Structural and content features of the teacher's competence in establishing cooperative relationships with students' families

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Abstract. We consider the teacher's professional competence in establishing cooperative relationships with students' families as a complex and dynamic phenomenon, which is, in fact, part of general pedagogical competence. Researchers understand the content of professional competence differently: here, first of all, certain knowledge, skills and abilities necessary for the successful implementation of the relevant activity are considered, but, as emphasized, the content of professional competence includes both. The teacher's practical experience and ability to apply in practice, as well as the ability to perform their job functions, as well as the desire to achieve professionalism, personal qualities of professional importance, and other content elements.

INTRODUCTION

In recent years, our republic has paid increased attention to the current directions of developing the social competence of teachers of professional education, developing the creative abilities of students, forming technological and professional-pedagogical skills, and creating modern educational and methodological resources, and has achieved significant results. Our state places families at the center of its policy. For this reason, it is beneficial to provide material and moral assistance within the scope of the opportunity, to praise family education, and to ensure its harmony with society.

Among the problems of family and family education, increasing the educational culture of parents and providing them with knowledge of general education is one of the urgent issues of our time. Introducing families to pedagogical achievements is one of the means of ensuring their strength. On the other hand, this, in turn, is one of the ways to improve the appropriate forms and methods of raising children. Therefore, it is ultimately necessary to arm parents and families with knowledge and methods of raising children.

Social competence development makes integral and important part of adult education. Development of this competence also facilitate the learning process and create preconditions for the meaningful learning through creation and sharing of meaning and values in the learning process. Social competence also makes integral part of competence development in the professional field by supplying learners with the capacities needed to overcome the obstacles and challenges of professional activity, to solve the work conflicts, to enable effective collective learning and to contribute to the effectiveness of the collective action [1].

Having in mind what was afore mentioned, we still need to look to the social competence as it is understood and explored in education. Education, as a process, is inseparable from various interactions between persons and group activities, so the importance of social competence and various forms of its development could not be denied. As Joseph E. Zins et al. state "schools are social places and learning is a social process" and "students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families" [2]. J. Justman even suggested that social competence should be "as a practical goal of education for our society and in our time" [3]. Despite the distance of the idea to current times it still retains relevance in current

developments of education. The importance of development of social competence is recognized from primary to higher education [4].

EXPERIMENTAL RESEARCH

In modern pedagogy, professional competence is considered in various ways: professional competence is the state of the labor subject and its abilities, the ability to learn and improve in a continuous manner, the skills necessary to perform professional functions by A.K. Markova; and professional training by K.A. Abulkhanova; by V.G. Zazikin and A.P. Chernyshev; and problem solving with knowledge of the issue were studied.

According to A.K. Markova, professional competence is an integrated concept. It consists of three components - the variability of the method used, critical thinking and mobility of knowledge [5].

Another point of view is to consider professional competence as a system that includes three components:

- integrated educational work that reflects a person's readiness for independent work, the fulfillment of his professional obligations, the ability to solve professional problems without any help, and the ability to adequately assess his contribution to the results of the organization's activities;

- social competence, which is the ability and readiness of a labor subject to interact with other members of the labor team, to establish cooperative relations with communication partners, and to take responsibility for the results of joint activities;

- individual competence, which is understood as the desire and readiness of a labor subject to continuous professional growth, to increase professional activity and professional skills, to timely observe and protect the process of professional deformation of a person, to reflect on the developed, to constantly improve their skills, to overcome crises [6,7].

Proponents of the third point of view define professional competence as a combination of two components: professional and technological training, that is, the mastery of technology, and core competencies - a component that is not specific to a professional, but is necessary for every specialist. At the same time, the composition of the core competencies proposed by different authors differs from each other, sometimes significantly [8].

"Basic skills", according to scientists, are, first of all, communication skills, establishing relationships, cooperation, solving tasks together, working in a team, that is, the ability to communicate with other people and establish communicative relationships, distributing responsibilities among its members, listening and hearing a partner in communication and communicative interaction [8].

Thus, V.I. Baidenko and B. Oscarson introduced the concept of "basic skills", which means knowledge, skills, qualifications, and personal qualities that ensure effective communication and socio-psychological well-being, that is, success in working in any social group [8].

As Ingrid Schoon states, within pedagogy [social competence] refers to lifelong, intercultural and social learning [9]. Therefore concept of social and emotional learning (SEL) could be met in academic literature. According to Joseph E. Zins et al, social emotional learning "is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors." [2]. This process is very important as SEL "has a critical role in improving children's academic performance and lifelong learning" [2]. At the same time at the level of higher education social competence is still viewed as playing important role in education because "the educational function of the university can be summarized as: the transmission of knowledge, the transmission of procedures and techniques, and the transmission of attitudes," i.e. "more schematically: to know, to do, and "to be"[10]. According to U. Oberts et al. social (or interpersonal) competences are placed in the fields of "to do" and "to be" [10]. This clearly indicates that social competence is key element of successful learning process.

In this context the importance should be given to the learning abilities and environment. The phenomenographic investigators, focusing on student differences in learning and ways of experiencing, perceive education as the learner's ability to exchange, interact, experiencing environmental effects [11]. They argue that the phenomena of the learning environment and perception of learning curriculum is extremely important to understand how learning develops. According to their suggestions G. Gedvilienė has developed a model of skills that are significant to promote safe and supportive learning environment [12]. These skills should be reflected in certain teacher's activities because learning environment is the environment that is mutually created during the learning process by teacher and students highly depending on various forms of interaction between all participants. Notwithstanding special attention should be given to the activities of teacher as these activities ensure comprehensibility and meaningfulness of the learning process.

Hierarchy as a characteristic, revealing the level of organization of competence, means that a competent person in any activity has a desire for self-development and self-improvement, for the activation of his personality. The results of the analysis of numerous works devoted to revealing the essence of professional competence and specific competencies, their components, allowed us to draw two important conclusions for our study [7]. First, despite the differences in the interpretation of the concept of "professional competence", it is possible to identify common features that describe this phenomenon. Such features include:

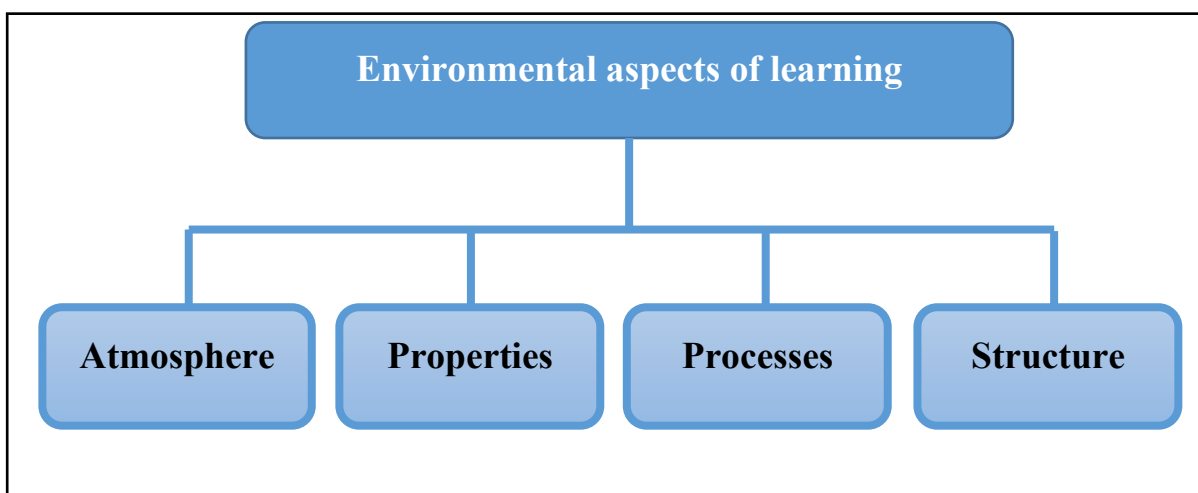Consistency and integrity as the main features of the competence considered as a certain system;

The content of competencies, which is a combination of knowledge, skills, methods of their implementation, as well as elements of a person's general and specific abilities and professionally significant qualities, integrated in the competence;

The presence in the definition of professional competence of skills specified in the performance of certain professional actions that constitute the essence and content of professional activity;

The universality of competence as a specific personal new system mediating the moral characteristics of an individual, his readiness and ability to make adequate decisions in situations of moral choice [7].

C. Rogers, H. J. Frieberg, N. Grendstad, A. Maslow do not doubt that the essential requirement for revealling student's self-confidence, self-assessment and other internal social opportunities is a safe, supportive environmen t [13,14,15]. If students are feeling psychologically safe, they are able to express their ideas, views and share experiences more frequently.Safeness provides a freedom, ensures more efficient learning process and also contributes to the development of social competence. When the environment is not safe, educational behavior is determined by fear. As a result people are not open to all the possibilities, they dissociate, latch, blocking the expression of sociability. There has been noticed that unsafe environment can be promoted either by friends' or teachers' behavior, but the teacher's behavior plays crucial role for environmental safety. In this respect everything is important – reaction to the students' behavior, manner of forming mutual relations, trustworthiness of teachers. Notwithstanding, it must be recognized that in a safe psychological medium, particularly in adult audience, not all members actively participate in learning.

Another way to perceive learning environment is suggested in R. A. Schmuck, P. A. Schmuck and other authors' theories. These theories emphasize that psycho-social processes, that take place in teachers' and students' minds, are significant in creating certain learning environment [16]. Based on theoretical analysis of these authors, G. Gedvilienė suggests that there are four aspects of learning environment, i.e. atmosphere, properties, process, and structure (Figure 2) [12]. One of learning environmental aspects - the atmosphere – is characterized by the students with their emotions, interactions and their behavior. Usually in the learning environment there are personalities with individual needs and selfmotivation. Such psychological state is known as the learning environment personal plane.

FIGURE 1. The graph of the environmental aspects of learning
Source: (Gedvilienė, 2012)

According to G. Gedvilienė "successful learning requires social environment that promotes social competence in the fundamental phenomena: communication and cooperation"[12].

In a modern technicum, in accordance with the Law "On Education", parents have the right to familiarize themselves with the content of education, choose forms of education, programs, and classes for their children, protect the rights of children, and consent to or refuse diagnostic procedures [7].

Based on the conclusions drawn from the theoretical analysis and the content of the legal documents regulating the professional activities of teachers of professional education, we attempted to clarify the essence and content of the teachers of professional education competence in establishing cooperative relations with the families of young students [7].

In addition to what already has been said, the societal task of education should not be forgotten. According to Geert Ten Dam and Monique Volman two approaches can be identified to social competence in education: "an 'educating for adulthood' perspective and an 'educating for citizenship' perspective."[17]. The later perspective is based on the demands made by ademocratic society on its citizens. "It concerns a society that is heterogeneous in thesense of encompassing different socio-cultural groups and that aspires to havingcitizens who are able to function in diverse contexts." As a result, Geert Ten Dam and Monique Volman state that education should stimulate social competence as it is a tool to prepare a responsible and civic member of society.

In addition, according to the results of numerous studies in the field of family psychology and family relations, the period of a child's entry into external social institutions, including technicum, is considered a critical period in family life. The family must develop a new structural-role system, adapt to the changed communication system, new demands, new parental roles, and make adequate decisions [7].

The standard defines the general cultural, general and professional competencies that a university graduate should have.

RESEARCH RESULTS

In the State Educational Standards of Higher Education, one of the professional tasks of the pedagogical activity of bachelors in the direction 6170400 - "Professional Education" is the task of organizing mutual relations with parents (their legal representatives).

6170400 - A bachelor who has mastered the curriculum in the field of professional education should be prepared to interact with participants in the educational process in his future pedagogical activity.

The mandatory for all general cultural competencies that must be formed in the process of professional training of future teachers of professional education, determines the communication skills that ensure the resolution of interpersonal problems and are manifested in tolerant attitudes.

As a systemic personal characteristic, the competence of establishing cooperative relationships with students' families combines knowledge, personal qualities, skills, abilities and methods of their implementation in performing certain professional actions and professional functions that constitute the activity of involving parents in upbringing [7].

From the perspective of competence, cultural, personal-active and functional-active approaches, the competence of the teacher in building cooperative relationships with the families of students expresses a systematic description of his personality as a creative subject of activity aimed at creating a single school-family space for the all-round development of the child [7].
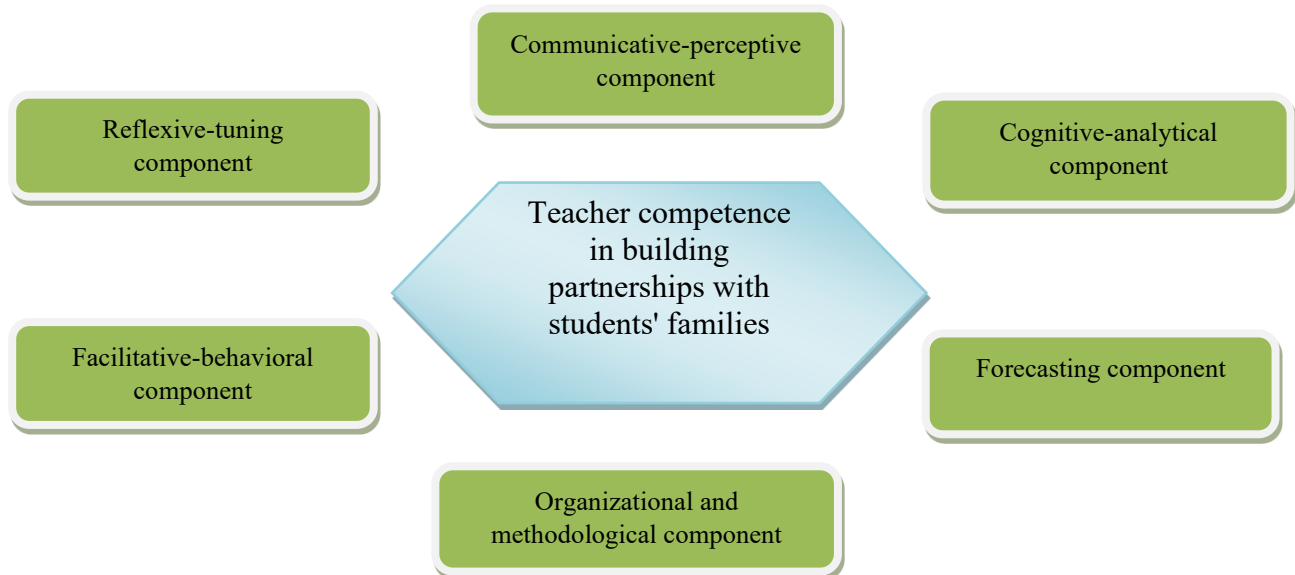
Analysis of the teacher's activity in establishing partnerships with students' families made it possible to identify a number of professional functions, the fulfillment of which allows achieving the goal of the activity.

The competency framework includes six main components, each of which consists of certain competencies that a teacher needs to perform specific pedagogical functions. Each competency includes certain knowledge that allows the teacher to successfully solve problems of establishing cooperative relationships with students' families, skills that reflect readiness to apply knowledge in practical activities, and abilities that include both general and specific abilities and personal competencies in the process of communication with the parents of their students. important professional qualities that ensure implementation and methods of using them in the process of building partnerships with parents and official representatives of students.

A theoretical analysis of the literature and legal documents regulating the professional training of future teachers of professional education shows that in order to achieve the goals of higher education, it is necessary to clarify the essence of the teacher's professional competence in establishing partnerships with students' families (Figure 1) [7].

It should be emphasized that the names of abilities and skills belong to the author. Such abilities were used on the basis of the lexical meanings of the words in the word definitions (Table 1.).

The communicative-perceptive component of a teacher's competence in building partnerships with students' families includes knowledge, skills and personal qualities that ensure the effectiveness of the teacher's communicative function.

FIGURE 2. The structure of the competence of a teacher of professional education in building cooperative relationships with students' families

Table 1. Structure and content of teacher competence in building partnerships with students' families

Communicative-perceptive component			
Knowledge	Skills	Abilities	Personal characteristics
laws of human perception; - laws of forming first impressions; mechanisms of establishing contacts with people; facts of successful communication; methods of preventing and resolving conflicts (contradictions); the influence of behavioral styles on the effectiveness of communication; means of communication; methods of influence; methods of persuasion, teaching, imitation and influence; methods of providing parents with information; information content; principles of successful communication	- adequate reception of information; -adequate interpretation of non-verbal means of communication situations; - use of verbal and non-verbal means of communication; - warning about and resolving conflict situations; - persuasion and proof; - establishing psychological contact with other people; - showing empathy in communication; - speaking and listening.	-speech linguistic (the ability to competently formulate thoughts, the ability to conduct a dialogue and construct monologue speech). Paralinguistic (the ability to use tempo, intonation, volume of voice), extralinguistic and kinesthetic, perceptive, empathic abilities.	Communicativeness, attractiveness, empathy, tolerance, kindness. Trust, concreteness, initiative, similarity. Naturalness, sincerity, openness, sociability, optimism, sense of humor, politeness

Continuation of Table 1

Cognitive-analytical component			
Knowledge	Skills	Abilities	Personal characteristics
-the law of family functions; -trends of development of the modern family; -methodology of family pedagogy; -basic approaches to diagnosing family relations; -types of technicum-family relations; -signs of resistance, inaction, influence, and abuse; -conflictogenic situations -methods of analysis; Methods and means of obtaining the necessary information	-analysis of situations of influence; -analysis of incoming information; -receiving and interpreting information; -critically evaluating the information received; -reasoning correctly, observing the logical chain of interpretation of information; -drawing logical conclusions; -drawing correct conclusions.	analytical and cognitive abilities, the ability to formulate problems, establish connections between observed phenomena, the ability to build a differentiated image of a problematic situation, abstraction from random uniformity and stereotypical images.	flexibility of thinking, ergonomics and plasticity of thought processes, general erudition, broad outlook, observation, developed attention skills, analytical, systematic and critical thinking, curiosity
Forecasting component			
Knowledge	Skills	Abilities	Personal characteristics
-fundamentals of pedagogical diagnostics; -goals and objectives of building school-family relations; -methods and techniques for diagnosing family relations; -methods for identifying the characteristics of children's parent-child relationships; -methods for diagnosing technicum-family relations; -methods for identifying the place of parents in their interaction with teacher	-apply diagnostic procedures in practice; -formulate the goals and objectives of optimizing school-family relations; -set goals, plan activities; -develop strategies and tactics for communicating with parents of students; -design pedagogical activities to involve parents	predictive abilities, the ability to reflect the future through the present, foresee the consequences of actions taken, set goals and plan	future goals, productivity of thinking, high level of development of creative abilities, analytical, systematic and reflexive thinking, observational sensitivity.
Organizational and methodological component			
Knowledge	Skills	Abilities	Personal characteristics
individual, group and collective forms of interaction between technicum and family; methods of involving the family in the educational environment of the school; methods of activating parents; principles of organizing collective, group and individual forms of work with the family; methods of organizing an environment for communication and interaction; interactive technologies for strengthening the educational potential of the family; basic documents regulating activities to build relationships with students' families; methods and techniques for supporting and strengthening the family, information technologies.	to organize an environment for communication and interpersonal interaction; to identify diagnostic goals of family study; to create communicative situations in contacts with parents; to create conditions for strengthening relationships in the student's family; to create a positive image of child-parent relationships; to build subject-subject relationships	Competent interpretation of information materials, independent decision-making in conflict situations, organization of cooperative activities, optimal use of family potential in improving the quality of student education	Organization, responsibility, discipline, creativity, creative thinking, initiative, leadership qualities, goal-orientedness, determination.

Continuation of Table 1			
Facilitative-behavioral competence			
Knowledge	Skills	Abilities	Personal characteristics
-the essence of pedagogical facilitation; -the role of facilitation functions in building partnerships with students' families; -pedagogical technologies for implementing the facilitation function in communication with students' families; methods of stimulating (encouraging) parents who have different social situations in their development; Methods of preventing conflicts (contradictions) between students and their parents; Methods of involving parents; Methods of providing parents with the necessary assistance in raising their children; Methods of self-presentation	-relieve tense communicative situations; -encourage parental activity -provide all possible assistance in optimizing child-parent and general family relationships; -implement the principles of honesty, openness and sincerity in communication; -build subject-subject relationships; -create a situation of success in mutual influence with the family; -implementing an individual approach to each family.	To adequately present oneself, to occupy an equal position, to show respect for the person, to take a firm view of individual characteristics.	The relationship developed during the introduction, attractiveness.
Reflexive-tuning component			
Knowledge	Skills	Abilities	Personal characteristics
-ethics of behavior in interaction with parents of students; -principles of building relationships with different categories of families; -methods of adequately assessing one's own actions and relationships; -methods of self-improvement.	-analyze one's own behavior in situations of contact; -independently make adequate decisions in situations of moral choice.	Know yourself, see your strengths and weaknesses, adequately assess your actions in situations of communication with parents of students, understand your personal potential, control your emotions, and regulate your emotional state.	Reflexivity, role flexibility, stress tolerance, emotional stability, tact, behavioral moderation, self-control, tolerance, upbringing, general, personal, cultural, moral values

We have tried to systematize the material we have developed and have conducted a detailed analysis of knowledge, skills, abilities and personal qualities, identifying the competencies that make up the content of each of the general competence components we have identified.

A teacher needs a wide range of skills, knowledge, abilities, and personal qualities to effectively establish partnerships with students' families and to reveal the essence and content of the relevant competence.
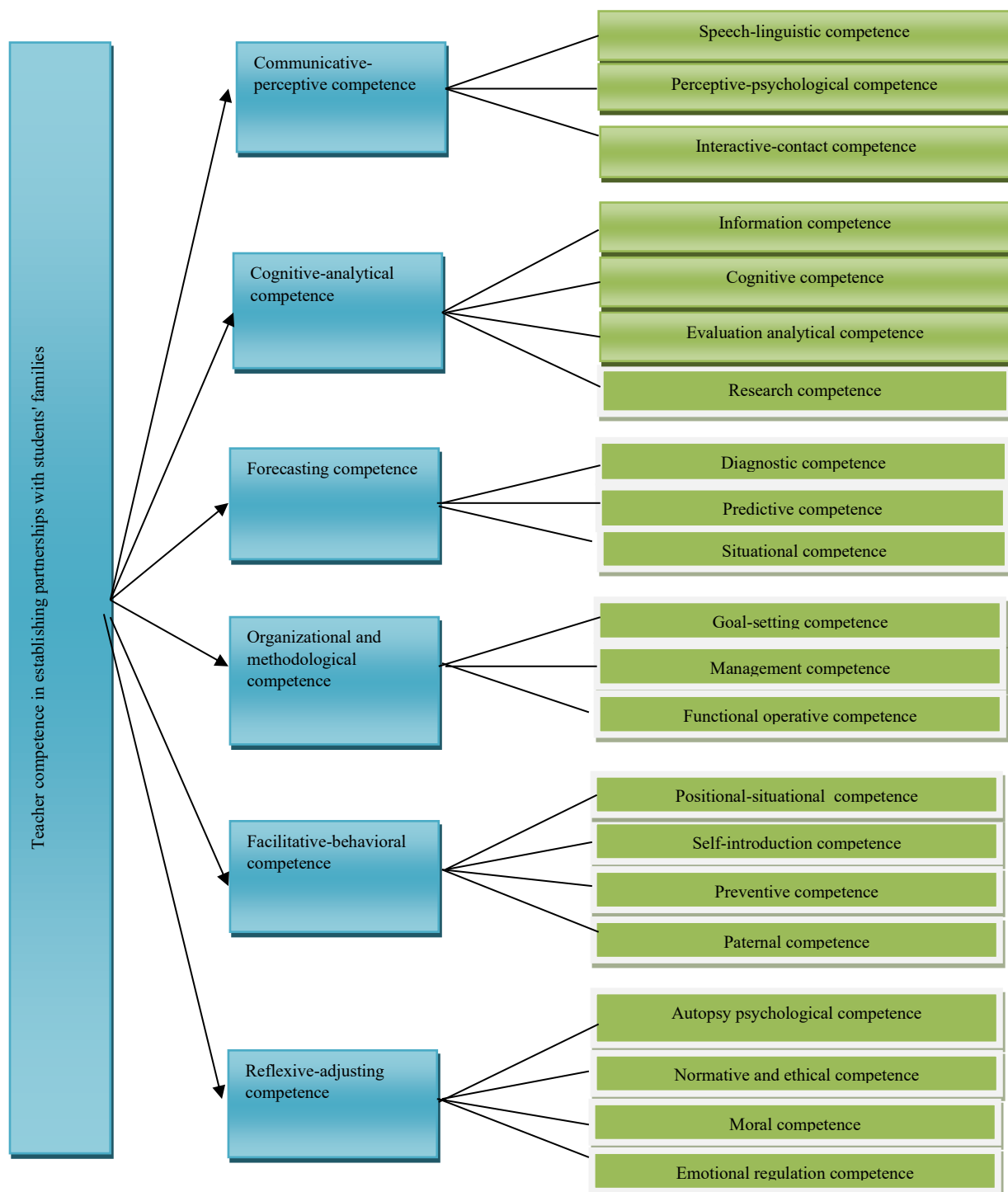
Thus, the structure of a teacher's competence in establishing cooperative relations with families of professional education students can be schematically expressed as the relationship between its constituent parts (subtypes of competence) and their constituent elements[7].

The cognitive-analytical component of a teacher's competence in establishing cooperative relationships with students' families includes the teacher's analytical abilities, the productivity of his thinking, his awareness, the ability and readiness to analyze and correctly interpret situations in interpersonal communication and relationships with students' family members.

The communicative-cognitive component is the teacher's readiness and ability to understand the needs of a family with various conscious and unconscious goals in their relationship with the technicum, to adequately understand the psychological characteristics of the parents' personalities, to accept parents as a person who has no social situation in their development, and who has no experience in raising children. It includes such skills as the readiness and ability to tolerate different types of families and people, the ability to adequately perceive the situation; communication with parents, knowledge of psychological communication technologies with people and their application in practice [7].

Organizational and methodological competence is the development of the future teacher's organizational and managerial skills, the organization of a space for communication and interpersonal relationships with the families of children, the definition of their work, its goals and objectives, the selection of effective ways and methods for achieving them, the creation of a positive image of child-parent relationships, their implementation and methodological includes competent planning.

As a subtype or component of general competence, the developed diagnostic orienting and prognostic competence implies the teacher's ability to manage interactive situations, predict their development, and foresee their consequences, as well as the teacher's readiness for research activities [7].

FIGURE 3. Structural and content characteristics of the teacher in building cooperative relationships with students' families.

Thus, the structure of the teacher's competence in establishing cooperative relations with the families of students is presented as the interdependence of its communicative-perceptive, projective-prognostic, organizational-methodological, cognitive-analytical, facilitative behavioral and reflexive speech components, each of which includes a number of its own competencies, allowing the teacher to involve parents in the educational environment of the technicum. It allows for the successful resolution of professional issues related to the organization of a single technicum-family environment for the full development of each teacher [7].

Communicative-resertive competence is formed through the development of speech-linguistic, resertive-psychological and interactive-contact competences;

Cognitive-analytical competence - is formed in the process of developing information, knowledge, evaluation-analytical and research competencies;

Predictive-prognostic competence - is formed through diagnostic, prognostic, situational competencies;

Facilitative-behavioral competence - includes self-presentation, situational, prophylactic and paternal (paternal) competences;

Organizational-methodical competence - is formed through the development of goal-setting competence, management competence, and functional-objective competences;

Reflective-verbal competence includes moral, emotional-verbal, autopsychological and methodological-ethical competences.

The basis for developing criteria and indicators of the level of competence formation in teachers of professional education is the determination of the essence and structural-content description, the establishment of cooperative relations with the families of students.

The content of each competency as an element of teacher competence in establishing partnerships with students' families is presented in Table 1.

It is important to emphasize that each competency assumes that a labor subject has a certain set of knowledge, skills and abilities, as well as methods of their implementation in the implementation of specific professional tasks, as well as personal qualities that ensure the effective performance of professional tasks [7,18].

CONCLUSIONS

The development of the competence of future teachers of professional education to establish cooperation with the families of students– to reflect the development of the personality of each student – should be oriented towards a social society in modern understanding.

It is necessary to develop theoretical training of future teachers of professional education to work with the parents of students. In the process of theoretical training, students not only receive knowledge in Pedagogical Sciences, but also receive information on how reliable and cooperative relationships are established with the parents of students. Knowledge about the stages of communication, methods of communicating with parents, methods of building trust, technologies of psychological impact are the main elements of theoretical training.

Pedagogical monitoring of the level of formation of each competency necessary for the formation of competence of future teachers of professional education in establishing cooperation relations with the families of students should be carried out.

Construction of practice-oriented classrooms in the auditorium and in addition to the auditorium (out of class), organization of research activities of students, conducting educational and production practices, are professional and practical activities that imply the participation of students in voluntary activities.

As can be seen from the above analysis, the use of new hybrid winding instead of standard winding in DFIG simulations leads to increased energy efficiency and serves to increase the machine's power factor and efficiency [13-20, 7, 1].

Studies show that the standard winding in the stator of electric machines, when replaced with a combined winding, leads to the following advantages:

1. The possibility of operating electric machines at high voltage frequencies using electrical steels designed to operate at a frequency of 50 Hz.

2. The minimum, maximum and initial start increase the torque (improve mechanical characteristics).

3. A high winding coefficient reduces losses in the copper of the stator winding by 7-13%.

4. Smaller harmonic components lead to a decrease in the torque pulse, additional losses in the Rotor and a decrease in electromagnetic interference.

5. High efficiency at a wide range of loads.

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