

Раздел 2. ФОРМИРОВАНИЕ КОМПЕТЕНЦИЙ ОБУЧАЕМЫХ В ОБЩЕМ И ПРОФЕССИОНАЛЬНОМ ОБРАЗОВАНИИ

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TEACHER COMPETENCE AND ITS IMPORTANCE IN ACADEMIC EDUCATION FOR PROSPECTIVE TEACHERS

Abstract

Transforming modern university is facing many changes forced by consumer market. So many courses are conducted in the way that requires students simple memorization. Aiming to equip the graduate with competence is not a limitation of their knowledge and preparation, but is a step beyond “providing them information”. The pedagogical graduate competence is a complex set of capabilities. Education should deal with providing opportunities to practice the necessary skills. Educational drama has been used in educational process to promote experiences that are not taught by theoretical issues. Drama experience during study may be a great tool for the prospective teacher to win competences beyond the theory and broaden teacher competences.

Key words: teacher competence, assessment of students, educational drama.

It is increasingly assumed that preparation of university graduates should fulfil the characteristics defined by the graduate profile of a given faculty and specialty. Pedagogical specialties existing to prepare future teachers educate prospective competent employees. They should have extensive knowledge in the area of the subject they will teach; they should have methodological competence; and educational competence. The competence of teachers needs to be evaluated with the inclusion of, among other things, the dynamic of educational

processes, openness to the student's creative growth, ability to solve conflicts between students, and between students and teachers.

There are justified doubts whether teacher education on university level prepares the graduates to real-life activity in the varied educational settings, or, by overburdening them with theoretical knowledge strips the students of the opportunity to acquire real, verifiable, practical skills needed in pedagogical work. In response to this question, academic debate has been held on the purpose and meaning of academic education.

University and labor market

University as part of society is subject to changes of the same nature as the whole society. These changes are brought about by political, social and economic transformations. Modern universities are pressed on especially heavily by political-structural and economic changes [14]. These are the external generators of change. They include processes of social transformation, changes in the consumer market, the dynamic changes in products and services in current demand, which are a direct consequence of technological novelties and general technological and economic progress. The transforming university faces dilemmas found within the continuum between two tendencies: the traditional university as a community searching for the truth and the university enterprise functioning according to the corporate model, whose sense and functions are dominated by market criteria [7]. These two models of university with resulting different values are seen as opposites. The traditional university is seen as autonomous, possessing academic freedom, faithful to *truth* and diversity of views, whereas the presently-evolving university is to be more characterized by management-oriented, i.e. focused on economic calculation in the case of universities dependent on funding, and academic consumerism, which is reflected e.g. by concentration on utility of the created knowledge or readiness of immediate reaction to the needs of the market or new expectations. The operation of universities is increasingly shifted to

the requirements and expectations of the receivers of educational services they offer. These changes are a result of the methods of university funding and the social expectations placed on them. “One could have the impression that the main image-shaping factor today, or main role model for educated people is the market. An educated person is more likely to find their place in it, and a diploma seen as the “product” of education gives them the opportunity of ‘better employment and better life’” [7].

Quality of university teaching and learning assessment

A student choosing a faculty does so with a career in mind, which they will be able to pursue successfully thanks to the acquired diploma, it being the proof that they be qualified to enter this career, as well as the prize for the effort they made to acquire it. Aiming to equip the graduate in competence is not a limitation of their knowledge and preparation, but is a step beyond “providing them information”. It is the ability to exploit the acquired information, build a unified system of understood knowledge upon them. We need instruments which will allow the students to build their own knowledge, instead of just memorizing facts. Unfortunately, to many courses are conducted in the way that requires students simply memorize. Control in this case is solely exercised in picking correct answers in multiple-choice or gap-fill tests. In extreme cases, the university’s autonomy may lead to the paradoxical situation, where nobody is, and cannot be, interested in the effects of its educational activity, and general research is performed for its own sake. Turning towards social needs, the labor market, and growth perspectives is indispensable. “A college diploma is not a purpose in itself. It serves to signal a general scope of a candidate’s qualifications to potential employers, and sometimes – their professional qualifications. However, it is known that diplomas have different value depending on what they represent, and that is why it does matter where they come from... These differences have increased lately, despite their formal equality. Some Bachelor’s diplomas are completely ‘void’, therefore post-graduate courses accept

both people with enormous knowledge, and virtually no knowledge, which needs to dramatically affect the level of education there” [23].

Let us refer to the widely discussed experience of the American Association of Higher Education AAHE [16]. It is an association of more than 8,500 individuals interested in enhancing the quality of academic education, including academics and university students of various specialties and levels, administrative workers at universities, university funding authorities, officials, politicians and business representatives. Higher education is facing dilemmas, which can be solved effectively only in cooperation with the entities involved in the process of education, as well as with all those who benefit from its effects. This is why the evaluation of the higher education quality is entering a new level. It does not rely solely on the assessment of effects of the conducted courses, but on a wider variety of elements. AAHE members believe that higher education should play a more important role in the life of the society, and that individual institutions of higher education can be more effective in their operation. It is crucial that these two beliefs are made into practice. AAHE supports its members in their actions by organizing conferences, developing special programs and publishing. AAHE members include two types of activity in their pursue of enhancing the quality of academic education – theoretical work and its practical implementation, available in the place of employment.

A 1992 document published by the Association defines the semantic space for principles of good practice for assessing student learning. The principles are aimed at outlining the evaluation criteria to assess not only the contents of a given course and its scope, but also cumulatively assess its applicability, practical skills and acquired competence. Basing on the long tradition of learning assessment at founding-dependent universities it was aimed to make use of the new habit and draw practical conclusions. It was attempted to remove grading and certifying of students from assessment and focus on effects of the education practice instead. Such view of assessment is to be a meaningful

instrument of educational process enhancement. The process of assessment, involving collection, interpretation and application of information about students, may become a key tool of improving the quality of learning. This perspective on assessment of university operation has become a widely-applied practice in the situation of demands universities face with in communities. The principles of assessment developed are to serve as support for the universities in their own action of assessing. Universities have their own tested methods regarding assessment. The *regulations* may enrich them and serve as a basis for further discussion on the purposefulness and effectiveness of the currently used ones. The general debate on national level on educational standard especially demands that attention be paid to the relationship between assessment and increasing the effectiveness of learning. As it can be seen, all this is meant to enhance the assessment for the sake of higher purposes – social ones, that place the utility of educational programs for the society and economy first. The enhancement of quality of academic education is a basic value and at the same time a prerequisite for these regulations. A vision of education with high requirements and high effectiveness is a parameter for the postulated demands. It implicates high requirements for students, active methods of learning, unified teaching programs, and effective forms of student performance outside the university. The second principle, that:

Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for

improving our students' educational experience [16], calls for our special attention. It refers to the students' ability and focuses on their practical "know how" knowledge. Assessment which forcefully focuses on this area on student preparation presses the university for managing the process of education in such a way that students acquire skills and abilities for application of theoretical knowledge. Also, the fourth principle shows the importance of focusing on facts for the whole process of academic learning:

Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way – about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning [16].

Unique aspects of studying pedagogy

The form or context of the acquired knowledge application by the student should meet the key challenge for all those interested in developing educational programs for faculties. Such organization of the curricula that allows the students to acquire real professional competence, instead of prerequisites for acquiring them together with a theoretical base, remains a problem. Especially for teachers, professional competence seems to be a key issue.

Studying to become a teacher places upon the student duties incomparable to any others. Educating teachers, which used to be the task for various social classes, religions, political groups or associations, in the 20th century has become a major public issue worldwide. In some countries it is regarded as a crucial concern in the terms of a complex education reform. Some claim that it is a reform of education of teachers that should precede the initiation of schooling system reform. Such claims reflect the modern view of schools and the role teachers. They especially reflect an anxiety whether, in the face of necessary

changes in the schooling system, the teachers themselves will be prepared, able to understand them, whether the traditional professional training has prepared them well enough, and finally – are they motivated enough to handle new tasks? [6, p. 129].

Besides technical and scientific knowledge they absorb, which they are to transfer to their future students, they need to acquire the knowledge of knowledge transfer methods, and shape their competence to allow future acquisition of knowledge about students. This is a wide variety of knowledge, including information on the familial and peer environment, health, capabilities, interests, temperament, intelligence types, individual cognitive styles etc. Theoretical knowledge concerning the mentioned areas regarding pupils, is acquired by students of pedagogy via such items from the curriculum as: general pedagogy, theory of education, general methods of teaching and special methodology (methods of teaching individual subjects); general psychology, psychology of development, clinical and social psychology. It is also gathered by means of various pedagogical practice in educational and upbringing institutions. Not always does the amount of time devoted to practice allow to get to know the teaching profession on a satisfactory level and get the necessary skills [8]. Due to the specifics of work in educational institutions and the organization of the academic year, it is not always possible for students to test all the learnt methods and means of teaching in practice. Participation in practices is sadly usually limited either to observation of a teacher's work performed according to chosen methodological guidelines, or holding classes based on the said guidelines – including the order of activities, the scope of material, methods and means, conditions. The main reason for such state of things is usually the scarcity of time for implementation of the whole school curriculum during the school year, presentation of the material planned for each individual class, preparation for the classes, and finally, for its matter-of-fact discussion. Therefore, the scarcity of time and the not-so-good school curricula are the reason for the negligence in equipping pedagogy students with knowledge

of such importance as the “know how”. It has been called for in Poland for a long time, and especially since the 1999 education reform entered the phase of implementation, that theoretical teaching be dropped [8]. The pedagogy graduate competence is a complex set of capabilities. Students preparing to become teachers and planning to pursue active teaching careers, should be aware that all teaching programs – either self-designed or borrowed from other authors – which are heavy with scientific didacticism and do not consider the so-called spontaneous student utterances and actions, shortly leave the teacher stuck in a rut and resigned not to look for anything new, and the students passive and masking their actual interests and opinions.

Teacher competences

The considerations regarding characteristics and capabilities of a good teacher have been undertaken for decades. Many outstanding pedagogues and psychologists attempted to describe a model teacher-councilor. They focused their reflections on pedagogical talent, spirit, teacher model and role, teacher personality. In this trail of thought, works of such authors are W. Dawid, W. Okon, Z. Myslakowski, or S. Baley should be recalled. Each of them characterized the teaching profession and pointed to its dominant and indispensable features. Individual qualifications today which guarantee good job performance and successful career are referred to as competence. This term is used to characterize people of any profession, including teachers. According to modern literature only highly qualified individuals can aspire to be called professionals. In pedagogy, the concept of competence is often used to define the individual capabilities acquired through learning and education. According to M. Czerepaniak-Walczak [3] competence is a conscious and learnable level of skillfulness being a condition of effective behavior (action) in some area, which, though providing satisfaction, is not unusual. The term is therefore used to mark the features of an entity displayed in their behavior, characterized by

purposefulness and intentionality, and thus a harmonious composition of knowledge, skill, understanding and desire.

The teacher should be, on the one hand, highly competent in their subject matter, and on the other – socially skilled, which is connected with their abilities as a councilor. These abilities are reflected in effective collaboration and cooperation with others, readiness to enter two-way relations, to negotiate with the child, to effectively manage and solve conflicts, to mediate. These skills are widely regarded as crucial strengths of the modern teacher [15].

The competent teacher is the one who possesses rich knowledge and teaching skills, is reflective, factual, informed in the matters of upbringing and education, proficient, open, creative and communicative. The level of competence among teachers is varied. A young teacher acquiring qualifications at the university is equipped with start-up capability. It includes general cultural and humanistic rounding and competence, as well as psychological and pedagogical competence connected with their methodological and didactic skill, being the bedrock of teacher qualifications. As time goes by, the teacher's mature competence develops with practice, which is reflected in independent choice of content taught, authoring teaching programs and implement them innovatively and creatively, critical mind, and reflection in evaluating educational processes. However, the essence of the teaching profession consists in communicative-interpretative competence, interpretative, and social competence of the teacher connected with the ability to act as councilor. The teacher who has mastered these areas of competence is able to effectively cooperate with others and efficiently solve conflicts. Skills are regarded as the most important features of the modern teacher. Qualifications learnt during formal education are not sufficient for the whole life. Knowledge and skills need to be updated and balance kept between competence in the taught area and teaching competence. "Teacher

education needs to focus much more on the personal processes involved in becoming a professional teacher; that is, teacher training programmes should comprise a well-grounded balance between the cognitive and emotional dimensions of learning to teach” [13].

The school becomes the place of birth for a teaching and learning society. Changes in the system of education in Poland pose new challenges for teachers, as far as their professional qualifications are concerned. The teacher, besides their specialized and methodological background, should be able to sustain the necessary interpersonal contacts and teach this ability to their students. These skills, although influenced by personality and cultural factors which can be developed and shaped.

The shaping of professional competence needed for successful planning, implementation, and evaluation of their own educational actions and their pupils’ work is a key task of teacher education. Professional competence implies the ability of professional work in accordance with standards set for individual professional actions. It is also the ability to apply the knowledge and skills in new situations according to the professional *area and* beyond usual occupations. Therefore, it may be said that it consists in possession and growth of relevant abilities, knowledge, approaches and experience in order to effectively implement the tasks stemming from given educational competence.

There are varied classifications of teacher competence available. Their authors refer to the core of the teaching profession, its specifics and tasks, as well as functions of the teacher. According to W. Strykowski, we can list following types of competence [20]:

- factual competence;
- psychological-pedagogical competence;
- diagnostic competence, connected with knowing the pupil and their environment;
- planning and projecting competence;
- didactic-methodological competence;
- communicative competence;

- competence in media and technology;
- competence connected with pupil achievement control and evaluation, as well as qualitative assessment of the school work;
- competence connected with planning and assessment of school programs and schoolbooks;
- self-educating competence, connected with professional development.

The competence types listed by Strykowski are neither separable, nor definitive, since only their collective existence and its dynamic character make up professional and effective teacher activity.

M. Czerepaniak-Walczak believes that “competence is a special characteristic expressed in demonstration, on a socially-defined level, of the ability of adequate behavior, with the need and consequences thereof in mind, as well as in accepting the responsibility.” She lists the following types of competence:

- cognitive competence – connected with intellectual and moral development, the type of its development and kind of participation in social and cultural processes;
- communicative competence – features which make self-expression and understanding others accessible to the teacher, alongside with a conscious readiness to confront and verify their own opinions and presently-accepted meanings;
- organizational competence – this term is defined by the author as “defining the intellectual and moral condition of an individual expressed in the process of planning and openness to change in the combination of elements in the educational space, i.e. ability to make self-reliant decisions and take on responsibility for tasks carried out” [3].

Because of the teacher professionalism level and their engagement in the performed work Czerepaniak-Walczak distinguishes starting competence being the condition for fulfilling simple professional tasks, and mature competence, which provide the sense of professional confidence in the teacher. They are, however, never sufficient, due to new areas of tasks, constantly occurring in the teaching profession, and therefore they must be completed by the

transformation competence, characterized by openness to change, novelty and accompanying doubt.

A well-known position in the literature regarding teacher competence has the concept proposed by R. Kwasnica [10, p. 17], who distinguishes two categories of this competence, the first being practical-moral competence, among which he places:

a) interpretative competence – seen as the ability to relate to the world, surrounding objects, people, and oneself as a means of seeing the world as a reality that requires constant interpretation and everlasting uncovering of its meaning;

b) moral competence – the ability of moral self-reflection (instead of norms and moral prohibitions);

c) communicative competence – defined as the capability for “dialogue lifestyle”, i.e. being in a constant dialogue with others and oneself.

The other category of competence consists in technical competence. Unlike the previous one, here instrumental effectiveness of action is at stake and the scope of application is subjectively set. It includes three sub-categories:

a) postulatory competence – seen as the ability of standing for instrumental objectives and identify with them.

b) methodological competence – the ability to act according to the rules defining the optimal order of actions, the content of the rules being a scheme of action, telling the teacher what to do and how to do it, in order to reach the objective.

c) applicatory competence – as the ability to choose the means and create conditions which facilitate reaching the objective.

Kwasnica also proposes a hierarchy of the presented types of competence, assuming that the practical-moral competence has prior importance for teaching work, relevant to its specifics and deciding on whether and how the teacher decides the technical competence as acceptable. He adds that different types of competence are differently acquired. Technical competence may be transferred by means of a monologue, and practical-moral competence is shaped within a dialogue and facilitated only in the process of allowing one to reflect on questions used by dialogue.

A competent teacher is a complex product. The criticized and discussed teacher education is always on the look for methods of educational work, which in the process of academic education for pedagogy students will equip them not only with theoretical information, but also provide them with practical skills needed for development of teacher competence in their future careers. One method that build teacher competence in pedagogy students is educational drama.

Broadening teachers competences by educational drama experience

The main theoretician of drama is Brian Way. His book on child drama has had over twenty editions, and inspired teachers worldwide on methods of teaching drama. According to Way, proficiency at any activity depends on practice. If the purpose of education is to be preparation for life, then education should deal with providing opportunities to practice the necessary skills. The purpose of drama is therefore “life experience”. Drama encourages originality and pursuing one’s own aspirations. Whether the child, after leaving his or her school will be happy and successful, will depend on the growth of his or her individuality, which, in turn, depends on inventiveness. This capability can and should be the subject of training, since inventiveness, if not exercised constantly, disappears [21, p. 20]. Training inventiveness as the element which may decide on (apart from intellect) success in life should involve contact with and active making of art. Art, as something that enriches human life, should not be treated by schools as a means of developing intellect. Art predominantly works on intuition. Both intuition and intellect require training – the first relies entirely on individual features and there is no indication which techniques are proper, appropriate, or correct [21, p. 21]. Developing broad perspectives for intuitive thinking it therefore the task of education.

Way especially accentuated the role of the drama teachers. The conditions they should meet do not oblige them to know the tools of the theatrical trade, but they must have an interest in multi-dimensional growth of their pupils:

1. The first condition is true, full, rich, and conscious interest in the children, regardless of their talent;
2. Another is the knowledge how to use drama;
3. One more condition is unrestrained exploitation of topics which the teacher themselves feels the best and most confident in.

In Poland drama has been gaining on popularity thanks to the work of Machulska, Gudro, or Pankowska. Drama promoted by Pankowska is a way of working with pupils which involves and activates both their minds and emotions. "Drama as didactic category is a **method**, but also art, according to the newest conception of aesthetic counseling, that "art encompasses both the products (the work of art or artistic object) and the given activity, expressive or creative activity [17, p. 39]. It is a scientific process, which confronts assumptions on its functioning and of what actually happens in the drama, until a new way of seeing develops. Pankowska sees drama as a special method of the teacher's work with the students, which is additionally equally demanding for both parties. "Drama creates situations, outlines problems and attempts to solve them via active participation. The basic criterion for drama is authentic "being there" and engagement [18, p. 30]. Action is an imminent feature of drama. It is also present in its very name, since the word "drama" has been derived from the ancient Greek *drao-*, "I act", or "I am trying". Modern Greek also possesses the word *drama*, which means "action" or "activity". Dramatic action is a method of exposing what is potentially present in one's personality, but has not yet been revealed and "attempted at". "Drama's tasks could be defined as follows: drama activates and develops an individual's natural predispositions related with their ability to "enter the role". It aims to develop self-reliance in thinking and acting, as well as an open and active attitude in the pupil, extend the scale of his or her emotional experiences, and finally, enrich his or her imagination" [18, p. 23]. Despite the above attempt at definition suggests a "theatrical" way of understanding drama, the author explains its sense on many levels. Drama also influences the growth of creative thinking ability in its participants [2]. The exploitation of its potential of unrestrained activity in open situations makes the students

face multiple solutions, make decisions in a playful context, but with an actual problem to solve. These values of drama cannot be overestimated. Such educational tasks are not carried out during regular classes. Drama exceeds the experience of the learning process, enriches the process of growing and matures the whole personality of the pupil [2]. Drama bases on the natural capability of each human being to play [22]. Especially young children benefit significantly from drama participation, as play is their basic form of activity [9].

Relevant organization of drama in the educational process depends on the relevant preparation of the teacher to this task. "The basic purpose of drama in teaching, according to D. Heathcote's assumption, is providing sources for reflection and life experience analysis, as well as the opportunity to see how they work. This purpose can be achieved by planned drama organized by an experienced and responsible leader" [11, p. 37]. The teacher, playing the role of the leader, "should be a direct participant in the drama, playing roles which make possible for him or her to activate and motivate, but not force the participants to act" [11, p. 37]. The leader's task is to stimulate and enliven both the explicit and implicit action of the people in the group, without pressing them. The drama teacher "does not engage in instructing students, but builds space for them and creates conditions for learning and discovery." [12, p. 6-7] Their task is to activate interest, action, trust, and to coordinate the work. What is more, they need to be unbiased and sensitive towards all ideas, at the same time provoking the pupils to develop their creative thinking and carefulness about expressing their opinions in a non-judgmental way. It is crucial that the students who express their thoughts do not hurt others' feelings and learn to be tolerant and respectful to other human beings.

Drama "requires that the teacher be well-prepared methodologically and substantially. Otherwise, the feeling of freedom provided to the pupils may transform into a force difficult to control, which may become a case for bad habits for the child. It is also important that the teacher recognizes the needs and expectations of the receivers (pupils), adequate to their characteristics, personality and development, and choose

the media and content of the drama accordingly” [19. p. 3]. As always, in case of drama the teacher is required to use their common sense and professional approach. Therefore, he or she should consider not only the age and interests of the students, but also their learning capacities and needs. It is crucial that the teacher remains in control of “the development of autonomy within the group, which is especially vital in modern times, when hierarchical structures have dominated various forms of social life. Each individual wears the burden of personal subordinations and there is no place the autonomy of the individual” [17, p. 23]. The drama teacher can, in a way, facilitate this autonomy. The student gets an opportunity to gain independence which is “inner, meaning that the pupil becomes conscious of his or her own abilities’ and outer, via the acceptance of their own place and role in the group; individual, consisting in integration and development of the pupil’s own values; and group, expressed by active participation in cooperative activities” [17, p. 24].

The characteristic of the relevant drama-supporting teacher includes their competence and responsibility. The key tasks of the drama teacher are:

- forming a strategy and detailing the purposes of the drama;
- planning the structure, context, place of action and starting situation;
- preparation of materials to be used in the drama;
- choosing adequate techniques to reach the core of truth in the event improvised by the students;
- leading to the transformation of the reception of reality by the students.

Undoubtedly, the teacher, in order to bear and influence on a group of young individuals effectively and achieve a positive outcome, should be perceived as a figure of authority. It is not an easy task, since the lack of authority figures among young people has been widely discussed. Drama may be a great tool for the teacher to win the respect of their students. This can be done by means of playing several roles by the teacher: the professional, expert (the one who knows better), leader, actor (who has the power to change roles, and therefore act in many different ways). The best solution for both sides of education-related interactions

seems to be the teacher as an actor, who accepts different roles in class, thanks to which is an active participant, like the students. However, it needs to be remembered that, while playing a role, the teacher is not merely acting, but making precise gestures, which define his or her attitude, opinion or approach. This way, the level of involvement in the problem being discussed is raised, the students are engaged in the work and challenges made. The verbal and non-verbal messages must be coherent, logical, and consequent.

Although drama is a form of improvisation, it “requires precise planning by the teacher. First of all, the following must be set prior to action: the purpose for the undertaken subject, whether the drama will be a fragment of its analysis, or serve as a whole class, how to structure the class, which basic techniques will be used, what materials will be used” [18, p. 35]. The process of drama must be therefore preceded by planning the forms of activity.

Initially, the teacher using drama in class should use the available theoretical knowledge, however, in time she or she should develop a systematic approach basing on the key characteristics of drama.

The student of pedagogy, is introduced to an enormous bulk of theoretical knowledge, including pedagogy, the theory of education and counseling, history of education, and methods of teaching. He or she gets acquainted with the practical rules of school operation and typical methods of application of “classical” didactic and counseling tasks. In academic education of prospective teachers, little space is given to methods of personality self-development in the students, in aspects not measurable by exam results. Enriching the program of prospective teacher education with drama workshops creates an opportunity for them to learn a valuable method of working with their future pupils. Drama needs to be experienced, drama needs to be participated in, in order to be understood in its essence, the difficulty of participation and the richness of experience it provides.

The complexity of requirements for organizing drama demands from the teacher a large practical-moral competence

and as such, interpretative, moral, and communicative competence as its elements. An interpretatively competent teacher is then the one to constantly update, polish and self-criticize their general knowledge (specialized and professional). Such teachers are characterized by a professional attitude of rationalization; innovation; and pedagogical creativity. Drama teachers constantly search for new sources of inspiration for their work, enhance their skills by means of exchanging experiences with other innovators, participate in master classes and seminars. If drama is to serve its function, its topic, objective and structure are planned each time, with respect to each target group of pupils and existing issues and needs. All these aspects constitute the teacher's auto-creative competence. The applicatory competence is fully reflected by the drama work. It includes the activities which directly refer to implementation of objectives and values of school education. It refers to pupils individually, and as groups, which is drama's main focus – to develop the pupil's individuality. The teachers' competence in drama will include the knowledge of techniques and strategies of drama, the ability to play the role, and support changes which take place in the students thanks to the dramatic experience. The didactic-counseling activity of the teacher encompasses recognition, decision-making and acting out. In drama, this competence is shared with the students, thanks to which both sides of the didactic process actively participate in creation of the change in the pupils.

The importance of teacher preparation to organize drama classes is set out by the relations, which occur between the basic elements in the process of education, i.e. the teacher, the teaching media and the student. How the lesson is planned determines the relationship between these elements. As it can be seen, familiarity with theory of assumption, task and structure of drama does not guarantee success in practical application thereof in the process of education. The complexities of drama need to be learnt in practice.

It is a vital question whether every teacher is able to incorporate their teaching program with drama activity.

It is not always possible. Application of drama in a way which will facilitate personality development in the pupils, instead of just making a lesson more interesting, requires professional preparation from the teacher. University curricula for pedagogy students include drama classes as non-obligatory subjects. Due to the unusual nature of these courses, the opportunity to learn practical solutions and participation in drama workshops, these classes are eagerly and enthusiastically attended by students and enjoy popularity among them. Students are eager for the practical. They are willing to learn concrete techniques of drama, the rules of its application, they want to experience the drama situation themselves in order to understand the nature of such classes and the power and scope of their influence on the student.

Pedagogy student participation in drama workshops requires a precisely prepared curriculum. Academic teachers providing such workshops should be an expert in the area, have the necessary relevant experience, be skilled in flexible adjustment of the content and structure of the class to the pedagogical profile of the university students and at the same time, to their practical expectations. A drama teacher needs to be a creative individual. The professional role of the teacher requires a wide scope of competence which shape the teacher's personal and technical image.

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