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COMPETENCE OF TEACHERS IN BILINGUAL EDUCATION

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ABSTRACT

The existence of ICT norms and standards for teachers' competence alone is not sufficient to bring about the necessary changes. An essential element for trans-forming schools and effectively using ICTs is the training and continuing education of teachers.

KEYWORDS:- Competence, computer learning, bilingual education, IT, computer programming, CLIL methodology.

INTRODUCTION

The features and advantages of the CLIL methodology are determined, namely, an integrated focus, a stimulating learning environment, authenticity, active learning, gradual learning and cooperation. A feature of the CLIL methodology is that its use requires a stable elementary skill of proficiency in the grammar of a foreign language, as well as knowledge of specialized vocabulary. Depending on different conditions, the CLIL model can be presented in various forms: it can be a complete course of an academic discipline in a foreign language, a module of knowledge of a certain subject area, a part of a course, a project, a laboratory practice, research, etc.

Technology today has the potential to influence the Education for All pro-gram. They are becoming more and more affordable, and even low-cost mobile phones provide opportunities for interaction with the world previously unthinka-ble. While our students are already in a constant network of interaction and have certain technological skills, their teachers need support in understanding when and how to use ICT in the educational process in order to find a common language with students, transfer their experience and enrich their knowledge. Reforming education, however, is a complex process. It rarely happens on its own, with all the elements of the system (leaders, administrators, teachers, students, ICTs and means of ac-cess) playing an important role, but still not enough individually to bring about a broader systemic transformation.

THE MAIN PART

The authors of the CLIL concept believed that this was an innovative approach to education and that it would have a long-term impact on the

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quality of education. In 1995, the European Commission adopted the White Paper on education, which emphasizes plurilingual education in Europe. In this document, experts agreed that CLIL could play an important role in this effort. At that time, they highlighted the fact that CLIL helped to develop foreign language skills. Today we know that it also brings substantial benefits and innovation in teaching non-language subjects, especially in the context of the traditional, sometimes rather old fashioned, educational system. Integrated teaching entails certain risks, but it also offers benefits.

The benefits include greater demands on the cognitive processes that are not commonly contained in language textbooks, training compensation strategies and an effective development of communication skills, working with real content that is usable in real life, better chances to find a job, expanding intercultural competence, and increasing teachers´ professional qualification.

The risks associated with CLIL include students' inability to use a foreign lan-guage in special subjects, a lack of relevant learning materials (printed and digital) and a lack of evaluation tools for the CLIL, uninformed school management and unsystematic introduction of the CLIL in schools, teachers' unwillingness to cooperate in CLIL teams, time-consuming and difficult preparation for CLIL teaching, and insufficient language or subject skills of the teachers.

RESULTS AND DISCUSSION

Nevertheless, CLIL is a method that assumes changes in teaching methods and in using other didactic means. When planning content objectives, teachers must also take into account the cognitive development of the students so that the mental operations at a lower level (remembering, understanding, application) could be followed by higher-level mental operations (evaluation, creation, analysis).

There are six basic principles of teaching: 1) use of new organizational and methodological approaches in teaching, 2) creative atmosphere, 3) authenticity of teaching, 4) active learning (students' participation in content creation), 5) support in teaching (scaffolding) and 6) cooperation.

The CLIL educational method is based on the didactics of teaching foreign languages and the didactics of special subjects, and it is implemented through peda-gogical constructivism, project based learning, critical thinking, etc.

In integrated teaching, a constructivist approach is important because students do not possess sufficient language skills to be able to understand the complete con-tents of education.

New terms must coincide with previously acquired and adopted content, and it is equally important that such content is based on the already acquired language structures and skills.

The question of how to make teaching computer science in a foreign language more effective has different answers. It is possible to change the approach to learning, for example, to apply the competence activity approach that currently dominates in education. You can modify the content of training, giving it a modern applied or communicative character. The main thing in this process is to choose such training methods and tools that contribute to the realization of the needs of mastering and using computer science and a foreign language as a means of communication in the information, educational and socio – cultural spheres.

Successful implementation of CLIL in a graduate education system largely de-pends on an integrated interdisciplinary approach to the

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learning process, in which a balance between a foreign language and other courses will contribute to necessary competencies formation. Therefore, it is important for CLIL-lecturers to give priority to such educational activities that develop critical thinking and focus on task-based learning to improve their competence level.

Because of observing the activities of teachers of computer science, foreign language and students' educational activities in the context of integrated classes, it can be concluded that teaching computer science in a foreign language allows:

- expand the range of methods that allow students to “get” knowledge independently, and not just provide reproductive assimilation of knowledge;
- develop information competence;
- teach the use of technology that ensures the overall development of the individual;
- adapt to life in the information society.

Many organizations have already identified goals for integrating ICT into the educational process, and have developed norms and standards for educators on the use of appropriate tools. At present, several factors are interacting at once, and therefore today there is an even greater need for educators to have practical skills in using ICT as defined by UNESCO and the International Society for Infor-mation Technology in Education (ISTE). These factors include a growing need to learn new skills related to information, technology and visual literacy , an under-standing that learners have changed but educational practices have not, and an awareness of the worldwide need for learners. Able over time to become quali-fied specialists and successfully integrate into the pedagogical system.

Numerous studies in this area clearly indicate that, among other factors, high-quality teacher development plays a decisive role here, which, in the context of ongoing efforts to reform the education system, unfortunately receives insufficient attention. Meanwhile, it is the lack of effective professional development of educators that is often considered to be the main reason for the gap between what learners can potentially achieve and the reality they actually face in their classrooms around the world.

Pathways for effective change. A cursory examination of the problem of using ICTs for effective teaching and learning reveals an obvious solution: it is necessary to involve teachers in the creative use of ICTs, and then they will make the necessary changes. This is possible to some extent, but changes in schools are difficult and it takes years to achieve this goal. An organization will not change until the individuals that make up it change.

Peter Senge a prominent theorist of organizational changes, adds: "The funda-mental omission strategies most innovators is that they are fully concentrated on their own innovations on the goals that are going to achieve, and not think about how to respond to them efforts of larger organizational structures, and how they relate to their culture and existing norms ”(1999). In the case of ICTs in education, much of the change effort is overly focused on the acquisition of hardware and software, and on supporting basic technology learning, at the expense of actually implementing change in schools.

Fullan (2011) warns that technology alone is not an effective driving force for reforming the system as a whole. Those political and strategic levers have the greatest chance of influencing the learning process. It is obvious that a key factor in the successful implementation of the reform is to build the capacity of teachers by improving their qualifications. Examples of the implementation of an effective vocational training policy. However, many schools have teacher

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development programs that unfortunately do not meet these guidelines. Several exemplary schools and districts have developed strategies that capture "best practices" and have achieved significant results. Below are some examples of effective measures to encourage teachers to use ICTs and to improve their skills.

Common features of successful approaches. When considered together, all of these successful approaches to professional development of teachers meet the indi-vidual needs of teachers and focus on creating conditions that stimulate the introduction of technology, equal interaction between participants in the educational process and decision-making that involves certain risks. They also include a technology component in the overall goals and curriculum directions at the school and district level. All these approaches imply that the integration of ICT should take place both at the level of subject content and within the framework of pedagogical approaches to schooling. The examples above also show that successful ICT-based teacher development is certainly possible. Our challenge, therefore, is to use effective professional development to drive change, from the micro-level of schools to large-scale systemic education reforms in general.

ICT: both a cause and a solution to problems. The need for effective use of ICT in schools, as well as the existence of clear guidelines for determining teacher competencies in this area, have made the need to provide quality teacher development even more urgent. At the same time, the use of information and communication technologies is also part of the solution to this problem, since each of the characteristics necessary for effective professional development, defined in the work of Gareth et al. (2001), can be provided through the use of ICT in the process of continuing education.

Length of study (the longer the better) was once a problem for educators. After the training period, the necessary support and accompaniment for teachers was practically absent. Networking provides an ideal set of tools for staying in touch and communicating with experts over an extended period of time, as well as the ability to receive feedback on how to solve specific problems of the educational process.

Collective participation in teaching (groups of teachers from the same school, department or parallel classes) was difficult to achieve, as many of the teachers spent most of their working time with students in the classroom. Using various forms of teamwork on the network (forums, chats, etc.), teachers can now communicate, de-velop creatively and solve problems with their colleagues at a convenient time for them, overcoming professional isolation and receiving additional incentives for de-velopment. Teachers who are more skillful and experienced in ICT applications can take on the role of forefront professional development in their schools and communities.

We live in an amazing time when the following important factors are observed simultaneously:

- Urgent need for effective use of ICT in schools.
- Knowledge CLIL of effective strategies for implementing change.
- Availability of high quality international norms and ICT standards for teacher competence.
- Knowledge of effective approaches to professional development of teachers CLIL methodology.

CONCLUSIONS

ICT accessibility for professional development of teachers. The missing ele-ment necessary to bring these important factors together and provide opportunities for teacher development is precisely the development of appropriate

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policies. Today, all schools, districts, professional organizations and countries in general must implement effective ICT policies to create high quality, future-oriented professional development opportunities for teachers.

- Using ICTs to stimulate and support professional educational communities in order to ensure their high quality professional development in the long term.
- Dissemination of good pedagogical practices to support, encourage and develop teacher leadership, and in formal / informal ICT use activities.
- Allocation of sufficient funds, optimally 40% of the budget of technology projects, for the organization of advanced training of administrative staff and teachers.
- Dissemination of CLIL models for incorporating ICT competency standards into teacher certification requirements.
- Disseminate information and celebrate the work of local, national and international policy makers who have created and implemented successful ICT strategies for high quality teacher development.

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