
THE AREAS OF COMPETENCE OF A TEACHER IN THE KNOWLEDGE SOCIETY - INTERACTION AND COMMUNICATION IN THE FOREIGN LANGUAGE CLASS

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Abstract: Teaching in the knowledge society requires levels of competence and judgment that go beyond those involved in providing a pre-established program and standardized tests. It implies the achievement of a personal and intellectual maturity on the part of the teacher, which takes years to be realized. It involves cultivating specific skills, not just any learning in young people. These include the development of deep cognitive learning, creativity and inventiveness among students; the ability to draw on research results, work in groups and pursue continuous professional training, as teachers; promoting risk-taking, the ability to cope with change and the commitment to constant improvement, as institutions. The description contained in the sectors focuses on the cognitive aspects of professional practice, the emotional component, personal values and attitudes, transversal elements in all sectors, are instead described in a separate section of the Table of Framework. Many of the skills described in the framework are interconnected and overlapping with each other: essential aspects in a sector, they are also a support to the competences in another section. Furthermore, some “key” themes are the connective tissue that binds together all the sectors of the framework: critical reflection, creativity, the ability to solve problems, decision-making and flexibility play a key role in all sectors competence. Starting from the findings, the following paragraphs of this article, illustrate the context and the actions related to the practice of the teacher in the use of ICT in education observed in the different forms of interaction. Furthermore, some “key” themes are the connective tissue that binds together all the sectors of the framework: critical reflection, creativity, the ability to solve problems, decision-making and flexibility play a key role in all sectors competence. The next paragraphs illustrate the context and the actions related to the practice of the teacher in the use of ICT in education observed in the different forms of interaction.

Keywords: knowledge, interaction, competence, teacher, school, learning

1. INTRODUCTION

The teacher today must be open to the transformation of the socio-educational context in which he works and, consequently, he finds himself in the need to develop new skills, including those related to the use of infotelematic technologies, which favor new learning or teaching paths. and that allow us to innovate our professional behavior and training or in self-training methods. Information society, knowledge economy, network society, e-society, globalization, interconnection and sharing are some of the salient features that characterize contemporary society, often called the knowledge society as the widespread use of information and communication technologies (Tic) promotes an economic and social organization based on knowledge, that is on the need of the subjects to possess solid educational bases, from basic literacy to the ability to know how to update their own skills. Nevertheless, it has been observed that the analytical perspective of the knowledge society still has difficulty in unfolding itself as a completed scientific paradigm (Vespasiani, 2005). Education has always been closely linked to politics, the economy and culture: the history of education demonstrates, in fact, a mutual dependence between pedagogy, educational methods and social life. To understand the school system and the relationships that generally exist between those who teach and those who study, one cannot help but analyze the context in which these actors find themselves in operate. Technological innovation must be accompanied by social development and it is therefore necessary - as Castells says (p. 23) - «an interaction synergy between technological innovation and human values that leads to a new one set of organizations and institutions able to generate feedback positive between productivity, flexibility, security, participation and responsibility, within a new model of sustainable development for the company e for the environment". In the knowledge society education and training are therefore fundamental elements to achieve the ambitious goals of economic and social character of Europe in particular there is to improve the quality of education thanks to infotelematic technologies.

2. SCHOOL AND THE CONTEMPORARY CHALLENGE OF EDUCATION

At this point we need to ask ourselves some questions: how does the school face up to these changes? The teachers are aware of the need and urgency of continuous training and being able to passively not undergo transformations, but to manage teaching / educational processes productively?

The necessary skills to use infotelematic technologies are they sufficiently present in different school contexts? Changes in economic, cultural and social conditions imply that the characteristics of the school must also change. In this regard, many school systems are looking for new structures. Starting right from the figure of the teacher, it is

claimed that the scholastic institution must be able to develop pedagogical and didactic tools that help the teacher to increase in the students the operative and generative capacities of thought. To reach that goal he must be able to apply suitable methods to carry out training and educational courses suited to the transformations of society. Furthermore, the teacher must be able to interact with the multi-faceted identity of his students.

Perrenoud (2002), in his essay *"Ten new skills to teach,"* begins with the observation that the teacher's experience today is a new profession compared to the model of thirty or forty years ago and to the mobile and complex scenario in which this profession he realizes.

The teacher - according to Perrenoud - must acquire new skills, which do not only correspond to knowledge, know-how and attitudes, but to the ability to mobilize different cognitive resources to cope with a certain type of educational situations and often also of hardship, which require "Decide in uncertainty and act urgently". The professional competences are constituted not only through training, but also by interacting and confronting each day with students and families, with the bureaucratic structure and with the plurality of factors that characterize the teaching profession. Perrenoud deals with the *"Ten skills to teach"* the teaching profession in a concrete way, proposing an inventory of the competences that contribute to redesigning teacher professionalism. He takes as a guide a reference text adopted in Geneva in 1996 for continuing education, in which he actively participated. The emphasis is on emerging competencies, namely on "what changes and therefore on the competences that represent a horizon and not a consolidated acquisition". The representation of the teaching profession and its evolution has the intent to "orient continuing education to make it consistent with the ongoing renewal of the education system. The profession of teacher also consists in "managing the progression of learning" or in "involving students in their learning and in their work". The agreement on these evidences abstract can hide profound differences on how to do it. Each element in a reference text of competences, can refer to selective and conservative practices and to democratizing and innovative practices. To identify the school and the pedagogy of reference it is necessary to concretely analyze the process of teaching learning and decline the theoretical and methodological knowledge activated by skills.

To work in a conscious way on the competences it is therefore necessary:

- link each competence to a set of defined problems and tasks;
- inventory the cognitive resources (*knowledge, techniques, know-how, attitudes, more specific skills*) set in motion by the considered competence.

There is no neutral way of doing this work, because the identification of skills presupposes theoretical and ideological options, therefore a certain arbitrariness in the representation of craft and its facets.

It is never useless to say something about teaching practices; moreover, the refusal to enter the logic of competences can express, first of all, a certain reticence to verbalize and to collectivising representations of the trade. The individualism of teachers begins, in a certain sense, with the impression that everyone has a personal and original answer to questions such as

- *What does teaching mean?*
- *What does it mean to learn?*
- *What are the priority skills that a teacher should take into consideration also of the continuous transformation of the skills required by the profession of teacher?*

First of all, it is necessary to specify that the new educational policies are formed on axes of renewal such as: identifying and diversifying the information path, introducing learning cycles, differentiating pedagogy, going towards a more formative evaluation than normative, carrying out institute projects, develop teachers' group work, take on the collective assignment of pupils, place pupils at the center of pedagogy action, do use of active methods, project paths, work for open problems and problem-situations, developing skills and knowledge transfer, educating citizenship. The reference text to which Perrenoud is inspired, insists on ten great families of competences in order to grasp the transformation of the teaching profession. The ten families of competences presented by the Author are considered a starting point for further and in-depth analysis:

1. Organize and animate learning situations
2. manage the progression of learning
3. design and develop differentiation devices
4. involve the students in their learning and in their work
5. work in a group
6. participate in school management
7. inform and involve parents
8. use new technologies
9. deal with the duties and dilemmas of the profession
10. manage their own continuous training

Perrenoud defines competences as an "*ability to mobilize different cognitive resources to cope with a certain type of situation*".

Its definition is centered on 4 aspects:

1. competences mobilize, integrate and orchestrate resources
2. this mobilization is relevant only in situation; each situation constitutes a case in itself, if it can be treated by analogy with other situations already encountered.
3. the exercise of competence passes through complex mental options, underlying patterns of thought that allow us to determine and carry out an action that is relatively appropriate to the situation.
4. The professional skills are built, in training, but also according to the daily navigation of an expert, from one work situation to another.

3. THE TECHNOLOGICAL FUTURE OF THE LEARNING FOREIGN LANGUAGES

Our tomorrow must be built not on the selfishness of everyone, but on a strong one "*ethics of responsibility*", favoring the development of a critical mind that looks at the general problems of its community, activating itself through greater participation, becoming aware of the consequences of human actions, for greater solidarity between humanity and nature. It becomes increasingly necessary and appropriate to make choices, even in our daily actions, which are characterized by a sense of responsibility, awareness towards the environment human and natural that surrounds us. Many people, even today, are not able to recognize the systemic complexity of the relationships present in a human or natural event. To form this new awareness we need to increase the efficiency of the education and training systems and general skill and competence levels, with the use of innovative and student-centered pedagogical approaches as a future citizen, reviewing and further strengthening the profile of teaching professions with stakeholders, ensuring effective initial education for teachers and providing coherent systems with adequate resources for the recruitment, selection, initial training, early career support and permanent professional development of teaching staff based on skills. It is clear, above all in the face of the rapid change of knowledge and the ever greater specialism of knowledge, that the teacher is certainly not the one who knows everything and possesses all knowledge, but it is he or she who manages to introduce us to knowledge, which teaches us how to do it, but that has the rare gift of making us to love it. The educational process includes at least four moments:

- biological growth,
- inculturation,
- learning
- training.

Biological growth is specifically inherent in the first stages of the life of every human being, but also in the various temporal passages that characterize human development, from childhood to adolescence, from youth to adulthood, from old age to old age. Without "*pedagogical care*" there cannot be adequate teaching and learning processes for a school that really wants to orient and train. In this way pedagogy indicates the real needs of educational subjects: that of a cultural and humanistic education and that of a more specifically technical and specialist training. In today's society, growing in knowledge contributes to building a better quality of life to reconsider interpersonal relationships, relational and communicative aspects, collegial and participatory aspects that facilitate the understanding of self and others. The school has the social mission of regulating that knowledge.

Real cultures have a present and not just a past, they are composed of several elements, often they contain contrasts, forms of resistance and of contestation of the norms on which they are based, as well as being constituted on multiple forms and spheres of thought and activity. The educational goal of the new era is to contribute to the formation of a civil society with a widespread capacity for educational initiative. The society will allow the extension knowledge from a widespread learning at the vertical level between the various grades of the school and the various age classes and at horizontal level in the school and in the extra-school, in vocational training and in the many other cultural and training agencies. Training therefore appears as a "must" of society in learning to learn, in order to acquire the basic knowledge that can be spent in life time in various contexts. We need to develop active and responsible participation in the resolution of problems and relationships, favoring the development of a new fundamental knowledge, relevant, necessary, an ethic of the human race for today and for the future, in which man daily recognizes himself in his individuality, in his community and in his society.

The learning conditions of students have also changed. They live in a world where knowledge doubles every five years. They have access to all news media. The school can no longer be content to be for them the place of a mere transmission of information. Students must lead everyone to build solid and coherent learning, to establish multiple links between disciplines and to make sense of it. The school is therefore forced out of encyclopedism and put knowledge at the service of an approach, a reflection and an understanding of the world. Learning tools have diversified. Chalk and blackboard remain in classrooms. Textbooks too. In addition, schools are now equipped with

computers and connected to the Internet. Information and communication technologies are present everywhere in society. The school could not ignore them. On the contrary, it must integrate them into its learning tools and teach students to use them intelligently and not to be enslaved by them. Finally, the opening of educational institutions to the outside, through collaboration with external actors, extracurricular outings, meetings with other students and other teachers, thanks to international exchanges in particular, requires teachers to manage projects in the long term. Facing all these challenges can not be improvised! To achieve their mission, teachers need a solid professional background, combining in-depth scientific skills and proven pedagogical and didactic skills. Their initial training should enable them to acquire them gradually. In both universities and colleges, many teacher training providers had introduced devices that met the new requirements of the profession. Many of these interesting and relevant features have been included in the decrees' main lines, which harmonises the initial training provided in all educational institutions.

Whatever the course of study they choose (*pre-school teacher, primary school teacher, regent, associate of upper secondary education*), all future teachers learn the same profession and share the same missions. From kindergarten to the end of high school, everyone must have a strong common professional identity and the same basic skills.

"An interesting aspect of the notion of competence is its ability to generate a new and relevant response to an unexpected and unique situation." (Bernard Rey)

Every educational system is based on values. The commitment of the teacher in the implementation of these principles is essential. Indeed, to transmit them to his students, he must embody them. Information on the role of education within the school institution, requires a good knowledge and a serious approach to the major laws that govern them. The development of an important general culture, through an initiation to arts and culture. Teaching professionals, and the teacher must regularly question their practices and knowledge and update them. Their initial training will thus allow them to appropriate the scientific approach necessary to enable them to build a learning device, test it, modify it according to the observed results. This training axis develops the skills of the reference system relating to the design, evaluation and regulation of teaching devices. It goes through activities such as documentary research, initiation to research in education, the epistemology of disciplines and is exercised in a privileged way during the work of graduation. As for his knowledge, teachers can not be limited to course programs. To be comfortable in their teaching mission, teachers must master the disciplinary knowledge and also be able to relate them to their context. In fact, a good knowledge of the disciplinary contents rests on the possibility of situating the knowledge to be taught in a scientific and epistemological context and in an interdisciplinary approach.

"The teacher is not an instructive machine devoid of emotions, ethnocentric prejudices, desires, accounts to settle with his own childhood." (Philippe Perrenoud)

Teachers are expected to be able to connect with all their students. This encourages them, as professionals, to be able to overcome their spontaneous reactions, their emotions, their prejudices ... This learning involves courses in developmental psychology, but also by working on spontaneous reactions during professional training workshops and seminars. analysis of practices. Teachers must also be able to work in a team. Teaching has become a collective profession. The time of "everyone in their class" is definitely over: work in cycles, interdisciplinary articulations imply a real collaboration between teachers. Learning to work in a team is therefore essential. In addition, consultation also occupies an important place in the profession. The future teacher will learn to identify his relationship to authority, power, failure, etc., to work effectively and harmoniously. This includes, during initial training, courses in relationship and communication psychology, conflict management awareness. The teacher is therefore led to express himself in all areas of his professional field. The work of oral expression is therefore a natural part of his training. The different axes of the training contribute to making the future teacher a true pedagogue. However, some knowledge deserves a more targeted teaching. Indeed, all teachers are brought daily to make a rapid diagnosis in school situation, to initiate, manage and regulate learning situations, to choose a teaching method, to plan a long-term educational action, to identify obstacles all these tasks requires to possess a vast pedagogical knowledge centered on the student's learner. The future teacher will learn how to plan, manage and evaluate learning situations. This involves training in the evaluation of learning, the critical study of major educational currents, the psychology of learning. He must also be able to gradually take a reflexive look at his practice and, already, organize his continued training. However, European and national policies have long recognized the need for everyone to understand that digital competence is a key skill that needs to be developed throughout life. It has already been one of the key competences for lifelong learning since the publication in 2006 of the first European recommendation in this area. In the last update of this recommendation (May 2018), digital competence is defined as the safe, critical and responsible use of digital technologies to learn, work and participate in society. This paper firstly explains why digital education is important, what we mean by "digital education" and how it fits into the European political context. Next, it summarizes the main findings, presenting the major policies and regulations emanating from the higher education authorities throughout Europe and relate to the four areas studied: the

development of digital competence through programs the digital skills of teachers, the assessment of students' digital skills and the use of technologies in assessments and examinations and, finally, the strategic approaches to digital education in Europe, being focused on support policies for schools.

4. CONCLUSIONS

The skills of teachers are the essential factor promoting the pedagogical use of digital technologies. In addition to digital skills useful for everyday life, teachers need specific digital skills that enable them to use technology effectively in the classroom and to take up their broader responsibilities in the classroom. However, the important thing is not only the level of numerical competence of teachers, but also whether or not they consider digital technologies as an added value to their teaching practices and their students' learning experiences. At European level, these skills are described in a digital skills framework for teachers (European Framework for the Digital Competence of Educators, or DipCompEdu) (Redecker, 2017). Online learning and new learning technologies are neither the cause of the problem nor the solution. However, they are certainly a catalyst for change. Our students deserve nothing less than well-trained teachers. Even if no one dares to say it, the current situation must be tackled without delay. The vast diversity of student populations represents a major challenge for schools teaching. In order to overcome such a challenge, it is mandatory to focus more pedagogical methods that provide support to learners, more individualization of learning and a more flexible delivery. This trend generates an increased focus on teaching skills and a lower focus on subject matter expertise. Teaching and training staff need a strong framework to assess the value of different new or traditional technologies and to decide how and when it makes sense for them (and / or their students) to use technologies.

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