

Pedagogical-didactic competences of the teacher

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Abstract: This study presents a general overview of pedagogical and didactic competences as subcategories of professional teacher competences. Although pedagogical and didactic competences are discussed separately in the literature, their interpretation sometimes overlaps in terms of content. This study maps the general knowledge about these selected sub-competences and based on theoretical findings, specifies their role in the context of the professional competences of music teachers.

Keywords: Pedagogical-didactic competences, pedagogical competences, didactic competences, professional competences, teacher, music teacher

Pedagogical and didactic competences are part of the so-called professional competences, from which the structure of teacher qualifications is derived. The issue of teachers' professional competences is addressed in general terms in a review study of the same name by the authors (Jiříčková & Selčanová, 2022). Professional competences, including pedagogical and didactic, develop during the training for the profession, during the teacher's professional activity, and based on his/her personal experience. Professional competences are closely linked to general competences and are usually understood as a complex of sub-competences forming a so-called qualification or competence profile (Friederich

& Schelle, 2023; Bořkovec et al., 2023). The competence approach in education is reflected in the educational curriculum, making issues of professional development strategies increasingly important (Veteška et al., 2011; Veteška & Tureckiová, 2020). In the literature, we find different conceptions and classifications of both the professional and the specifically pedagogical and didactic competences of teachers.

According to Karimi, there are three main types of teacher competences in the literature: "professional attitudes, didactic competencies and subject matter competencies" (Karimi, 2014, p. 30).

An example of a more structured classification of professional competences

can be found in the typology of Švec, which distinguishes between psychopedagogical, communicative, diagnostic, personality and developmental competences (Švec, 1999). Vašutová (2001) separates the pedagogical and didactic aspects of competences. She defines subject competence, didactic/psycho-didactic competence, pedagogical competence, diagnostic and intervention competence, social, psychosocial and communicative competence, managerial and normative competence, and professional and personality-cultivating competence. These seven competences together form the core of the so-called professional standard (Spilková & Tomková, 2010).

The Competence Framework for Graduate Teachers (Bořkovec et al., 2023) defines the most recent professional competences using a structured classification. It is based on the *Strategy of the Education Policy of the Czech Republic until 2030+* (Frič et al., 2020), and specifies the professional prerequisites and competences of a teacher who “is able to manage the demands of the profession, apply modern teaching methods, and respond to the changing needs of a heterogeneous population of children, pupils and students” (Bořkovec et al., 2023, p. 6).¹

This study maps other selected pro-

fessional competences, listed under different labels and connotations in various classifications, namely pedagogical and didactic competences. Last but not least, it defines the pedagogical-didactic competences of a music teacher.

Terminological background

In the area of competences, we encounter rather broad terminology that is not well-anchored. In English-language literature, the terms ‘competence’ and ‘competency’ are used, with ‘competence’ appearing in both singular and plural forms. These terms are applied in various contexts and with different meanings. ‘Competence’ is usually associated with the demonstration of competent performance, while ‘competency’ represents “a combination of knowledge, understanding, skills, attitudes, and values” (Knowles et al., 2005, pp. 212-213). We associate ‘competence’ with practical action content, while ‘competency’ is understood more comprehensively (Hutmacher, 1997). In other words, ‘competences’, in the sense of eligibility for a profession, can be seen as a set of interrelated personal qualities (knowledge, abilities, skills, ways of activity) related to a certain range of subjects and

¹ *The Graduate Teacher Competency Framework* is divided into six areas: the subjects taught and their delivery to pupils; Planning, leading and reflecting on teaching; Learning environments; Feedback and assessment; Professional collaboration, and Professional self-concept, development, ethics and mental health.

processes essential for performing tasks effectively and productively; ‘competency’, on the other hand, can be defined as “a person’s possession of a set of relevant competences, including their attitude towards them and the subject of activity” (Khutorskoy, 2003, p. 69).

We encounter various labels in the literature regarding a teacher’s pedagogical and didactic competences. Czech and English literature uses the terms ‘pedagogical competence’ (e.g. Sahana, 2018; Pantić & Wubbels, 2010) and ‘didactic competence’ (e.g. Gošová, 2011; Smékalová, 2020). Some authors discuss pedagogical ‘skills’, ‘requirements’, ‘professional knowledge’, or ‘pedagogical activities’ (Spilková & Tomková, 2010). The meaning of the terms pedagogical competence and didactic competence/s sometimes overlap; therefore, some authors do not separate them from each other (Rotport, 2008a). The term ‘didactic knowledge and skills’ is used, for example, by Hartl and Hartlová (2000),² while Kyriacou (2012) refers to so-called key teacher skills.

A teacher’s professional knowledge includes knowledge, skill, experiential, attitudinal, and value components (Spilková & Tomková, 2010). Shulman defines professional knowledge as “a codified or codifiable aggregate of knowledge, skills, understanding and technology, ethics and

dispositions, and collective responsibility – as well as ways of representing and communicating them” (Shulman, 1987, p. 4).

The document *Competent Teachers of the 21st Century: the ISSA International Professional Quality Framework* (Tankersley et al., 2011) describes the desired quality of teacher performance in line with the latest international pedagogical and didactic trends. It uses the term ‘pedagogical requirements’ and focuses on specific teacher skills, such as working with the family and community or developing democratic values, emphasising the creation of inclusive environments. *A framework of professional teacher qualities. Evaluation and self-assessment sheet* present so-called models of quality and effective teachers (Tomková et al., 2012). The required pedagogical competences can be further characterised in the context of these models.

Most models include subject knowledge, pedagogical-psychological, didactic and general knowledge, as well as the attitudes, values, personal qualities, and pedagogical and didactic skills of teachers. These skills are mainly related to peer communication, social climate, teaching strategies, and the diagnosis and evaluation of students (Tomková et al., 2012). Similarly, Blömeke (2022) defines teaching quality as a reflection of observable teacher behaviour. This

² According to Hartl and Hartl, skill is: “a disposition acquired through learning to perform an activity correctly, quickly, and economically by an appropriate method” (Hartl & Hartl, 2000, p. 121).

quality is characterised by classroom management, cognitive activation, pupil support and domain-specific quality characteristics.

Pedagogical competences

The English terms ‘pedagogical competency’ or ‘pedagogical competences’ are used in the literature in both singular and plural forms. For Diaconu, the term ‘pedagogical competences’ means “the educator’s capacity to express their opinion on a pedagogical problem based on extensive knowledge of the laws and determinants of educational phenomena; in a narrower sense, it refers to a person’s ability to perform at some level all typical tasks specific to the teaching profession” (Diaconu in Gliga, et al., 2002, p. 27). Conversely, Sahana works with the singular form and understands pedagogical competence as “*performance, knowledge and skill in teaching and learning, thus, it includes teachers’ capability to manage the teaching and learning process from the planning stage to the evaluation stage*” (Sahana, 2018, p. 797). In addition to teachers’ knowledge, skills and abilities, Pantić and Wubbels also include teachers’ beliefs and moral values in the concept of pedagogical competence. Thus,

besides cognitive components, they also emphasise motivational aspects (Pantić & Wubbels, 2010). Channa and Sahito (2022) talk about pedagogical competencies in the context of the designation of minimum professional standards.³

In Czech literature, both the singular and plural forms of the term pedagogical competence appear. The difference is usually that the singular form denotes a general pedagogical ability or competence, while the plural form includes individual sub-skills that together form an overall competence—pedagogical competence.

According to Dyrtrtová and Krhutová (2009, p. 53), a graduate with pedagogical competence is oriented in education and learning through educational systems. Gošová understands pedagogical competence as the teacher’s ability to control the education processes and support the development of students’ individual qualities. A teacher with pedagogical competence knows children’s rights and respects them in his/her work (Gošová, 2011).

The issue of developing pedagogical competences is currently a widely discussed topic in the context of undergraduate teacher training. In this regard, Spilková (2001) emphasises a holistic

³ According to Chan and Sahito, teachers with low levels of teaching ability are referred to as unqualified, while teachers with high levels of teaching ability are considered qualified. Pedagogical competence reflects the way a teacher can teach a subject while following didactic principles such as teaching from the known to the unknown, from the concrete to the abstract, or from the simple to the complex (Channa & Sahito, 2022).

approach based on the teacher's complex work, in which the interconnectedness of individual components plays an important role. Similarly, Nezvalová understands pedagogical competence as *"the target and complex areas of the future teacher's development that will create the preconditions for his/her professional pedagogical thinking and acting"* (Nezvalová, 2003, p. 12).⁴

Vašutová, who specialises in tertiary education, further characterises pedagogical competence as: *"(...) a set of specific and highly expert knowledge, skills, attitudes and experiences that reflect the dynamics of educational processes at the tertiary level and the changes in the student population, their intellectual and personality aptitudes, individual interests and educational needs"* (Vašutová, 2002, p. 136). In the context of the above pedagogical competence, Vašutová breaks down the necessary knowledge, skills and attitudes into specific areas, including interpersonal strategies, personal development and professional socialisation, the management of learning activities, the transformation of knowledge into curriculum, instructional design, the use of specific methodological procedures in teaching, student assessment, evaluation of teaching, self-evaluation and self-re-

flection, and, last but not least, pedagogical creativity (Vašutová, 2002). This is exemplified, for instance, in the creation of learning materials.

Similarly, Švec understands the pedagogical competence of a university teacher as the sum of the university teacher's prerequisites for effective pedagogical activity in the preparation, implementation and evaluation of teaching, as well as further communication with students. In addition to pedagogical knowledge and skills, pedagogical competence also includes knowledge of the psychology of learning and teaching in higher education, sociology, management, and other disciplines that the teacher applies in addressing pedagogical challenges and guiding students (Švec, 1992).

According to Podlahová (2012, p. 13), pedagogical competence is related to interpersonal strategies, student learning strategies, developing students' personalities and their professional socialisation, managing students' learning activities, transforming new scientific knowledge into curriculum, designing curricula and courses, the use of heuristic, activating and learning-enhancing methodological approaches in teaching, the application of information and technology, student assessment strategies, the development of

⁴ In the context of undergraduate preparation, Korbel et al. in their study *Developing Teachers' Pedagogical Competences as a Tool for Preventing Leaving the Profession. A comparative mini-study of the Teacher Alive and PAQ programs* reported that *"teachers who have higher confidence in the pedagogical competencies studied have, on average, lower tendencies to leave the profession"* (Korbel et al., 2021, p. 2).

learning texts and teaching materials, as well as self-evaluation and self-reflection.

In the Czech literature, we also encounter the term ‘psycho-pedagogical competence’. Švec (1998) describes it as: “*the skill to analyse the learning from a didactic and psychological point of view*” (Švec, 1998, p. 28). Švec also speaks of the skills to define and operationalise learning objectives to an analysis of the learning, formulate differently challenging learning tasks of varying complexity that align with the learning objectives and the level and abilities of the pupils in the classroom, and prepare visual learning materials to stimulate pupils’ learning activities (Švec, 1998).⁵

Similarly, the so-called psycho-pedagogical competence is conceptualised by Vašutová (2007), who includes in this construct the skills to analyse the material, formulate learning tasks, organise pupils’ learning activities, and respond to educational situations (Vašutová, 2007).

Mazáčová speaks about the so-called pedagogical-psychological-didactic competences. She characterises them as “*the teacher’s ability to work with the curriculum in such a way that it is transformed into the pupil’s (student’s) awareness and ability to think in the given field, form opin-*

ions, discuss, solve tasks and orient themselves independently” (2014, p. 22).

Didactic competences

Similar to the pedagogical competences mentioned above, didactic competences are also found in the Czech literature in both singular and plural forms. Vašutová (2007) and Smékalová (2020) use the plural. The latter author focuses on identifying the quality and quantity of teachers’ didactic skills and their influence on students’ learning competence. She understands didactic competence as “*the number of didactic skills needed for adequate didactic analysis, transformation, externalisation and internalisation of the curriculum by pupils*” (Smékalová, Terminology section, para. 3, 2020).

According to Vašutová, this component of competences covers the selection and didactic transformation of the curriculum, the design and evaluation of teaching, and, for example, learning styles. Together with other competences, it contributes to the achievement of educational objectives (Vašutová, 2007, p. 32).

Gillernová (2003, p. 84) refers to didactic skills as competences that “*express the didactic and methodological*

⁵ In the context of the university preparation of future teachers, Švec understands pedagogical competence as a set of prerequisites for a university teacher to engage effectively in the preparation, implementation and evaluation of teaching, as well as further communication with students. In addition to pedagogical knowledge and skills, pedagogical competence also includes knowledge of the psychology of learning and teaching in higher education, sociology, management, and other disciplines that the teacher applies in solving pedagogical problems and guiding students (Švec, 1992).

readiness of the teacher". The concept of didactic competence is also frequently used in the context of pre-service teacher preparation. For example, Filová (1994) examines the effect of higher levels of didactic skills on student teachers who have completed a continuous period of teaching practice.

Rotport works with the concept in the singular and considers didactic competence an important component of the professional standard of a teacher of professional subjects. He specifies its content and identifies how it differs from other competences, especially subject-matter and pedagogical competences.⁶ At the same time, he highlights the close link between pedagogical and didactic competences (2008a). He further points out that a substantial part of the content of subject-specific competence should be included in didactic competence, especially the issue of creating content for teaching subjects from the relevant disciplines. According to Rotport, a teacher who has acquired didactic competence is

proficient in teaching and learning strategies and is able to transform methodological approaches and specifics within a particular subject to suit each pupil and align with the school's focus. At the same time, he/she can create his/her teaching materials and projects to ensure effectiveness and fulfil the stated objectives (Rotport, 2008b).

A number of authors, such as Vašutová (2001), Spilková (2002), Švec (2005), Miklošíková (2013) and Bořkovcová (2013), use the term 'psychodidactic' or 'psycho-didactic' competence, or 'psychodidactic competences' (Spilková & Tomková, 2010) or 'psychodidactic skills'. By "psycho-didactic competence", Švec means the teacher's ability to stimulate students and lead them to independence in acquiring knowledge and understanding. This presupposes the ability of the teacher to work with the curriculum, taking into account the age and individuality of the pupils (Švec, 2005). According to Spilková, psycho-didactic competences are complex psycho-didactic skills

⁶ Rotport lists the requirements that didactic competence in a future teacher could include. These include knowledge of the curriculum of the type of school; an understanding of the importance of a particular subject within the curriculum of the type of school; the ability to select relevant knowledge from the relevant professional disciplines and transform it into the curriculum of their professional subjects for the type of school; and the ability to transform the methodology of learning about the relevant professional discipline to suit the way students think and apply it in the classroom; the ability to integrate interdisciplinary knowledge into their teaching subjects; the knowledge of teaching and learning strategies in theoretical and practical terms, in conjunction with knowledge of their psychological and social connections; the ability to use modern information and presentation technologies to support pupils' learning; and the ability to correctly assess the learning outcomes of their pupils, taking into account the relevance of the subject matter, the individual peculiarities of the pupils and the requirements of the particular school (2008b, p. 13).

that facilitate the teacher's handling of pedagogical situations and represent the focus of the teacher's professional competences (Spilková, 2002).

Bořkovcová states that a teacher who has acquired psycho-didactic competence has mastered strategies in teaching and learning. They can transform methodological approaches and specifics within a particular subject based on the needs of each pupil. Part of this sub-competence is the teacher's ability to create teaching materials and projects and to use adequate assessment methods (Bořkovcová et al., 2013). Didactic and psychodidactic competences are defined in detail by Spilková (2002) and Miklošiková (2013).

Zilcher, Chytrý and Lanková (2019) discuss the so-called inclusive-didactic competencies of teachers. The authors point out that high pro-inclusive didactic competences in teachers have a statistically significant effect on the attitudes of pupils with disabilities.

Diaconu defines didactic professional competence as *"an ensemble of cognitive, affective, motivational capacities which together with the personality features give to the teacher the qualities necessary to carrying on a didactical activity which fulfils the proposed objectives and has very good results"* (Diaconu in Gliga, et al., 2002, p. 27).

Karimi sees didactic competences as *"an integration of professional attitudes, knowledge and skills"* that *"enables the in-*

dividual to fulfil his/her role and effectively influence the students' learning process" (2014, p. 30). According to her, didactic competences *"(...) require training beyond experience"* (Karimi, 2014, p. 30).

Many authors point out that didactic competences can be included in the cycle of quality planning and implementation to ensure quality education. In this sense, didactic competences are considered an important part of curriculum design, teaching evaluation, and reflection (Shulman, 1986; Turner-Bisset, 2003; Peterson & Tonnesen, 2006; Gilis et al., 2008; Liakopoulou, 2011).

Lukášová (2003) distinguishes pedagogical and didactic competences. To didactic competences, she adds the term 'subject competences', which expresses the aspect of qualified orientation in the content and meaning of the taught subjects and their implementation to a specific school class and specific pupils.

The pedagogical-didactic competences of a music teacher

The issue of pedagogical-didactic competences of music teachers in general is rarely addressed in the Czech literature. The requirements for music education teachers and the development of the teacher's pedagogical and musical creativity have been dealt with in the past by Sedlák (1979, 1985). Suggestions for the development of teacher skills can be

found in Holas (1995, 1999, 2004), who offers a brief but precise and still relevant insight into the issue of music pedagogy, especially for students at art colleges and in continuing education programmes for teaching staff. Synek's *Didactics of Music Education I* contributes to developing the skills of the future teacher at the first level of primary school (Synek, 2004).

Kružíková presents supportive didactic materials for pupils with disabilities in the field of music (Kružíková, 2020a, 2020b) and in artistic areas (Kružíková, 2020c). They focus primarily on developing pupils' abilities and skills, but topics that link theoretical knowledge with practical experience also significantly develop teachers' competences.

The professional competences and abilities of future music education teachers in the Czech language environment are touched upon by Lišková (2011), Gajdošová (2010), and Šrámková (2011), who mention the teacher's personal prerequisites for teaching educational and artistic subjects.

Among the authors focusing on the professional competences of music teachers are Puffer and Hofmann (2022) and Kozyr et al. (2021). Kozyr et al. define the competence of a music teacher as „a body of knowledge in art pedagogy, as well as relevant practical skills and experience, allowing it to be conceptualised as a multifaceted characteristic of an individual” (Kozyr et al., 2021, p. 70). According to Kozyr, a music educator should

- possess the personal abilities and personality traits required for music educators;
- have the ability to solve problematic situations in art teaching;
- have the professional and pedagogical qualities necessary for the effective performance of professional functions in art teaching;
- be capable of interacting effectively with all subjects of the art learning process, employing the fluent knowledge and skills in pedagogical and artistic communication that are necessary for both the purely informative part of art learning and for creatively productive artistic collaboration by providing an optimistic emotional accompaniment to the learning process;
- be familiar with the existing system of psychological and pedagogical art history, musical performance, musical theoretical knowledge, skills and abilities, including knowledge in the field of the motivational and emotional spheres of the individual;
- possess the ability to act productively based on fundamental knowledge, experience and values;
- have the appropriate quality of professional training according to the state standard of the relevant competency (Kozyr et al., 2021, p. 70).

The National Occupational Framework (MPSV, 2012), which contains a central database of competencies, includes, among other things, experti-

se and skills in the performing arts and creative arts. It also records so-called soft competences, competences for creativity and performance competences.⁷

Much research has focused on examining the competencies, knowledge and skills of music teachers in their practice (Ballantyne & Packer, 2004; Barnes & Shinn-Taylor, 1998; Biasutti, Frate & Concina, 2019; Broeske-Danielsen, 2013; Ferm, 2008). The studies listed above work with empirical material obtained from, for example, the reflective journals of participating music-teaching students. The above-mentioned studies also indicate that reflection on their own experiences supports the development of professional competences in future music teachers...

A study by Breeze, Bolton, and McInch (2023) examines the wider competencies of secondary music teachers in Wales, emphasising their significance over subject-specific skills alone. This research focuses on music teacher competencies in the context of developing a new curriculum framework. Similarly, Burton (2011) addresses the issue of curricular and cultural competences in the context of teacher reform.⁸

One of the few authors who delves more deeply into pedagogical and didactic competences in the field of music education is Holas (2004). He points out that for music teachers, these are important not only for professional education (musical and pedagogical-psychological) but also for general education, including orientation in other disciplines and socio-cultural areas. Holas does not use the term 'pedagogical competence' directly but refers to 'pedagogical work' for music teachers. According to him, a teacher should in his/her activity:

- know the laws of human musical development,
- be familiar with a sufficient number of musical compositions for use in teaching,
- be able to develop creative thinking in pupils and students,
- be able to evaluate the performance of pupils and students.

In addition, Holas emphasises the importance of the music teacher's social-psychological skills (Holas, 2004).⁹

As indicated above, given the limited amount of literature that explicitly addresses music teachers' pedagogical and didactic competences, it is impor-

⁷ The existence of the Central Competence Database (CDK) is based on the need to orientate competences in order to define qualification requirements. The CDK maintains a set of competences for all jobs on the market and responds flexibly to the National Occupational Competence Framework (NOC), which works with vocational, general and soft competences. More also available at: <https://cdk.nsp.cz/napoveda>.

⁸ The author points out that a strong collaboration between the school (i.e., teaching practice) and the university (i.e., the preparation of future music teachers) helps pre-service music teachers acquire the necessary cultural and curricular competences.

tant to specify them in more detail. To define these competences more precisely, the selected classification of general pedagogical and didactic competences, as well as the content and specifics of the subject of music education, should be referred to. This requires taking into account both the narrower and broader educational contexts of the field as defined in curriculum documents (Ministry of Education, 2001; Ministry of Education, 2023). Since the conception of pedagogical and didactic competences is often intertwined in the literature, we will hereafter use the term pedagogical-didactic competences in the context of music education teachers

Based on the general characterisation of professional competences by Vašutová (2007, pp. 35-36), the following spectrum of pedagogical-didactic competences of music teachers can be proposed:

Pedagogical-didactic competences of a music teacher

A music teacher:

- is proficient in theoretical and practical strategies of education and learning, including the integration of artistic and creative aspects, while taking into account psychological and social knowledge and causal relationships;
- effectively uses basic didactic materials and methodological repertoire in teaching music education;
- can adapt music education to the individual abilities, skills and needs of the pupils, as well as to the requirements of a particular school;
- knows strategies for supporting pupils' individual qualities in music and within the broader context of the arts;
- is familiar with the broader context of the educational area defined by curriculum documents, follows trends in the field of music education, and applies his/her knowledge in the context of comprehensive music education teaching and inter-subject connections;
- based on knowledge of curriculum documents, can create a school curriculum for the area, including the field of music education, and use it in the creation of projects related to their teaching;
- knows assessment methods in music education, including their psychological aspects, and is able to use asse-

⁹ The existence of the Central Competence Database (CDK) is based on the need to orientate competences in order to define qualification requirements. The CDK maintains a set of competences for all jobs on the market and responds flexibly to the National Occupational Competence Framework (NOC), which works with vocational, general and soft competences. More also available at: <https://cdk.nsp.cz/napoveda>.

ssment tools in line with the developmental and individual characteristics of pupils and the requirements of the school;

- uses music and other technologies effectively to improve the quality of teaching and to apply a differentiated approach that supports pupils' learning;
- is able to reflect on the educational activities of their pupils and self-reflect on their own actions;
- demonstrates a committed and motivated approach to teaching their field; is able to stimulate interest in music in pupils.

The above set of pedagogical-didactic competences of a music teacher represents a set of interrelated knowledge, skills, abilities and attitudes. These competences enable effective planning, implementation and evaluation of music education teaching. They include the mastery of educational strategies in both theoretical and practical terms, the ability to adapt teaching to the individual needs of pupils, current social stimuli, the use of appropriate didactic materi-

als and technologies, a knowledge and implementation of curriculum documents, as well as the ability to make cross-curricular connections. The portfolio of pedagogical and didactic competences of a music teacher also includes the ability to apply appropriate assessment methods and to support the individual development of pupils in the field of music education.

These competences are formed during the teacher's pre-graduate training and further developed during professional practice and education. At the same time, they are influenced by other factors, such as personal growth and motivation to teach music education. Pedagogical-didactic competences are crucial for the implementation of high-quality and comprehensive music teaching.

The aforementioned *Competence Framework for Music Education Graduates*, which will describe in detail the professional competences of future music education teachers, will contribute significantly to the further development of the issue.

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