Teacher Competencies

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Abstract

General survey and description methods were used in the research. Teacher skills which have continuity in teacher education have been researched and classified by making literature review. Studies, designs and applications about teacher's previous skills, today's educations systems that undergo rapid change and transformation and skills that teacher must possess to adapt these changes were explored. Firstly, considering their results and success levels, current practices of teaching profession in different countries and educational systems were compared. I particularly investigated the instruments and approaches being used by countries and societies that follow up with and adapt to technological developments and how they benefit from them.

In this study's first parts, I discussed the processes that teacher competencies went through from past to present and similar teacher qualifications in different societies. I investigated the new requirements and phenomenon emerged from social developments and how they affected teaching profession. Subsequently, I referred to development and diversification of teacher skills. Finally, the changes in teaching profession and skills in the face of rapidly changing technological developments were examined. In the light of new research and literature review, I discussed the future skills that teachers should have.

The teaching profession is a profession that needs to be possessed with many skills. Some of them can be listed as subject matter knowledge, general culture, pedagogical formation, openness to communication and positive communication, trustworthiness, preparing the environments that will provide the student's development, a well time management, providing motivation, counseling, following and functional use of technology, being tolerant and patient, acting democratic and creating a democratic classroom environment, flexibility and being a good listener and transferring information in accordance with the characteristics of the students.

Keywords: *Classroom Management, Change, Globalization, Motivation, Pedagogy*

Öğretmen Yeterlikleri

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Öz

Bu araştırmada genel tarama ve betimsel yöntemler kullanılmıştır. Öğretmen eğitiminde sürekliliği olan öğretmen becerileri literatür taraması yöntemiyle araştırılmış ve sınıflandırılmıştır. Öğretmen becerileri ile ilgili geçmişte ele alınan çalışmalar, desenler ve uygulamalar incelenmiş ayrıca günümüzde hızlı bir şekilde değişen ve dönüşüm geçiren eğitim sistemlerine uyum sağlayabilmek için gerekli öğretmen becerileri araştırılmıştır. İlk olarak farklı ülkeler ve eğitim sistemlerindeki öğretmenlik meslek uygulamaları sonuçlarına ve başarı seviyelerine göre karşılaştırılmıştır. Bu çalışmada özellikle teknolojik gelişmeleri takip eden ve bu gelişmelere uyum sağlayan toplumlarda kullanılan araçlar ve uygulamalar ele alınmıştır.Çalışmanın ilk kısmında geçmişten günümüze öğretmen yeterlikleri ile ilgili süreçler ve farklı toplumlarda yapılan benzer uygulamalar değerlendirilmiştir. Toplumsal gelişimler sonucu ortaya çıkan yeni gereksinimler ve olgular ile bu gelişmelerin öğretmenlik mesleği üzerindeki etkileri incelenmiştir. Daha sonra öğretmen becerilerinin gelişim ve değişimi üzerinde durulmuştur. Son olarak hızla yaşanan teknolojik gelişmeler karşısında öğretmenlik mesleği ve öğretmen becerilerinde yaşanan değişimler araştırılmıştır. Literatür taramaları ve yeni çalışmaların bağlamında öğretmenlerin gelecekte sahip olmaları gereken beceriler tartışılmıştır.Öğretmenlik mesleği birçok beceri gerektiren bir meslektir. Bu becerilerden bazıları; alan bilgisi, genel kültür, pedagojik formasyon, iletişime açıklık ve olumlu iletişim, güvenilirlik, öğrenci gelişimi için ortam hazırlama, zaman yönetimi, motive etme, danışmanlık, teknolojik gelişmelere uyum, sabırlı ve hoşgörülü olma, demokratiklik, esneklik, öğrenci özelliklerine göre bilgiyi aktarabilme olarak sıralanabilir.

Anahtar Kelimeler: *Sınıf yönetimi, değişim, küreselleşme, motivasyon, pedagoji*

Introduction

In today's world, where we experience a rapid change and development, teacher competencies, which is one of the basic conditions in teacher education, have begun to change in terms of form and content. It is possible to suggest that the classical skills of teachers in previous periods are insufficient and dysfunctional in current teacher education. Nowadays, since the access to information becomes more widespread and easier, the teacher now has a position and responsibility for delivering and guiding the right information rather than transferring knowledge and has to develop their skills in this aspect.

It is possible to say that teacher competencies are very diverse and to organize teacher competencies as competencies in the classroom, competencies outside the classroom (school) and social competencies. It can be defined as a determinant factor in class teacher's and principal's professional life, in teacher-student communication and in academic achievement. Communal and social life is another critical area where the teacher has roles and responsibilities.

The teaching profession is thought to have existed since the first human communities. It is known that this profession, which is among the oldest professions in the world, is very unique and valuable in all societies. It is clear that this value is also related to the meaning and role that is imposed on teachers. The practice of this profession since the early periods of history has changed and transformed society and social structure to a great extent. The first teachers started to create respect and influence in the society from the first ages. It is known that teachers in the Hellenistic age are also called as sophists and philosophers. At these dates, it is seen that teachers lead not only educational activities but also social and natural phenomena and lead the establishment of branches of science.

As in any profession, the teaching profession also requires a certain competency, qualification, knowledge and specialty. It is known that specifically the teaching profession is in a very different and special position compared to all other professions. Teaching, which has a professional character that affects, develops and transforms all social structures, has a heavy and comprehensive responsibility and duty compared to other professions. For this reason, the effects of teachers, who are in charge of edu-

cation and learning activities, not only professionally but also in individual and social terms are quite wide. It is understood from the historical documents and information that the teaching profession is seen as important and valuable in about every period of history in terms of almost all cultures, beliefs, values and norms. It is clear that the teaching profession has an indisputable contribution to the development and success of civilizations and civilizations.

It is possible to argue that the transformation of the teaching profession into a professional field and a professional occupation took place in close periods in all societies and countries. In each period, this situation reached a certain standard and the general framework began to form. There has been a holism and similarity in professional ethics and principles in almost all historical processes since the early periods. For this reason, the teaching profession represented the same meaning and content all over the world. The content of the profession and the execution of an intensive and heavy process have led a certain extent in the occupation of the selected individuals and existence of skilled and experienced individuals who have successfully passed this process.

The teaching profession, which has a fundamental effect and dynamics in changing and transforming the lives of society and individuals, requires different skills and competencies compared to other professions. These competencies and skills have a complex and systematic effect on the development and occupation of all people. The teaching profession also designs how and in what ways society and individuals can be designed and organized. Teachers have a fundamental role in the realization of the goals of societies and individuals. The main effects of teaching and education on the social and individual structure continued throughout the ages and pioneered the development of great civilizations.

Undoubtedly, the teacher and his education have a fundamental role in the development of individual and social goals. It can be argued that the teachers who do not have sufficient education and who do not have certain skills will have no effect on development and development and therefore social and social progress cannot be achieved. In this context, it is seen that various measurement and selection methods have been used by taking care about choosing and educating teachers. Teaching has a continuous manner as a profession and affects the individual and society as a role

model. It is considered as a prerequisite that those who will perform this profession carry some of these responsibilities together with these competencies.

Since social systems also express a social convention, the teaching profession, which is the main subject of the education system, has in a way played a fundamental role in ensuring the continuity of the content of this social contract. The issues of making the social structure open to change and development, which is the main objective of education, has been transformed into a structure realized through the teaching profession. The teaching profession, which affects all fields and has a professional and trans-disciplinary characteristic, needs to have a feature that requires much more care and attention because it has a direct effect on the training of other professional members. In a sense, the teaching profession, which coordinates the orientations in each profession and field, and discovers the abilities and hidden powers, must have absolute competencies, skills and abilities.

It is observed that developmental dimensions are based on certain areas in the historical processes related to the teaching profession. This included, to some extent, a process of conducting the pre-service teacher's specific selection criteria and testing the extent to which they had the desired characteristics. Some criteria were tried to be met by trying to create awareness in terms of developing and testing the personal characteristics of the pre-service teachers who have these competencies and skills in the subsequent processes. It is stated that the personal aspect of the teaching profession is the most effective and the most important structure.

The programs, motivation variables and equipment that education systems and countries with high degrees and qualifications use for teacher skills attract attention. A successful method immediately becomes the focus of attention and other educational systems and institutions attempt to implement it. It is not possible derive the same results from all these models. For these reasons, it is a principal problem for educational systems and teaching profession to apply all these obtained data in different places conditions. In this context, approaches to redesign the teacher skills are often mentioned. Revising and regulating the teacher skills for new generations is one of the most important educational requirements. The environments in which students live and stimuli they face are rapidly chang-

ing and diversifying. Their learning styles and perceptions differ accordingly. From a professional point of view, teachers' adaptation to these various changes is of crucial importance.

It is defined as the most basic task of the teaching profession, which carries a profession that represents the wishes and expectations of the society, transforms these expectations into appropriate structures. In a sense, social and professional formations and rules are seen as a framework that limits the framework of these behaviors and objectives. In almost every society, there are values that reach the present day through long historical processes. It is clear that the teacher and the teaching profession which play the role and duty of developing and preserving these historical backgrounds, are of critical importance for the transfer of this legacy to the present and later generations. Teachers' individual and social representation missions bring a great attention with a heavy responsibility. In this sense, increasing the awareness of the teachers as a structure and behavior in accordance with these competencies and skills will be appropriate for the expectation of all social sectors.

Development Processes of Teacher Competencies

Teaching profession has gone through several different processes since the first ages. Affected by these processes, teacher skills developed and diversified. For example some of the methods, technics and skills that were being employed in Hellenistic ages are still in use today. Additionally, some skills that are different than the previous skills have also emerged. These development processes examined under four sections.

Teacher competencies in previous periods

Even if the data about when and how the teaching profession showed up for the first time is not sufficient, it is possible to say that it is an old profession as much as the history of humanity. It is known that learning and teaching activities in the first human communities are made by the individuals of the society with the old, wise and certain experiences. Societies and communities had to be knowledgeable about nature, plants, life, other creatures and their own abilities and competencies in order to survive and remain alive. Individuals in these communities were required to have a

continuous learning activity in order to sustain their lives. After a while, the increase in the number of communities and the increase of the needs in parallel with this have led to a more regular learning and education practice.

It is possible to say that the teaching profession, which had a limited and narrow learning activity and area at first, has expanded into a professional area of expertise within the historical processes. The fact that teaching is defined as the key to the transition to a different world in the frontier of individuals and societies can be considered as an indicator of the profound effects of this profession in this context. The process which started with the basic information and the diversification of the scope of the process to the finest details has caused it to become more disciplined with the effect it creates. In a way, when compared with other professions, the teaching profession has been given an extraordinary meaning and quality throughout all historical processes. In this sense, it is distinguished from other professions as a profession that sees the interest, respect and value of all structures of the society (ruling class, noblesse, soldiers, peasants, workers and other structures of society).

Bodily exercise, when compulsory, does no harm to the body; but knowledge which is acquired under compulsion obtains no hold on the mind (Platon, 1962:221). Systematic information about education and education of children and youth has emerged since the Hellenistic period.

Competencies of Current Teachers

Discussions and approaches on what knowledge, skills and competences teachers need to have and how they communicate to their students are still in progress today. It is a well known fact that the teacher is one of the most important elements of education (Akbaşlı, 2010:16). The basic knowledge and skills that are compulsory and necessary in the teaching profession have started to increase and differentiate due to the systematic social life and needs within the periods and processes. For these reasons, the qualification, skills, competencies and task definition of the teaching profession began to expand and become more complex. Although this change and transformation is applicable to all professions, it is possible to say that the teaching profession has a special position in this sense.

Today, regulations, concepts and definitions related to teacher competencies have been established and developed in many countries and education systems. The fact that the meaning, the role and the duty imposed on the teaching profession are almost the same everywhere has led to some degree of similarity of these standards and regulations. The teacher needs to be in the learning activities and basically coordinate this activity from start to finish. As a result, it is expected that this learning activity will transform the students into the vital information and behaviors they can use throughout their life by helping them to create psychological, physiological and social consequences and to internalize that.

There are a number of skills that teachers must have in order to realize the teaching profession. It is considered as a prerequisite that these skills, which enable the shaping of the profession, to be known and tested by those who will be candidates for this profession before the selection of the profession. The diversity and content of these competencies should be clear, transparent, identifiable and understandable. It is clear that unclear and complex competencies and skills will be a major obstacle to the selection and popularity of the profession. In this context, it is necessary to reach a conclusion by discussing the competencies and skills related to the teaching profession by all segments of the society and all the stakeholders directly or indirectly through education.

Nowadays, the development of teacher competencies is not left only to the institutions related to education, on the contrary, all institutions (Government, non-governmental organizations, private and other organizations providing services in other areas) are assigned based on the quote of 'Education concerns everyone'. Since education is an interdisciplinary science that develops expert and well-equipped labor force in every field, it needs to be in close communication and cooperation in all areas. In this sense, the skills required by the profession must be in accordance with these complex and diverse roles and tasks. It is not an exaggerated definition for the teaching profession to say that it is a sum of all professions. In this sense, especially teachers must have competencies and skills in a wide area. This diversity and wideness, which is limited in some occupational groups, is a basic framework in the teaching profession. It may also necessitate the implementation of very different roles at the same time as both individual and group and social. These skills also require a physiological

and psychological integrity. In this sense, skills become not only a certain time, environment and event but also a sustained condition.

There are various and extensive studies in the literature on teacher competencies. All of these studies and researches are aimed at making teachers more functional, effective and more suited to goals in educational activities. A new classification and arrangement of teacher competencies was made based on these studies, research and other professional experiences and observations. Care has been taken to ensure that this arrangement complies with today's expectations and needs. Responses of individuals, society and social life to the teacher competencies were selected as the baseline.

Skills and competencies are arranged and classified as competencies in class, competencies out of class and communal-social competencies. Covering of educational activities, teacher, school, close and distant environment was taken as a basis. These are shown below:

Table 1. Teacher Competencies

1.Competencies in Class	2. Competencies out of Class (in School)	3. Communal and Social Competencies
A. Individual self-efficacy	A. Functional Competencies	A.Competencies of communication with parents
B. Professional competencies	B. Legal Competencies	B. Competencies related to environmental education
C. General Competencies	C. Role Competencies	C. Cultural competencies
D. Technological Competencies	D. Competencies of division of labour	D. Competencies related to moral principles and norms
E. Democratic Competencies	E. Specialization Competencies	E. Legal Competencies
F. Competencies of Managing Diversities	F. Competencies related to school functioning	F. Research Competences

The categorization of competencies and skills in the table as in-class, out-of-class and communal-social skills, and subdividing these into itself are remarkable in terms of the diversity of skills. It's seen that teacher skills are not only based on one dimension, on the contrary, it's systematic and complicated. The roles and tasks of teachers are surrounded by students, school administrators and parents. In a sense, these skills need to be balancing and multidimensional. It is a must for teachers to be equipped with these skills especially in selection and training processes.

Teacher competencies were systematized in three groups. The fact that the teacher is a model and has roles and responsibilities not only in the classroom, but also out of the class, causes him/her to have different competencies and skills in the tasks within the school. Since the teacher is also a member of the society, he/she has social responsibilities, too. It is an absolute necessity to have competencies to fulfill them.

To ensure the highest level of learning within the classroom, which is the most basic task of a teacher, individual self-efficacy, professional competencies, general competencies, technological competencies, democratic competencies and competencies of managing diversities are among the basic conditions for students' development. In a sense, the teacher has to apply all of these competencies in a harmony and balance. Since the class itself, where the student is in one-to-one educational activities, requires equipment and knowledge of the present and the future, teachers must have these competencies.

It is an expected situation for teachers to have functional competencies, legal competencies, role competencies, competencies of division of labour, specialization competencies and competencies related to school functioning in the school where he/she is with similar colleagues and managers. The school, which is considered as a general environment in which education and learning activities occur, has been designed and arranged for realization of appropriate learning. These skills also have a direct impact on students' academic success.

Communal and social competencies can be expressed as another feature that the teacher should have. The social and communal effects of the teachers and the teaching profession are effectual features since historical processes. In this context, competencies of communication with parents, competencies related to environmental education, cultural competencies, competencies related to moral principles and norms, legal competencies and research competences are defined as the main variables that meet communal and social tasks.

Table 2. In-Class Competencies of Teachers

A. Individual self-efficacy	B. Professional competencies	C. General Competencies	D. Technological Competencies	E. Democratic Competencies	F. Competencies of Managing Diversities
1.Communication skills	1.Field knowledge	1.Time Management	1.Following Technology	1.Knowing and protecting student rights	1. Identifying Diversities
2.Having a vision	2.Pedagogic formation	2.Classroom Management	2.Adapting Technology	2. Respect and Valuation	2. Perception of Diversities
3. Openness to change	3.Planning skills	3. Creating a positive class environment	3. Functional Use of Technology	3. Including in-class decisions	3. Respect and Tolerance for Diversities
4. General Culture	4.Curriculum Development	4. Self-Control	4.Managing technology	4.Providing them to learn their rights	4. Perception of diversities as a wealth
5.Being a role model	5.Teaching Skills	5.Counseling Skills	5. Guiding techno-logical learning	5. Adopting democratic values	5. Equality and justice in attitudes towards diversities
6. Leadership Skills	6. Using and developing methods and techniques	6. Quick thinking and interpretation	6. Making Techno-logical Planning	6.Compliance with rules, motivating students to comply	6. Combining diversities with same objectives
7. Problem Solving Skills	7. Assessment and Evaluation	7.Giving confidence and being tolerant	7. Solving techno-logical problems	7. Pluralistic management	7.Association, Cooper-ation and Work-sharing of diversities

Teacher competencies in class are decisive in terms of education and learning. The classroom environment, where the teacher performs his/her profession, role and practice, can be defined as a stage where different skills are used together. In this sense, communication skills, having a vision, openness to change, general culture, being a role model, leadership skills and problem solving skills are the main elements of individual competencies. It is not an expected situation for a teacher who doesn't have these competencies to maintain his/her profession or to be successful in his/her career. The in-class qualifications that are required by the profession are field knowledge, pedagogic formation, planning skills, curriculum development, teaching skills, using and developing methods and techniques, assessment and evaluation. The centralization and development of these skills in teacher training programs is considered as a prerequisite for the training of qualified and successful teachers.

General competencies include time management, classroom management, creating a positive class environment, self-control, counseling skills, quick thinking and interpretation and giving confidence and being tolerant. It is a well-known fact that these general competencies are a factor that increases the performance and success of the teacher and motivates the students. The technological competencies that the teacher must have in the classroom have become a fundamental necessity with the acceleration of technological changes in the present. Those technological competencies are following technology, adapting technology, functional use of technology, managing technology, guiding technological learning, making technological planning and solving technological problems.

Democratic competencies, which are necessary in the classroom as in all areas of life; can be defined as knowing and protecting student rights, respect and valuation, including in-class decisions, providing them to learn their rights, adopting democratic values, compliance with rules, motivating students to comply and pluralistic management. The democratic values and behaviors gained in the classroom will have a lifelong continuity for the student. In addition, diversities, which are main phenomenon in the class, and managing these diversities, are another basic requirement for the teacher. In these sense, these competencies can be defined as identifying diversities, perception of diversities, respect and tolerance for diversities, perception of diversities as a wealth, equality and justice in attitudes towards diversities, combining diversities with same objectives and association, cooperation and work-sharing of diversities. With globalization, diversities have turned into a phenomenon encountered in every aspect of life. This phenomenon needs to be organized by the world of education and by teachers.

Class culture is shaped by the teacher's cultural leadership skills. The teacher, who can create various terminal values in his/her classroom and make this value meaningful to his/her students, has the cultural leadership competencies (Bostancı, 2010, p.218). The characteristics of the teacher's power in the classroom lead him to share power in the classroom and to create a democratic environment (Başar, 2005, p.78). Teachers' individual characteristics, teaching strategies, methods and techniques used in teaching also affect the classroom management (Demirel, 2009, p.199).

Table 3. Out-of-Class (School) Competencies of Teachers

A. Functional Competencies	B. Legal Competencies	C.Role Competencies	D. Competencies of division of labour	E. Specialization Competencies	F. Competencies related to school functioning
1.Communication with school administrators	1.Knowing the legislation	1.Co-worker role	1. Defining works	1. Interest in teaching	1.Adopting in school
2. Participation in management	2.Interpretation of legislation	2.Employee role	2. Classification of works	2. Knowing the roles and tasks	2. Understanding the structure and functioning of the school
3.Observing students outside the classroom	3. Following the legal changes	3.Development role	3. Project development	3. Internalization of the profession	3. Contributing to the school climate
4. Contribute to students outside the classroom	4. Compliance with laws in practices	4.Role of change	4. Defining tasks	4. Professional ethics	4. Contribution to transforming into a learner school
5. Knowing the vision and mission of the school	5.To be able to use legal rights	5.Leading role	5. Sharing of duties	5. Monitoring change in teaching	5. Contribution to institutionalization
6. Knowing the duties and responsibilities in the school	6. Solving the encountered problems within the framework of laws	6. Criticism role	6. Coordinating	6. Using new methods and techniques	6.Conversion to a center of attention
7. Carrying out the tasks (Watch duty, Meeting etc.)	7.Inspection of legal practices	7. Evaluation role	7. Supervision	7.Participating in continuing education	7. Contribution to socialization

It can be said that teachers' out-of-class competencies is essential criteria for their professional development. It can be expressed as the roles and responsibilities that the skills in the school are not independent of the skills in the classroom and that the teacher must fulfill with the teachers and other colleagues in the school outside the classroom. In this sense, there is a formal (formal) dimension of these tasks, but they also have informal (informal) dimensions, too. The realization of the tasks in the school requires teachers to have these skills.

In order for students to learn and develop their behavior, the structure and functioning of the school environment must be determined, and the duties of the managers should be determined and the teachers should have cooperation and communication. It is a known situation that the disruption of these duties and responsibilities will be reflected directly to the teacher and the student in the class. All subsystems, and especially class-

rooms, will be affected by any disruption in the school that has a system functioning.

The school also contributes to development and change as a social environment of teachers. The discussion of new methods and techniques and the role of teachers as a complementary role for each other's skills make an impact on motivation and success. The warm climate of the school depends not only on the managers but also on the communication between the teachers. It is inevitable for this climate to spread to all classes of the school. It is of utmost importance that teachers have the competencies to regulate the structure and functioning of the school together with the administrators.

Table 4. Communal and Social Competencies of Teachers

A.Competencies of communication with parents	B. Competencies related to environmental education	C. Cultural competencies	D.Competencies related to moral principles and norms	E. Legal Competencies	F. Research Competences
1. Respect for parents	1. Creating Environmental Perception	1. Recognizing and respecting cultures	1.Understanding the rules of ethics	1. To know the legal basis of teaching	1. Monitoring occupational research
2.Continuous Communication	2. Ecosystem detection	2.Being aware of the history of cultural development	2. Understanding the logic of rules	2. Knowing the education law	2. Utilization of researches
3.Being clear and transparent	3.Awareness raising	3. Able to see the effects of culture	3. Understanding the individual function	3. To know the legal responsibilities	3. Doing research
4.Cooperation	4.Understanding the relationship between environment and education	4.Having Cultural ownership	4. To see social function	4. Be aware of changes	4. Sharing results
5. Communication and motivation	5.Being sensitive to environment and protection	5. To be able to compare different cultures	5. Perceive the effects of norms	5. Solve the problems in accordance with the law	5.Comparison with different researches
6.Guidinng	6. Being active in environmental activities	6. To be able to follow cultural change	6. To be able to solve the cause of the change	6. Compliance with law in applications	6. Solution-oriented research
7. Co-evaluation	7. Developing solutions to environmental problems	7. To be able to manage cultural differences.	7. To see the power of sanction	7. Being fair and equal treatment	7. Publish the research

Communal and social structure in which the teacher is an individual requires communication and interaction. There are responsibilities and assignments imposed on the teacher not only in the classroom and school but also in the social and social structure. They not only cover those related to the profession, but also pose a role of model and pioneering responsibility in the society in which they live. It can be asserted that the teacher, who has the most attention, is followed up, observed and evaluated, has the ability to regulate communal and social life. The teacher and education system is central in developing the social order, being sensitive to the problems, transferring cultural values to new generations, and internalizing moral rules and norms.

Written rules are of great importance in the development and organization of societies and social life as well as non-written rules. Law is the leading of these written rules. It is clear that law is the main valid source in the relationship between individuals and society. In this sense, the teacher is expected to have these competencies and to disseminate it. In addition, the teacher's research skill in self-development and in reaching the right information is accepted as a requirement of his profession to some extent.

The critical importance and value of the teacher in terms of social and the individual dilemma makes the role and duty of the teacher more strategic. The educational process and the teaching process, which are the main subject of the change and development of the social structure and also of the individual relations, have a special effect on the events and cases related to daily life. For this reason, it is the teacher and his/her skills that are essential for social and individual shaping and realizing the goals. There is a relationship between the depth and standard of these competencies and the levels and capacities of societies and individuals. Increasing teacher competencies and skills will also positively affect this situation.

Pedagogy is more intuitive than knowledge just like a morality. In pedagogy, intuition is one step ahead of knowledge. Problems in pedagogy are problems that ask for subtlety rather than geometry (J.Chateau, Ecole et educ, 73, 1994, p.391). The teacher is not the authority but the mentor. The function of the teacher is to prepare appropriate environments for the students to experience activities, to solve the problems and to make discoveries (Tezcan, 1999, p.3309).

Changing Teacher Competencies

There are similar changes all over the world today. Teaching as a profession goes to a new definition. It does not seem possible that the skills that today and future teachers should have been outside of technological development or be independent of the consequences of these changes. It is of vital importance to acquire skills that are appropriate to change and technology rather than to traditional and classical skills. Successful and developed societies of the future will be the societies that complement their education system and the teaching profession with new skills and competencies and that train teachers who both adapt and contribute to rapid technological changes.

The developing and changing are not just technology or teachers, at the same time, the students' features, desires, the way of work and manner of perception change. These changes have revealed differences and new situations that are not comparable to the peers of the past. Conflicts and changes between generations have reached a speed and capacity that is not comparable with the past. The diversity and complexity of these stimuli can lead to different effects and consequences for students and teachers. For these reasons, technological and computational change affects and transforms all variables in different ways. Continuous ongoing variability and high speed in used tools, equipment, methods and techniques brings preparedness and caution together.

One of the most important variables of the learning-teaching environment is the teacher (Sönmez, 2008, p.148). Teachers are expected to be not only instructors but also trainers (Özden, 2009, p.15). The teacher is expected to have a strong communication skill to enable the student to experience a life similar to his own life in the mind of the student (Eroğlu, 2008, p.229).

We must provide students with skills that will help them work collaboratively and sensitively in a team, become decision-makers, plan and manage their time effectively, listen to one another and choose the right communication strategy at the right time. Thereby, we have come to understand that, to meet these new teaching requirements, we need 21st-century skills (Nessıpbayeva, 2012, p.148).

It is observed that there are many approaches that have been put forward for many years that the teaching profession is an art with skills and competencies. It can be said that the qualifications and knowledge that must be possessed by converting to an art will provide a success in terms of perception and influence. The perception and implementation of the teaching profession as a branch of art will undoubtedly be a regulatory and model for all individuals with a target audience. For all these reasons, together with the requirements of the teaching profession, a teacher is expected to have an artistic ability as well as the basic qualities that a teacher should have. It is thought that the teachers who perform this profession and those who practice this profession are not only professionals who transmit information but also individuals who need to provide individual development, however, it is also considered as a necessary condition for teachers to have an orientation that will ensure that the psychological, social and physiological development of the individual is balanced.

Contributing to the development of individuals and societies in all aspects and transferring the background of all humanity and civilization by establishing a strong bond between past, present and future has led the teaching profession to be perceived as a profession with a striking and historic responsibility. It is possible to hold this area and profession largely responsible for the dialogue and communication between social structures. It is known that teachers can contribute to the elimination and resolution of individual and social problems and complexities, as they have a general impact on their perceptions, prejudices and behaviors and attitudes.

Possible education competencies in future

After all these processes and facts, teachers are required to be equipped with competencies appropriate for needs, changes and technological developments, instead of training and equipping with traditional methods. Technological development has begun to transform the education system as it affects and changes every structure and system. It is seen that the methods and techniques used in the education system and the teaching profession, which are the result of a background since thousands of years, have changed and even a part of it has begun to disappear. Together with

the standards and selection of the teaching profession, the criterion for training also begins to change. The training of teacher candidates, who are compatible with this differentiation, has become a fundamental debate.

The qualifications, content, definitions, roles and duties of the teaching profession are being reorganized with the technological development reaching a dizzying speed and with the education system. Now, the introduction of technology and technological tools in learning and teaching methods necessitates the renewal of habits and rules with traditional practices. The teacher, who was the center of knowledge in the previous processes and tried to give this information to the target audience in an effective and functional way, faced with the danger of losing this role in today's conditions. In this context, information has been transformed into a very cheap and easily accessible commodity by means of technology and a phenomenon has been created in a very short time. However, the teaching profession has now shifted from a role of transferring old knowledge to a guide and guiding role that brings students to the right information. These developments have changed the competencies and skills that the teacher will gain and provide new approaches. The speed and changes of technological development have been transformed into a fundamental subject that influences the competences and skills of the teaching profession.

Today, education should not only raise individuals who can be successful within national borders, but also individuals who can be successful and adapt to different cultures and environments in the international arena. Because, nowadays, it is possible that a student who starts his/her education in any country can continue his/her education in another country or even countries or can be included in the education systems of different countries for a while by means of various programs that globalization brings about (Argon, 2018, p.282).

The development of basic and core competencies of teachers have become a necessity in today's conditions. The creation of the limits and contents of these self-efficacies and being open to development has started to turn into a basic discussion topic. In this sense, it is observed that the teaching profession progresses towards a supra-society and cross-border change. The teacher of the future will be the one who has the ability to use the technology at the highest level, who is open to change and represents universal values and who provides reaching the exact information.

Conclusion

It is observed that education systems face an adaptation problem in the face of accelerating developments all over the world and they have difficulties in perceiving new cases and situations. For these reasons, the competencies and skills related to teacher training have been questioned, too. Teacher model with new competencies started to come to the fore. The size and scope of these skills are constantly changing and renewed. It is necessary for the teacher to make his/her skills functional and to be at the center of change.

Professionally trained teacher can provide their student with productive learning environments. However, teacher constantly work with different groups of students. These differences could be different age groups, different levels, different subject matters and different socio-economic structures (Seferoğlu, 2004, p.41). Teachers should have different skills. By nature of their profession, teachers always face varying situations. Alongside these different experiences, it is necessary and compulsory to have standards in the teaching profession.

Today in many countries there are the criteria for teaching competencies or standards and teacher education institutions act in accordance with these criteria (Kaşkaya, 2012, p.789). As the change and development accelerate, the skills of teaching professions are also changing in an appropriate way.

On one hand, some competences or standards are being developed for education and teaching; on the other hand establishing unchanging standards or values in education and teaching in a society where knowledge, technology and values change continuously emerges as a major problem (Şişman, 2009, p.80). These developments suggest different approaches and applications. It is up to the teachers to apply and develop these approaches and applications.

In the age of knowledge where rapid changes and developments occur, qualities that teachers are expected to have also change. Today, teachers are expected to demonstrate the best use of teaching methods and techniques, as well as modern classroom management and to integrate these with learning environments (Kahyaoğlu and Yangın, 2007, p.83). Of course, one of the teacher competencies is to have field knowledge. Therefore,

it is very important for them to improve themselves (Akbaşlı and Diş, 2019, p.98)

In modern education systems there are several elements for teachers like learner-centered education, individual differences in learning and cultural diversity, interdisciplinary skills, and technology-supported rich learning environments, assessment literacy, personal development, and collaborative professional development culture (Buldu, 2014, p.117). It is possible to observe that the technological developments and changes cause teacher skills to diversify. Especially technological instruments play a considerable role in teacher skills.

Media literacy skills reflect the skills of 21st century learners to use 21st century media and communication tools such as video, podcast, web pages, web 2.0 tools in the process of learning these tools. Information and communication technologies literacy on the other hand, expresses the skills of integrating and using digital tools such as computers, tablets, mobile devices in learning processes effectively (Göksun and Kurt, 2017, p.109). Descriptions and discussions about teacher skills and competencies are still continuing to great extent today. The speed and scope competency are constantly changing. The competency term is seen as a concept that should be acquired by teacher to enhance their qualifications (Köksal, 2008, p.37).

Teacher competencies can be regarded as a situation that concerns not only himself, but also everyone. The teaching profession is not a profession based on only one skill and requires in-depth knowledge in this sense. It requires a more complicated and systematic order. The lack of competencies of the teacher carries the risk of becoming a deficiency of students, and therefore of society. In this context, competencies in the past have also undergone a change and transformed, as well as competencies at the present. Because of the fact that we live in a time where the rate of change cannot be predicted, it is inevitable for the professions to change their content and roles accordingly. Perhaps teaching will be the profession that will be most affected among these professions. For these reasons, teachers should also diversify their competencies and be prepared for change.

It is possible to say that thousands of years of learning and education background, which have reached the present day, have changed due to

the technological leap. Therefore, the teaching profession has to some extent to develop different motivation and influence forces on students. Teacher and education phenomenon now requires a method and technique that works in all areas of life, not just competencies between the four walls. This is because teachers take an active role in communal and social life in and out of the classroom, at school and outside the school.

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