on the competencies they have to teach, classroom performance (communication, working with the school and with professionalism, classroom management, assessment) And examined Accreditation (2005) Rub know, know, how to be and know how to know and propose Perrenaud (2004) who designs ten large groups of competencies to specify desirable professionalism. Within the scenario for a new learning profession.

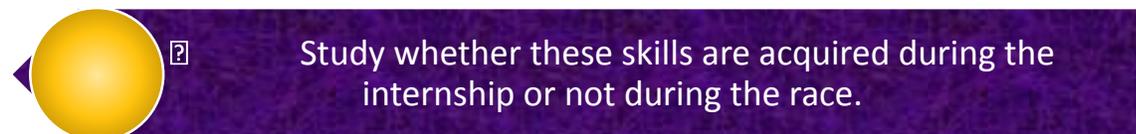
This competition is the ability to learn. It is a process that never ends. This definition immediately leads us to questions such as-

- Are the students competent and able at the end of their studies?
- Should the curriculum be designed according to the profession?
- Does practice stimulate more skills or abilities or both?
- To what extent do career and practice affect the achievement of a competent and competent?

Purpose and vision

The objectives we propose are-

- Study the psychological properties of questionnaires created for research.
- Study what skills the student acquires in various specialties of the magisterium.
- Study if there are differences between different specialties in competencies acquired it.
- Study whether these skills are acquired during the internship or not during the race.



The hypotheses are-

Objective 1 - that no item has less than 0.30 relationship with the total score.

- ✓ This questionnaire is highly reliable.
- ✓ This questionnaire is highly valid.
- ✚ Objective 2-Acquired skills are a high level of agreement between various specialties.
- ✚ Objective 3-Most skills are acquired during practice.

Mechanism

There are 334 third-year students from a sample, elementary education, primary education, physical education, diploma special education, foreign language, and music education. The representative sample of the trait exceeds the minimum proposed by Fox (1987) to consider percentages.

Equipment

The tool used as the teacher's professional competence questionnaire was designed for this research (Annex I). This item was created from a questionnaire on specific competition common to all teachers (Chi. 2005) plus other literature. Items reflect competencies about knowing, how to do, knowing about classroom communication, teaching method, direction, how to be a classroom, assessment, research, professionalism, and reflection.

It consists of 38 items and two response scales for each item. In the first, the subject, you must indicate the degree to which you consider that you have acquired the stated skill one = I have not acquired it from 4 = I have fully attained it. In others, sites should indicate whether the skill was acquired during a career or internship or at both sites. It was administered in one main subject of each specialty.

Statistical analysis

For the psychometric study of the questionnaire, the item-total correlation was used if the items are homogeneous to the scale on which we relate. Cornbrash's alpha, whose coefficients inform us of their variability, is called if an item was removed then how it changes. Internal consistency and correlation between two parts where the test is divided into two parts are necessary to calculate the relationship between the two sides and, finally, a principal component analysis for its validity. It involves condensing the information given by a set of variables into a group of components, also called factors, to explain how variability is observed in the information matrix.

Later, the descriptive central tendency and dispersion were extracted to know which competencies were reported in the questionnaire. With them, we get the global vision of the sample and its form of distribution.

Before the study, whether these reported competencies were acquired during Career or Practicum was determined by ANOVA if there were statistical differences, particularly concerning reported characteristics.

In those in which ANOVA revealed differences between specialties, a contingency analysis was made between competencies and place, but in layers, being typical of this cape. With this, we find that whether there is a relation or relation between variables is statistically significant.

RESULT

Objective: 1. Study the questionnaire

Item analysis

First, each item's correlation with the total was obtained, the total for each attribute for both samples. According to Neurosis (1993), each item's correlation with the total should be greater than 0.3 depending on which scale the items are homogeneous. To see if there were correlations, the total items for each attribute were within the acceptable range; they were obtained with descriptive statistics and 95: confidence intervals for these correlations Results showed that for the total sample and all the specialties, the lower limit of the confidence interval (95)) was greater than 0.3.

Second, it was studied how the questionnaire's internal consistency was modified (Btvambi's alpha) when the item was eliminated, for the total sample (never less than .9241) for each attribute, consistency. It remained practically irreversible when the corresponding item was removed. Therefore, based on the results of the item analysis, no items were eliminated.

Reliability analysis

The reliability of the questionnaire was then tested by analyzing its internal consistency. And the relationship between the two parts. For the first time, Cranach's alpha was obtained for the total sample and for different characteristics. Results

showed that the questionnaire presents good internal consistency, oscillating values between 0.894 for early childhood and primary education and 0.965 for special education.

For the second, a two-part process was implemented. For this, it was obtained the Spearman-Brown correlation between each half and Cornbrash's alpha in each half. The results showed a good relationship between the two parts, oscillating between 0.818 for primary education and 0.920 for education. In Btwadimbi's alpha, it was between 0.810 for each half and 0.954 for primary education and special education.

Reliability studies support that the questionnaire presents good reliability and high internal consistency.

Validity analysis

The construct validity of the questionnaire was investigated. Factual structure of the questionnaire through principal component analysis. Results showed that the questionnaire did not have a one-factor structure, but one structure comprises 9 factors. They rotate 55.

The factor analysis shows a factor that explains more than the rest of the factors. The rest only explains a small percentage of the total interpreted variance. In summary, if we consider the results of the study's item analysis, we can consider the reliability and validity that the CCPM is a useful tool for evaluating the professional skills acquired by teaching students.

Objective 2

Study whether skills are acquired In the case of the total sample, items 4, 6, 15, and 16 have a mean of 2. In other words, students believe that their competencies are very low in those competencies.

These items show whether the student has scientific-cultural and technical training if he can analyze different perceptions of education if he has the skills to develop the tutorial function and, ultimately, investigate.

In terms of the character of physical education, they believe that they have great potential to work as a team (item 18), to consider the ethical dimension of the profession (item 22), and only one class (item 28) is. Among the remaining items, the students considered themselves quite capable.

In special education specialties, items 3, 6, 7, 9, 11, 13, and 30 get a mean of 2, meaning there is very little competition in those areas. These items are to see if the student knows the content (item 3), does he know how to question different concepts of education (item 6), if you know how to design projects for educational programs sociocultural Organize the context (item 7) to adjust learning to educational level (item 9), integrate educational activities and new techniques (item 11), use assessment in its educational work (item 13) and Design test to assess learning (item 30). On the other hand, they have a lot of ability to work in a team (item 18). Among other items, he considered himself quite capable.

Specifically, during study or at both places, there were abilities in which there were differences between specialties. The result showed that the majority (52.6%) of career, skills are acquired during practice, that 29 of competitions are mainly achieved only during practice, which no association in 15.8 was statistically significant. And that depends on the attribute for item 38. Also, no competition

More about this source text required additional translation information No students reported that the career was the only source of acquisition.

An analysis of the mostly acquired items during practice shows that they are consistent with individual-related competencies and include teacher professional development. See examples of these competencies. Select materials to promote students' autonomous learning. They are knowing classes, controlling discipline in the classroom, running the classroom alone, etc. Strengths are said to be related to daily practice, and students are likely to develop them only during internships. We should also highlight the fact that there is no professional ability. The majority have been selected as occupants during a career. A possible explanation for this data lies in university education's theoretical character, which is very necessary to train a competent professional but which requires an opportunity for practical application during practice so that the student considers himself competent. For this reason, from our point of view, students mostly chose both options.

CONCLUSION

The present investigation has yielded the following conclusions:

- Teacher's Professional Qualification Questionnaire (BLABD) is a tool that is useful to collect the participants' opinions. Acquired some skills.
- Students say they have most of the skills.
- Special education and primary features are in students their competition was found to be lower. However, they are in the minority, and Early Childhood, Music and Physical Education Specialties In which students are considered more competent.
- Teaching students acquire both professional skills in practice as a career and similarly in different specialties.
- A considerable percentage, though not a majority of competencies, acquired primarily during practice.
- No competition is achieved only in the race. These last two conclusions lead us to rethink the training system.

Practicum, with the new degree, Practicum charges a new training for all agents involved in Bhandari Students, Teachers Faculty Schools, and Faculty.

Training by competencies in the Practicum forces a rethinking of questions. How will we verify that a student is competent and capable during practice? The virtual monitoring platform will serve as a great help (Aula Web, Aurora Virtual). What will we demand of the student (memory, concept map, case resolution, theory test, reflective supervision, report autobiographical narrative, barogram)? How will we provoke the application of the principle (capacity) to practice (capacity)? How will we encourage this situation from faculties and centers? How will we train both supervisors, and how will we encourage this position from faculties and centers? How will we train both supervisor and tutor? Will it be necessary to find out the capacity and capacity of the tutor as a supervisor?

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