FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF STUDENTS IN THE PROCESS OF LEARNING ENGLISH FOR VOCATIONAL PURPOSES

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Abstract: In a globalized world, the need for foreign multilingual professionals in various fields of activity is constantly growing. The research methodology is based on a qualitative and quantitative analysis of the results of assessing the professional competence of students - future English teachers. The formative experiment was conducted in the research. A special set of exercises was performed, built on the basis of studying subsystem developed in England and Scotland. The results demonstrate a significant increase in the professional competence of students in various components and assessment criteria, namely: social and pedagogical conditions of activity, social-practical sphere of activity (English proficiency and practical readiness of students), social-psychological sphere of activity.

Keywords: professional competence of students, learning English for vocational purposes, communicative competence, professional communication skills.
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1 Introduction

In a globalized world, the need for multilingual professionals in various fields of activity is constantly growing, (Ho, 2020) and the development of professional competencies has recently become one of the basic educational areas (Gong et al., 2018). In the training systems of EU countries, the orientation of the educational process towards practical professional activity is localized, while a significant part of the study time is devoted to the practical training of specialists, as well as the individual work of students. This means a change in approaches to learning foreign languages for vocational purposes in the context of the formation of foreign language professional competencies.

The formation of foreign language professional competencies of students is a relevant subject of research in the scientific literature (Hamidova & Ganiyeva, 2020). Competence approach is becoming increasingly popular (Krupchenko et al., 2015). By the way, professional competencies are the basis for the formation of curricula in universities in order to develop the specialist, improve the skills of teachers (Gong et al., 2018). The basic competencies are as follows: communicative professional, (Sergeeva, 2014; Bezukladnikov et al., 2014; Valeeva et al., 2016) intercultural, (Nazarenko, 2015; Kostikova et al., 2018; Yang et al., 2018) sociocultural, (Vetrinskaya & Dmitrenko, 2017) as components of a set of competencies. For example, communicative-based learning provides the development of students' communicative competence (Ho, 2020). Along with this, the definition of language competence is among the main discussions in the scientific literature (Rydell, 2018).

In order to form professional competencies, new methods of learning English for vocational purposes are used. This is due to the significant impact of methods, education system and educational process, institutions on the competence of students. Skills formation is one of the basic learning objectives, while knowledge is not a top priority (Gong et al., 2018).

2 Literature Review

In the theory of the nineteenth century, competence was considered as a focus on abstract knowledge of linguistic structures (Gong et al., 2018). The first models of learning and testing contained such cognitive linguistic components, as: grammar, discourse, sociolinguistic knowledge; (Chomsky, 2014; Hymes, 1972; Canale & Swain, 1980; Bachman, 1990) however, cognitive non-linguistic, volitional and affective factors weren't taken into account. Cognitive skills involve the use of knowledge in solving real practical problems in professional activities. Herewith, these factors determine the ability of the individual to develop professional competencies. The following models took in consideration the social component: the socially oriented model of interactive competence (Kramsch, 1986; Jacoby & Ochs, 1995; Young, 2008; Hutchins, 1995) takes into account complex social processes and practices (Gong et al., 2018). These models explained in detail the numerous components of language features and became the basis for the construction of special and universal tests for determining the level of language proficiency. Thus, since the 1970s, the concept of competence has been expanding by outspreading universal grammar, grammatical knowledge through the use of language in social, cultural and communicative, strategic aspects (Cloudia Ho, 2020).

Globalization, the development of the concept of multiculturalism, the growing need for multilingual professionals led to a discussion concerning the concept of "competence". The same trends require the development of new models for the formation of foreign language professional competencies in learning English. Sociolinguistic theory understands this concept as grammatical and sociolinguistic knowledge, the ability to use them in practice in the process of socialization. R. M. Epstein and E. M. Hundert (Epstein & Hundert, 2002) define professional competence as "the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community being served". Professional competence among foreign speakers is an obstacle to accurate and effective communication. This leads to the risk of losing the right to hold certain positions in professional activities. For this very reason the assessment of professional competencies is an important element in determining the level of students' skills for practical activities.

Table 1. Measurements of professional competence

Measurement	Components
Cognitive	Key knowledge Basic communication skills Information management Use of knowledge in real situations Use of knowledge and practical experience Abstract problem solving Self-directed integration of knowledge Recognition of gaps in knowledge, lack of some knowledge Question generation Use of resources Learning through experience
Technical	Physical examination skills Procedural skills and abilities
Integrative	Use of standards and principles, strategies of professional activity Use of professional and basic knowledge Uncertainty management in a professional environment
Contextual	Working conditions Time efficiency
Relationships	Communication Conflict management

	Teamwork
	Teaching others
Ethical	Tolerance
	Emotional intelligence
	Respect towards other participants
	Responsibility to participants
Mental attitudes	Understanding of own attitudes, way of thinking, emotions
	Attentiveness
	Critical thinking
	Recognition and respect for the shift in emotionality and cognitive skills
	The desire to correct mistakes

Source: R. M. Epstein and E. M. Hundert (Epstein & Hundert, 2002).

The communicative professional competence is the key concept in theory and language education. In the scientific literature, the concept of communicative competence is defined as "a relational construct shaped by intersubjective processes" (Rydell, 2018). The success of the formation of professional competencies is considered as a consequence of personal responsibility and achievement of goals, leveling the processes of relationships as a basis for building communications (Rydell, 2018).

The discrepancy of developed principles of standards for the formation of professional competencies with existing skills, knowledge of professionals in working situations is also discussed in the scientific literature. Unforeseen circumstances arise in various areas of human activity, which significantly affect the professional competence and use of knowledge acquired in obtaining a foreign language proficiency (Kim & Elder, 2015). As a result of lack of professional skills, communication becomes insufficiently defined and ambiguous; it leads to misunderstandings and conflicts. Limited vocabulary and intelligibility of language is an obstacle to comprehension; the responsibility for misunderstanding is shared between the participants of communication. Therefore, the development of standards and adaptation strategies for foreign professionals as a decisive factor in the accuracy, efficiency and ease of communication is discussed in the scientific literature (Kim & Billington, 2018). Herewith, language skills, cognitive and non-cognitive abilities of the individual are important.

3 Methodology

The qualitative-quantitative methodology has been used in the present academic paper based on the method of structured interviews of students of control and experimental groups of universities. The experimental group included graduate students, future teachers of English: 1,2,3 groups - in total 60 persons. The control group consisted of graduate students, future teachers of English: 4,5,6 groups - in total 62 persons. The stages of the experiment have been divided into the following ones: 1. Ascertaining. 2. Formative. 3. Control. After the ascertaining assessment of professional competence, an experiment (formative stage) was conducted in order to increase the level of competence; it lasted 9 weeks. In the framework of the formative experiment, students were invited to attend a special course "Teaching English teachers in England and Scotland" (Appendix A) and undergo teaching internship according to an experimental scheme, taking into account the ideas of the English and Scottish experience.

The ascertaining experiment made it possible to explore the competence of future English teachers, based on the best practices of England and Scotland.

The diagnostic technique consisted of three assessments:

▪ assessment of students' knowledge, skills and professional qualities;
▪ assessment of pedagogical skills;
▪ assessment of psychological characteristics and readiness of future teachers to work in a team of children.

The questionnaire "Model of an effective teacher" was used to conduct the survey. The results were processed in Statistica 22.0 software in order to compare the professional competence of group members prior and after the integration of tutoring and innovative methods of learning English. Innovative methods included the level of application of technical means in practice, the use of student-oriented approach in learning English.

Evaluation criteria included assessment of social-pedagogical conditions of activity (testing of pedagogical knowledge, abilities and level of innovation), social-practical sphere of activity (English proficiency and practical readiness of students), social-psychological sphere of activity (assessment of communicative competence and psychological readiness, maturity to professional activity). Based on the evaluation criteria, the level of professional competence of students - future English teachers has been determined. The evaluation criteria have been formed in accordance with the "Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training in the United Kingdom"; they are divided into professional attributes, professional knowledge and understanding, professional skills.

The results of the assessment of professional competence's criteria have been classified using the following scale:

▪ 90-100 points – a very high level of qualification of an English teacher;
▪ 80-90 points – a high level of qualification of an English teacher;
▪ 70-80 points – an intermediate level of qualification of an English teacher;
▪ 60-70 points – a sufficient level of qualification of an English teacher;
▪ less than 60 points – insufficient qualification of an English teacher.

Determining the initial level of knowledge and professional competence of students in two groups has been assessed by using the coefficient:

$$KN = A/N \qquad\qquad (1)$$

where, KN - learning rate; A - the number of correct answers; N - the maximum possible number of points.

4 Results

Models of organization of students' internship in the universities of England and Scotland are arranged around the establishment of close ties during the practice between the head of internship from school - student - teacher.

The organization of training is carried out on an individual educational trajectory and a significant number of elective courses of academic disciplines. In the universities of England and Scotland, tutoring is widely used as a form of mentoring future professionals. Herewith, tutors are responsible for organizing the conditions for the formation and implementation of the individual educational trajectory of the student.

The results of the general average values of professional competence's criterion and the coefficient of training for the experimental and control groups are presented in Table 2.

Table 2. General average values of professional competence's criterion and the coefficient of training for the experimental and control groups of graduate students, future English teachers

No.	Study groups	Average values, points	Characteristics of the group's teachers	Coefficient of training, average value	Characteristics of the group's teachers

1	Experimental group	64,4	Sufficient level of qualification of an English teacher	0,62	Sufficient level of training
2	Control group	64,5	Sufficient level of qualification of an English teacher	0,63	Sufficient level of training

Source: compiled by the author.

Analyzing the results of the ascertaining experiment, it can be concluded that the qualification levels of students of the experimental and control groups are almost the same and need to be adjusted. If we analyze the structure of qualification levels in the experimental and control groups, we observe that 7 students have a high and very high qualification level (11,6% – of the total) in the experimental group; in the control group – the figures are similar – 6 students have a high and very high level of qualification (9,6% – of the total).

Furthermore, 28 students of the experimental group (46,6% – of the total) and 38 students of the control group (61,3% – of the total) possess pedagogical knowledge and skills for teaching at the intermediate and sufficient levels. Among the graduate students there are also students with insufficient qualifications - 25 persons – in the experimental group (41,8% – of the total) and 18 persons in the control group (29,1% - of the total), see Table 3.
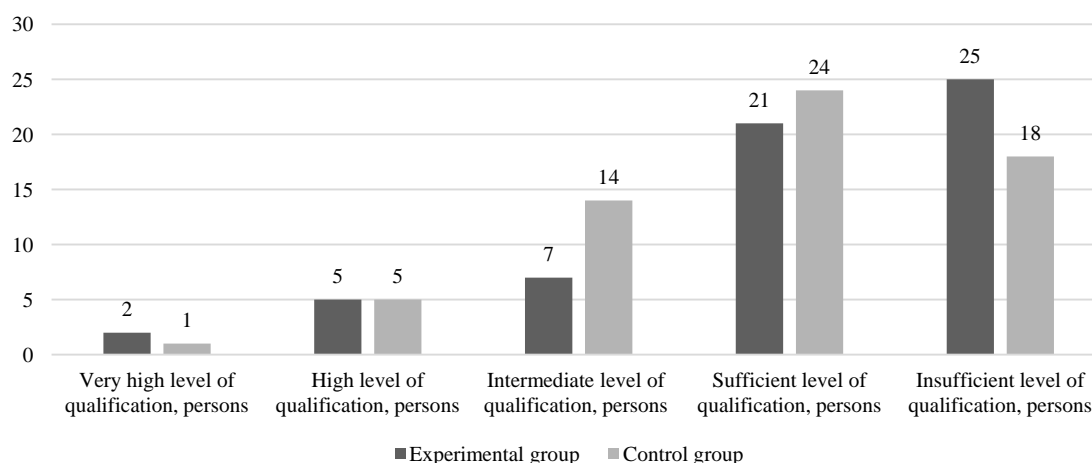

Table 3. The structure of qualification levels of graduate students, future teachers of English - experimental and control groups
Source: compiled by the author.

The average values of professional competence of the respondents prior the experiment (Table 4) differed in each group of participants. The professional competencies of the experimental group averaged 21,57 with different values for social-pedagogical, social-practical and social-psychological competencies. In particular, the lowest level of competence was observed in the context of the development of communicative competence and psychological readiness, maturity for professional activity. The most difficult level of competence has been identified in terms of social-pedagogical competencies of students: pedagogical knowledge, abilities and level of innovation. Actually, this means a gap between knowledge and communication practices and a willingness to use knowledge in professional activities.

Table 4. Average values of professional competence of respondents prior the experiment

		K_1	K_2	K_3	K
EG 1	Mean	26,941	23,659	21,171	71,771
	Standard deviation	5,839	4,920	5,480	9,513
EG 2	Mean	21,636	19,700	20,186	60,950
	Standard deviation	4,476	9,888	4,069	9,096
EG 3	Mean	20,607	22,097	18,134	60,838
	Standard deviation	7,099	5,343	6,934	11,093
CG 1	Mean	19,894	23,706	22,381	66,000
	Standard deviation	6,092	3,186	6,197	4,479
CG 2	Mean	20,304	23,385	21,500	65,200
	Standard deviation	8,660	5,295	6,197	11,305
CG 3	Mean	21,665	23,045	21,595	66,205
	Standard deviation	6,274	4,200	10,277	13,732

Source: compiled by the author.

At the 2nd stage of the research a formative experiment has been carried out and a special set of exercises has been performed, built on the basis of developed in the study of the education subsystem in England and Scotland. Experimental training has been conducted in natural conditions, based on the training material prepared by the author (guidelines and portfolio), simultaneously with learning foreign language program material; it lasted 9 weeks during the training course, and 8 weeks during the internship.

The basic goals of experimental training and internship of graduate students, future teachers of English were as follows:

1) To confirm the adequacy and effectiveness of the proposed teaching methods and practices of graduate students;
2) To confirm the effectiveness of learning English by graduate students who participated in the experiment and increase their pedagogical competence.

The methodical experiment was vertical - horizontal. The vertical nature of the experiment made it possible to draw a conclusion about the overall effectiveness of teaching methods in Britain, to compare the level of knowledge (qualifications of graduate students, future English teachers) prior and after the

experiment, to determine the level of formation of professional competence of the experiment's participants, after the experimental training.

The horizontal nature of the experiment centered around comparing two variants of sets of exercises for learning in order to increase the level of professional competence.

Invariable values were as follows:

1) the level of training of the experiment's participants;
2) composition of experimental groups (3 experimental groups - 60 persons);
3) duration of training (9 weeks);
4) assistant - the author of the developed methodology.

Experimental schemes have been used in planning the experiment, according to which the order of presentation of conditions (qualitative forms), or levels (quantitative variants) of the independent variable has been determined. The level of the independent variable is higher corresponded to its more complete representation.

The average values of professional competence of respondents after the experiment (Table 5) indicate an increase in professional competencies of students, in particular, in terms of the following skills, namely: social-practical, social-psychological.

Table 5. Average values of professional competence of respondents after the experiment

		K_1	K_2	K_3	К
EG 1	Mean	26,941	23,659	21,171	71,771
	Standard deviation	5,839	4,920	5,480	9,513
EG 2	Mean	21,636	19,700	20,186	60,950
	Standard deviation	4,476	9,888	4,069	9,096
EG 3	Mean	20,607	22,097	18,134	60,838
	Standard deviation	7,099	5,343	6,934	11,093
CG 1	Mean	19,894	23,706	22,381	66,000
	Standard deviation	6,092	3,186	6,197	4,479
CG 2	Mean	20,304	23,385	21,500	65,200
	Standard deviation	8,660	5,295	6,197	11,305
CG 3	Mean	21,665	23,045	21,595	66,205
	Standard deviation	6,274	4,200	10,277	13,732

Source: compiled by the author.

After the completion of the formative stage, a control has been performed to identify the level of professional competence of students after the experiment. The average values prior and after the experimental dimension - EG-1, EG-2, EG-3 and CG-1, CG-2, CG-3 are presented in Table 6. The results of the survey are given in Appendix E.1., E.2.

Analysis of the results of pre-experimental testing in the experimental groups has revealed that the control group prior the experiment has a more pronounced level of social-professional working conditions: K_1 EG – 23,0, less pronounced social-practical sphere of activity – K_2 EG – 21,8. In the control group, on the contrary, the social-practical sphere of activity has been the most pronounced one – K_2 CG – 23,1 and social-psychological sphere of pedagogical activity – K_3 CG – 21,8.

After conducting the formative experiment, there were significant changes in the subgroups of the studied graduate students. In the experimental group, the indicators of competence in the social-practical sphere of activity increased significantly – K_2 EG - + 8.6; much lower indicators of the social-psychological sphere of pedagogical activity – K_3 EG - +2.7.

In the control group, the growth of competence was much smaller than in the experimental, in particular, the social-psychological sphere of pedagogical activity – K_3 CG – +2,7, and indicators of the level of social-professional conditions of activity and social-practical sphere of activity increased slightly – K_1 CG – +1,9, K_1 CG – +1,6. The results of the survey are given in Appendix E.1., E.2. The average indicators of the students' learning rate prior and after the experimental dimension - EG-1, EG-2, EG-3 and CG-1, CG-2, CG-3, presented in Table 6.

Table 6. Average values of the coefficient of students' learning of the experimental and control groups according to the results of the formative experiment

Groups	Prior the formative experiment (X1) indicators			After the formative experiment (X 2) indicators			Increase in indicators indicators		
	KN_1	KN_2	KN_3	KN_1	KN_2	KN_3	KN_1	KN_2	KN_3
EG-1	0,71	0,67	0,62	0,95	0,93	0,72	+0,24	+0,26	+0,10
EG-2	0,63	0,57	0,61	0,85	0,85	0,63	+0,22	+0,28	+0,02
EG-3	0,6	0,65	0,59	0,78	0,88	0,74	+0,18	+0,23	+0,15
CG-1	0,59	0,69	0,65	0,62	0,73	0,78	+0,03	+0,04	+0,08
CG-2	0,59	0,68	0,63	0,66	0,76	0,68	+0,07	+0,08	+0,02

| CG-3 | 0,63 | 0,68 | 0,63 | 0,69 | 0,73 | 0,74 | +0,06 | +0,05 | +0,1 |

Source: compiled by the author.

The increase in the values of the learning coefficient raised as well as the indicators of the criterion of students' competence in the 2 analyzed subgroups. Accordingly, the increase in the competence of future English teachers in the experimental groups is: EG-1 + 17,4, EG-2 + 17,9, EG-3 + 20,7, and in the control groups the growth dynamics is three times less – CG -1 + 6,2, CG -2 + 5,9, CG -3 + 6,9. The results of the survey are given in Appendix E.1., E.2. The increase in the average values of the indicators of the criterion of students' competence of the experimental and control groups is observed, according to the results of the formative experiment. Accordingly, the increase in the proficiency of future English teachers in the experimental groups is as follows: EG-1 + 0,20, EG -2 + 0,17, EG -3 + 0,19, and in the control groups the growth dynamics is three times less – CG -1 + 0,07, CG -2 + 0,07, CG -3 + 0,08, see Table 7.

Table 7. Average values of the coefficient of students' proficiency of the experimental and control groups according to the results of the formative experiment

Groups	Prior the formative experiment (X1)	After the formative experiment (X 2)	Increase in indicators
	indicators	indicators	indicators
	KN	KN	KN
EG-1	0,66	0,86	+0,20
EG-2	0,60	0,77	+0,17
EG-3	0,61	0,8	+0,19
CG-1	0,64	0,71	+0,07
CG-2	0,63	0,7	+0,07
CG-3	0,64	0,72	+0,08

Source: compiled by the author.

The growth of all indicators of competence criteria contributed to the increase of the general indicator of competence in the experimental group of students. This indicates the distribution of students as a percentage, according to K_1, K_2, K_3 of the experimental and control groups, prior and after the experiment.

Percentage analysis of the level distribution of students in the experimental group, according to all indicators of the criterion of competence, revealed that after the experiment there were changes, namely: the largest number of students in the experimental group increased the indicators of competence in the social-practical sphere – K_2 EG - + 8,6, the social-psychological sphere of pedagogical activity – K_3 EG - +2,7 and the level of social-professional working conditions – K_1 EG - + 6, 3.

5 Discussion

The results of the study indicate the effectiveness of the methodology for the development of professional competence and integration of student-oriented approach to learning a foreign language. Similar conclusions are contained in the work, (Cloudia Ho, 2020) where it has been proven that due to this approach the level of productivity of foreign language learning increases. An English language course, focused on the result in the form of the formation of professional skills and an increase in the level of professional readiness, should contain communicative tools for the development of students' knowledge and abilities (Cloudia Ho, 2020). Participants are

generally positive concerning increasing the level of professional competence.

This research proves the importance of integrating methodology in order to increase the level of professional competence. B. Kuosuwan (Kuosuwan, 2016) also proves the importance of courses based on modern innovative technologies, which involve the use of authentic materials in accordance with the student's profession, contain topics related to professional activities. Curricula should include practical tasks and cases in accordance with the daily experience of a specialist in the subject area (Li & Lin, 2017). Materials should be as practical as possible; (Chen et al., 2016) they should provide stressful situations to test knowledge and the effectiveness of this knowledge in practice, forming a professional psychological readiness. Along with this, communication within groups should contain the maximum number of professional phrases. Testing provides an increase in the level of professional competence of students (Cloudia Ho, 2020).

The modern practice of learning a foreign language presupposes, to a greater extent, the formation of knowledge and skills (grammatical, linguistic ones); however, our study proves the importance of professional psychological readiness, which determines the effectiveness of communication in the professional activities of the future specialist. Similar findings are contained in the investigation of Yang, Xiang and Chun; (Yang et al., 2018) the scholars have revealed the importance of relationships and intercultural communication in professional activities. These components of professional competence are determined by the level of psychological readiness, which is formed during the use of the methodology of learning a foreign language in order to develop the level of foreign language competence. The development of competence involves the integration of the appropriate methodology into the educational process (Sergeeva, 2014). Competence in the sphere of professional activity is formed and developed through this methodology; however, support requires active use in practice.

Professional competence integrates the following competencies, namely: communicative professional, (Sergeeva, 2014; Bezukladnikov et al., 2014; Valeeva et al., 2016) intercultural, (Nazarenko, 2015; Kostikova et al., 2018; Yang et al., 2018) sociocultural, (Vetrinskaya & Dmitrenko, 2017) psychological. Testing future specialists for the level of knowledge and skills of these competencies is an important methodological stage towards ensuring the development of foreign language professional competence.

Focus on skills and knowledge, the possibility of their practical use in professional activities should be the ultimate goal of competencies' development. Herewith, it is necessary to take into account such contextual factors, (Gong et al., 2018) as: social, institutional, cultural ones; they determine the level of competence of the teacher, and accordingly - the effectiveness of learning English. Taking into account the factors of the working environment is especially important to reflect the differences in various methods of teaching a foreign language.

Competence should be considered as a relational phenomenon of social practice of interaction. Consequently, interaction forms professional competence. Foreign language proficiency means the possibility of independent use of knowledge acquired at the university, in practice, independent management of interaction in the society (Rydell, 2018). This research confirms the importance of independent use of knowledge for professional and psychological readiness of students for practical activities.

6 Conclusion

This research proves the importance of various components of students' professional competence in learning English. Psychological professional readiness, which determines the effectiveness of communication in stressful situations and the practice of the specialist is among the priority components. The use of innovative teaching aids and tools contributes to the

development of a set of competencies, namely: social-pedagogical (professional), social-practical (knowledge in professional activities, level of innovation) and social-psychological (communication and students' readiness).

The student - oriented approach provides not only the highest level of efficiency of the acquired knowledge in the course of use in practical activity, but also formation of communicative competence. As a result, it provides a higher level of productivity of learning foreign languages.

The basic purpose of learning a foreign language should include the formation of skills in order to use knowledge in stressful situations, especially in complex areas of human life (medicine, construction, shipping). Defining the purpose of learning is an important strategic aspect of disciplines related to learning foreign languages. The formation of professional skills is one of the basic strategies for learning English. Cognitive and non-cognitive skills are important additional goals in the language learning process.

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Primary Paper Section: A

Secondary Paper Section: AM, AI

Appendix A
Criteria for assessing the formation of professional competence of future teachers in the United Kingdom, in accordance with the "Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training in the United Kingdom"

Criteria	Criteria characteristic
Professional attributes Communications	
Relationships with children and youth Q1	Placing great hopes on children and young people, in particular ensuring their full educational potential and establishing fair, respectful, trusting, support and constructive relationships with them
Q2	Demonstration of the positive attitudes and behaviors they expect from children
Framework Q3	Be aware of the professional responsibilities of teachers and the statutory framework in which they work, as well as be aware of policies and practices in the workplace
Communication work with others Q4	Communicate effectively with children, youth, colleagues, parents and educators
Q5	Recognize and adhere to the contributions of colleagues, parents and educators in the development and well-being of children and adolescents, to increase their level of performance
Q6	The obligation of cooperation and business cooperation
Personal professional development Q7	Understand and improve their practice, and be responsible for identifying and meeting their professional needs
Q8	A creative and constructively critical approach to innovation; it needs to be adapted in practice when benefits and improvements are identified
Q9	Act on advice and feedback and be open to learning and mentoring
Professional knowledge and understanding	
Teaching and learning Q10	Possess knowledge and understanding of the range of teaching, learning and behavior management strategies, and know how to use and adapt them, in particular how to personalize learning and enable all students to realize their potential
Evaluation and monitoring Q11	Know the requirements for evaluation and mechanisms of the curriculum, including those related to state exams and, in particular, qualifications
Q12	Be aware of a number of approaches to evaluation, in particular, the importance of formative evaluation
Q13	Know how to use local and national statistics to assess the effectiveness of their training, to monitor those they teach, and to increase achievement
Subjects and curricula Q14	Possess the knowledge and understanding of children and provide their effective learning
Q15	Know and understand relevant legislative and non-governmental curricula
Literacy Q16	Pass a professional test on skills, literacy and information and communication technologies (ICT)
Q17	Know how to use literacy, ICT skills to support their learning and broad professional activities
Achievements and diversity	Understand how children develop: both students' progress and well-being depend

Q18	on development, social, religious, ethnic, cultural and linguistic influences
Q19	Adopt practical accounts of diversity and the promotion of equality, and the inclusion of special educational needs in their learning
Q20	Know and understand the role of colleagues with specific responsibilities, in particular - with responsibility for students with special educational needs and disabilities, and other individual learning needs
Health and well-being Q21	Be aware of the requirements of current legislation, national policies and guidelines for preserving and promoting the well-being of children and youth
Professional skills	
Planning Q22	Designing an effective learning sequence within lessons
Q23	Design opportunities for students in order to develop their ICT literacy and skills
Q24	Homework plan or other extracurricular activities in order to support students' progress as well as expand and consolidate their knowledge
Education Q25	Use a number of learning strategies and resources, including e-learning, demonstrate the ability to manage people's learning
Evaluation, monitoring and feedback Q26	Effective use of evaluations, monitoring and recording of strategies
Q27	Ensure timeliness, accuracy and constructive feedback from students to achieve progress and direction of development
Q28	Support and guide students, analyze their learning outcomes, identify their progress and identify their new learning needs
Review of teaching and learning Q29	Evaluate the impact of their teaching on all students and change their planning and school practices, if necessary
Learning environment Q30	Establish a focused and safe learning environment
Q31	Establish a clear framework for discipline to manage students' behavior constructively, promote their self-control and independence
Teamwork and cooperation Q32	Work as a team member, and identify opportunities to work with colleagues, which allows you developing effective practice with them
Q33	Make sure that colleagues who work with them are properly involved in learning support, and understand the role they will play