

Professional Competence of Teachers in the Age of Globalization

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ABSTRACT

Current challenges of globalization in a democratic post-industrial information society make the competency-based approach a standard in the creation of the global educational environment. This study describes the special aspects of the integration of the competency-based approach into the educational theory and practice of post-Soviet countries, substantiated the necessity of including the global dimension in the structure of teachers' professional competency based on the analysis of approaches in Western and post-Soviet educational theory and pedagogical practice, and specified the definition and structure of global competency as a component of teachers' professional competence

KEYWORDS

Competence, competency, teachers' professional competence, global competence, intercultural competence, multicultural competence

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Introduction

The interpenetration, mutual influence, and interdependence of all dimensions of the sociocultural and socioeconomic life in the world has increased radically in the last 25 years. This shows that globalization is an objective process and a form of the modern society's existence. R. Robertson (1992), who was among the first to analyze scientifically the concept of "globalization", argued that said phenomenon is "the compression of the world and the intensification of the consciousness of the world as a whole ... global interdependence and consciousness of the global whole".

Modern globalization is characterized by a number of essential features: 1) the creation of new and multiplication of existing social fields and connections, which exceed traditional political, economic, cultural, and geographic borders; 2) expansion and enhancement of public relations, types of activity and

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interconnection; 3) enhancement and acceleration of social exchange and activity; 4) occurrence not only on an objective, material level, but also involving the subjective plane of human consciousness (Steger, 2013).

By creating unique opportunities for coordinated management of the entire world system, globalization poses a danger of choosing unified and simplified models of integration, which may transform the system of national cultures significantly (Mironov, 2012). It is also a theoretical and practical challenge to education, according to B. Schröttner: "Is there still space for educational concepts like emancipation, self-determination, equal opportunities and fairness in distribution, democracy and common sense?" (Schröttner, 2010).

Economic levers and political will alone are not enough to cope with the negative consequences of globalization on the basis of cooperation and protection of human rights. Profound sociocultural changes and an essential modernization of global and local education are required.

The Investing in Cultural Diversity and Intercultural Dialogue UNESCO World Report (2009) stresses: "it is necessary to strike a balance between the Education for All and the integration of cultural diversity into the educational strategies through diversification of the content and methods of education and a new emphasis on the development of intercultural competence that facilitates dialog" (UNESCO World Report, 2009). Considering the advantages and dangers of processes in the postindustrial information society in the age of globalization, the following priority tasks of the modern system of education were identified and presented in Figure 1.

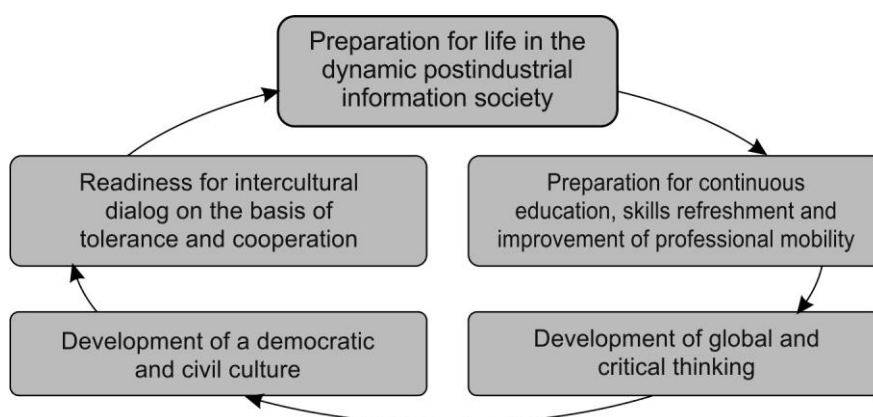


Figure 1. Priority tasks of education in the age of globalization

These tasks bring a new dimension of teachers' professional competence – global competence – to the foreground the occupational and pedagogical training.

However, this notion will remain a good intention until national (regional) educational systems figure out the essence and structure of global competence and its place in teachers' professional competence. This will help to organize national (regional) strategies of development of education and modelling the curriculum of higher pedagogical education with a focus on the challenges and prospects of the age of globalization.

Aim of the Study

To specify the concepts of "teachers' professional competence", to concretize the concept of "global competence", its place and content in the structure of teachers' professional competence based on the comparison of approaches of Western and post-Soviet pedagogy.

Research questions

Since the creation of the global educational environment made the competency-based approach a standard in the international system of education, its categorical framework is unified. This causes certain terminological difficulties in post-Soviet countries that have lasting scientific traditions of studying the results of education and occupational skills using original terms. Therefore, in order to achieve the set aim, it is necessary:

- to give the reasoning behind the use of the "global competence" category in this study by analyzing the "competency – competence" correlation in English and Russian sources;
- to investigate the approaches to defining the substance and content of global competence (and in related terms – "intercultural competence", "multicultural competence", "cross-cultural competence") in foreign and the few currently available Russian sources. To concretize the concept of "global competence" on this basis;
- to determine the place of teachers' professional competence in the structure of global competence based on the approaches to studying the former.

Literature Review

Competency versus Competence

A new concept of development of education under global mutual influence and interpenetration is the competency-based approach has become a standard for the international system of education (Baydenko & Van Zantvoort, 2003; Halasz & Michel, 2011; Zhuk, 2015; Park, Park & Shilnikova, 2014). Its implementation was caused by a number of interrelated reasons:

- global educational crisis caused by the inadequate knowledge-based paradigm, based on the interpretation of knowledge as the result of education, which existed for more than three hundred years;
- new approaches in the pedagogical theory and practice started treating the individual as a subject of his or her own life and sociocultural creative work and regarded education as a continuous lifelong process of personal self-development;
- experience of educational systems in developed countries that in recent years reoriented the content of education to learning key competencies;
- creation of a single educational environment. This primarily means the Bologna Process, which implies a unification of the conceptual framework (including the implementation of the term system of the competency-based approach);
- regulations of the scientific and academic community, which was reflected in the declarations and recommendations of UNESCO, UNICEF, the Council of



Europe, the European Training Foundation, national concepts and programs for modernizing education, state standards of educational content, etc.

It is worth noting that the central categories of the competency-based approach are the concepts of "competency" and "competence", which are often merged and used as synonyms in English-language studies (Kalz et al., 2010). For instance, the general definition of these two words – "competence (also competency)" is found in the Oxford English Dictionary (Stevenson, 2010); the UNESCO International Bureau of Education also suggests using these categories as synonyms (UNESCO, 2013).

However, certain Western researchers differentiate between these terms based on various criteria. For instance, D. Dubois & W. Rothwell (2000) argues that "competence" identifies the potential of the worker that is required to perform a professional task at the expected level of quality within the limitations of the internal and external environment of the organization (see original quote 5), while "competency" is a basic characteristic of the worker that ensures his or her effective and high performance. As attributes that people should have and use to achieve their goals more effectively, "competencies" include the knowledge, individual skills, ways of thinking and mentality, social roles, self-perception, thoughts, etc. (Dubois & Rothwell, 2000).

T. Teodorescu (2006) takes a different approach and points to the different areas of focus of "competency" and "competence" models: competency models focus on discovering the skills, knowledge, qualities, and models of human behavior that ensure success, while competence models focus on determining the measurable, specific and objective stages that describe that which needs to be done in order to gradually achieve or exceed the goals of one's role, team, unit, or even the entire organization.

In general, two traditional approaches to the correlation of "competency" and "competence" are distinguished – American and British. The first one regards these categories as an "input" in terms of the qualities and models of behavior that an individual should possess in order to do his or her job competently. The term "competency" is closer to this approach. The British approach regards these categories as an "output" that reflects the demands of the occupation, deduced through the functional analysis of the occupational activity in different contexts. This approach more often is associated with the "competence" category. With the considerable difference between the American and the British approach, the development of the competency-based approach elaborated the functional models with behavioral elements, while also elaborating the behavioral models with cognitive and functional elements. The continental Europe developed under the influence of the British model; however, the integrated approach, which united theoretical, functional, and social competencies, also developed in Europe (Kalz et al., 2010; Basinskaya, 2013).

The integrated approach is reflected in the definition of the Glossary of Curriculum Terminology, according to which an area of competence within the European Union is defined as follows:

“a combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving

technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values.” (UNESCO, 2013, p. 12).

Thus, the difference between the concepts of "competence" and "competency" in English-language sources is vague, while their correlation is determined by the context: the term "competence" is used if the focus is on the functional aspects (requirements of the occupation), the concept of "competency" – if the focus is on the behavioral aspects (traits of the personality that is doing the work). However, the definition of the Glossary of Curriculum Terminology (UNESCO, 2013) merges these categories.

In post-Soviet countries, where the systems of education developed in isolation for several decades, the advancement of the competency-based approach was specific. By the early 1990s, these countries had a history of strict regulation and unification of curricula that determined the content of education in the field of knowledge, skills, and abilities, which affected the development of the theory and practice of education during the post-Soviet period. By that time, powerful scientific schools developed that studied professionalism and occupational mastery; these schools had their own established term system. However, the creation of a unified global educational environment required coordinating the terms of quality of education, the central categories of which are the concepts of the competency-based approach.

With the introduction of the competency-based approach, the theory and practice of education in post-Soviet countries, which used a different term system to describe the literacy and professionalism, faced the problem of reconsidering the entire categorical framework of pedagogy, determining the place of the new categories and their interaction with the established categories, and consideration of the place and role of the new approach from the perspective of the approaches that existed in the pedagogy of post-Soviet countries (activity-based, personality-based, culture-based, etc.) (Zimnyaya, 2006; Subetto, 2009).

The terms "competence" and "competency", the difference between which in European languages is blurred, are translated into Russian as both "компетенция" (competency) and "компетентность" (competence). These concepts were not widely used in the Russian-language scientific discourse; however, they were common in everyday vocabulary, but their meaning was different. The modern Russian language dictionary gives the following definitions:

competency – 1) an area of knowledge, a scope of issues that a person should be knowledgeable about; 2) the powers of a certain body or official;

competence – 1) noun conjugate of the adjective "competent" (1); 2) having competency (2); authority;

competent – 1) having substantial knowledge, knowledgeable about a certain area; adept; 2) based on knowledge, experience; 3) having competence (2); authorized (Yefremova, 2006).

The implementation of the competency-based approach categories in Russian studies causes terminological confusion due to:

- different meaning that the researchers put into the used or translated Western terms (Mikheyeva, 2011);
- inconsistency and contradictions in widely cited European non-regulatory documents that are perceived uncritically in Russia (Verbitsky, 2009);



- a language barrier that forces many Russian researchers to work with translated texts – with that, the choice of lexical units in the text is often made by the translator, while the categories themselves are widely different in meaning (Komarova, 2010);
- contradictions between academic training and workplace training, national and global approaches to the interpretation of the "competence" and "competency" categories (Chebotaryova, 2015).

Therefore, the introduction of categories that originally had a different meaning in the Russian language into studies led to active discussions about their correlation in post-Soviet pedagogy. Russian sources still lack a common opinion regarding the correlation of the terms "competency" and "competence" in the studies of occupational training and professional development. Certain researchers emphasize the applied and practical focus of competency, which, for instance, is defined as a sphere of "relations between knowledge and action in human practice" (Lednev, 2002). This approach looks like an attempt to combine the traditional post-Soviet knowledge-based paradigm with the competency-based one.

Researchers that differentiate between the categories of competency and competence use the following differentiation criteria:

- relation to the content of activity or personality traits (Frolov & Makhotin, 2004);
- objectivity / subjectivity of conditions that determine the quality of an individual's activity. Objective conditions (competencies) determine the area of activity, rights, duties, and responsibilities of a specialist; subjective conditions (competence) are regarded as an established system of "responsibilities and attitudes to the world, other people, and to oneself, professional motivation, occupationally important qualities of a specialist, his or her psychological and physiological features, abilities, knowledge, skills, etc." (Verbitsky, 2009);
- their potential or relevant nature – competencies are regarded as "internal, potential, hidden psychophysiological novelties (knowledge, notions, programs (algorithms) of action, systems of values and attitudes), which are then reflected in human competences as relevant active manifestations" (Zimnyaya, 2006).

In other words, "competence" and "competency" are separate independent but complementary concepts, the distinguishing features whereof have not been identified yet. The "competency" category is related to activity, while "competence" characterizes the subject of this activity. In post-Soviet pedagogy, the competency-oriented approach is close to the technological one, while the competence-oriented approach – to the personality-oriented one.

From the perspective of the second approach, competence is a "turned-on", independently implemented ability that is based on competence and is formed from the knowledge and skills acquired by the student, his or her academic and life experience, values and predispositions, which he or she developed through learning and educational practice (Barannikov, 2009). It is an integral characteristic of an individual, which determines his or her ability to solve typical problems that arise in real situation in various areas of activity by using knowledge, academic and life experience in accordance with the learned system of values (Dubasenyuk, 2010).

In terms of professional activity, Russian researchers correlate the concept of competence with professionalism. Professional competence is regarded as an individual characteristic of the level of correspondence with the profession ... as the

ability and proficiency to perform certain labor tasks, to act independently and responsibly (Markova, 1996), as the practically demonstrated aspiration and ability (readiness) to realize one's potential (knowledge, skills, experience, personality traits, etc.) for the purpose of successful creative (productive) activity in the occupation, while understanding its social importance and personal responsibility for the results of this activity, the need for constant improvement (Tatur, 2004).

In terms of its structure, professional competence may be presented via a set of several competencies that determine the individual's professional maturity:

- special competence – mastery of the professional activity at a sufficiently high level, ability to project one's further professional development;
- social competence – mastery of cooperative professional activity, collaboration, and professional communication techniques that are accepted in a specific occupation;
- social responsibility for the results of one's work;
- personal competence – mastery of self-expression and self-development means, means of resisting professional deformations of the personality;
- individual competence – mastery of self-fulfillment means and means of developing individuality in the occupation, the ability of professional personal growth, self-organization, and self-rehabilitation (Markova, 1996).

To generalize the above, teachers' professional competence is regarded as a generalized characteristic that determines their readiness for and ability to adequately, independently, and responsibly perform their professional activity in a constantly changing social and professional environment, to display professional activity, constant professionalism, and self-development of the personality by comprehending the social importance of pedagogical activity.

What Is Global Competence?

As noted above, the categorical framework of the competency-based approach is actively discussed and developed. This causes a lack of a common concept in the theory of education of Western and post-Soviet countries, which would define the ability and readiness of an individual for effective interaction in a global environment based on the knowledge of cultural diversity and the paths of development of different parts of the world, comprehension and acceptance of the value of cultural diversity.

The terms that denote this phenomenon vary depending on the scientific branch and approach. For instance, intercultural competence is denoted by the term "cultural competence" in social studies, "global competence" in engineering, while various other areas of activity use the terms "multicultural competence" and "intercultural competence" (Deardorff, 2011). The ability to interact successfully with bearers of various ethnic cultures is also called "linguistic sociocultural competence", "sociocultural competence", "polycultural competence", "cross-cultural competence", "ethnocultural competence" "intercultural competence", and "multicultural competence" (Palatkina, 2015), with each term having been studied in the context of a changing global (social, economic, cultural, technological) situation as one that is capable of ensuring a satisfactory result of intercultural interaction in a certain occupation.

This study uses the category of "global competence", which developed in the late twentieth century within the framework of global education concepts that



emerged in the USA in the 1970s as an "educational response" to the first recognized global challenges and life perspective in an interconnected world. The expansion of global education in the USA and other countries aims to train an individual that is ready to solve escalating global problems for life in a dangerous, dynamic, and interconnected world.

A brief but very informative analytical survey titled "Global Competence Is a 21st Century Imperative" of the US National Education Association covers the development of global competence as a prerequisite for the promotion of democratic principles and social justice, improvement of economic competitiveness, and provision of leadership in innovation and creativity. The key elements of global competence are tolerance, commitment to cooperation, an appreciation of our common humanity, and a sense of responsibility. It requires in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community. This survey identifies four elements of global competence: international awareness; appreciation of cultural diversity; proficiency in foreign languages; competitive skills.

The vision of global education goals is reflected in the Council of Europe Global Education Guidelines (2008). They look to help people to recognize their role and individual and collective responsibilities as active members of this global community in the sense of engagement for social and economic justice for all and the protection and restoration of the earth's ecosystems. Global education aims at enabling learners to understand world issues while empowering them with knowledge, skills, values and attitudes desirable for world citizens to face global problems. In these terms, global education is a process of individual and collective growth, which allows transformation and self-transformation. Basically, it is a social practice. It is also a permanent "preparation" for life, in which the acquisition of operative and emotional competences for analyzing and thinking critically about reality, makes it possible for learners to become active social agents (Da Silva, 2008). The results of global education were determined by the Council of Europe in terms of competence and include a list of 25 elements: knowledge, skills, values and attitudes needed for securing a just, sustainable world in which everyone has the right to fulfil his or her potential.

Until recently, the idea of global education in CIS countries was developed mostly as research projects (for instance, the Center for Global Education of the Institute of Foreign Languages of the Linguistics and Intercultural Communication Department of the Ryazan State University, Russia). The idea of global education was implemented in practice in educational experiments for developing global thinking in "citizens of the world", mostly in associated schools and certain UNESCO departments and the UNICEF Global Education project.

Russian researchers associate global education with the hopes for a more adequate and effective management of global practice, which would be based on the understanding of the place and role of this or that global phenomenon in the evolution on Earth and in the universe. This will improve the effectiveness of measures that aim at the survival of civilization and the preservation of the biosphere. Global education helped to form a planetary advanced consciousness that guides in the achievement of these humanistic goals. Global education fosters in students an interest in and respect for other nations, understanding of the

common roots of these cultures, attention to global events, comprehension of their nature and prediction of their consequences, and the use of the systems approach when studying global processes (Ilyin & Ursul, 2010).

The phenomenon that is defined as "global competence" is also regarded in Russian studies in terms of cross-cultural, organizational, global/international, intercultural, communicative, multicultural, and other competences. For instance, intercultural competence is regarded as:

- an integral personality trait that predetermines the readiness for solving problems of intercultural communication and synthesizes a) the level of special knowledge that is sufficient for intercultural dialog; b) the set of orientations that provide for intersubjective interaction based on understanding, respect, tolerance, and interest in the values of another culture; c) a set of skills required for participation in intercultural communication (Yankina, 2010);
- a personality trait that is required for the successful functioning with the members of various ethnic groups in a professional environment, which is characterized by motivation for intercultural interaction in a professional environment, appropriate knowledge of conflict-free professional conduct, the ability to cooperate effectively and assess said cooperation, correction of new situations in professional intercultural interaction (Pisarenko, 2015);
- the foundation of students' intercultural competence, their readiness for intercultural communication, expressed in the understanding of its essence as an integrative personal development. With that, three main components are distinguished in the structure of intercultural competence: cognitive – knowledge of other cultures or groups; intrapersonal, associated with the internal state, development of the ego, and personal identity of an individual; interpersonal, determined based on the behavioral peculiarities of an individual's interaction with other people from various cultural groups (Martynenko, 2004, Telegina & Belinsky, 2011).

Based on the analysis of the world and national approaches, global competence shall be defined as an integrative personality trait that characterizes the individual's ability to and readiness for responsible functioning and effective interaction in a dynamically developing multicultural environment based on tolerance, nonviolence, respect of human rights, as well as knowledge of cultural diversity and paths of development of various parts of the world, recognition and acceptance of the value of cultural diversity. A globally competent person is focused on general human democratic values, is open to intercultural dialog, is characterized by global critical thinking, and is proficient in modern information and communication technologies. Despite the diversity of approaches to the determination of the structure and components of global competence, the following levels are distinguished in general:

- sociocultural level: consists of background (background knowledge and notions of a different culture), cognitive, and behavioral components;
- personal level: a combination of the motivation, value, affection, and reflection components.

Results

As a crucial institution of socialization, the system of higher vocational education cannot develop effectively while ignoring the ongoing globalization, which



results in the establishment of bonds and development of interdependence of countries in such fields as economy, politics, and education. In this situation, emphasis is placed on the need to develop a set of competencies in students during vocational training, which would help them to integrate into the global society (global competency). Since competence is determined by both objective and subjective conditions of a specialist's activity, the content of specialists' global competence comprises of special and general professional elements.

Teachers play a major role in the mission of global education. Their goal is to help students to understand modern global problems and ways of solving them, develop in young people notions of cultural dialog as a civilized way of coexistence in a multicultural society. They should educate a personality in the spirit of appreciation for other languages and cultures as equal, original, and intrinsically valuable, which ultimately will adapt the personality to participation in intercultural communication and prepare it for effective functioning in socially and culturally non-uniform groups. This makes relevant the problem of development of teachers' global competence and its structure.

The world community recognizes that the educational and pedagogical practice is incapable of meeting the demand of the changing postindustrial society, which is becoming a global environment of intercultural interaction (Avshenyuk, 2014). International experience shows (Cushner & Brennan, 2007; Schneider, 2007) that prospective teachers are ill-prepared for professional activity under global changes – they generally do not understand the essence of globalization and its effect on the development of education.

The report by the National Institute of Education (Singapore) considers the problem of multicultural competence in the context of educational modernization in the twenty-first century. According to the report, this competence should become the tool for understanding and effective cooperation in a professional pedagogical environment. Nowadays, prospective teachers not only should be able to live in a multicultural environment, but also be capable of creative cooperation and effective interaction in international team under educational projects, be able to maintain long-term relationships with foreign partners, be able to organize intercultural exchange, be proficient in ethics and the culture of international communication, be able to solve professional problems in a multicultural society quickly, be proficient in foreign languages at a level that would allow them to participate in international scientific discussions, be able to describe the results of cooperation and present them at a high-quality level at international events, etc. (NIE, 2009).

The problems of teachers' global competence are unstudied in post-Soviet countries. The lack of a definition of teachers' global competence are compensated, to an extent, by the definitions of related categories:

- teachers' polycultural competence is an integrative trait of a teacher that reflects his or her level of professional and cultural education, experience and individual characteristics that guarantee the preparation of modern young people for positive interaction with members of various cultures in a multinational polycultural environment (Simonenko, 2012);
- intercultural competence of prospective teachers – interest in studying cultural diversity and cultural heritage; the ability to use this knowledge to provide effective interaction of schoolchildren – members of different nations; a positive value-based attitude to the organization of the intercultural interaction of

schoolchildren; a theoretical framework and system of skills required to organize such interaction (Altukhova, 2014);

- multicultural competence – a key competence in the structure of professional and pedagogical competence, a complex phenomenon formed by humanistic values, positive ethnic self-identification and a tolerant personal consciousness, a system of knowledge of culture and their interaction, and strategies and methods of teaching that best suit a multicultural educational environment. Multicultural competence is a condition of effective pedagogical and interpersonal interaction between the teacher and other subjects of education (Dzhalalova, 2009).

For the purpose of this study, global competence is interpreted as a through component of the professional competence of teachers in the age of globalization, which prepares and trains them for organizing pedagogical activity and professional communication effectively in a multicultural environment and for preparing students for live and social interaction in an interdependent global society. Globality is a new quality of teachers' professional competence, inherent in all its types, which is reflected in Table 1.

Table 1. Global competence - a through component of teachers' professional competence

<i>Types of teachers' professional activity</i>	<i>Elements of global competence</i>
Special	<ul style="list-style-type: none"> • proficiency in a foreign language at a level required for professional communication - scientific and academic exchange • ability to organize effective pedagogical communication, resolve conflicts in a multicultural environment • abidance by the rules of pedagogical and professional ethics of communication, with a view to avoiding intercultural conflicts • participation in international and national educational projects, involvement of students therein
Social	<ul style="list-style-type: none"> • intercultural awareness - knowledge of the history, culture, and traditions of nations to which the participants of the pedagogical process, nearest social environment, and the professional community belong • intercultural communication - direct and mediated - the ability to communicate with members of different ethnic, religious, and social groups, with regard to cultural originality • proficiency in foreign languages at a speaking level • cultural tolerance, based on appreciation of the value and uniqueness of one's own and a different culture, acceptance of cultural differences
Social responsibility	<ul style="list-style-type: none"> • understanding of one's belonging to the global community and of the associated responsibility for one's actions
Personal competence	<ul style="list-style-type: none"> • tolerance, responsibility, initiative, readiness for intercultural dialog
Individual competence	<ul style="list-style-type: none"> • proficiency in modern information and communication technologies, developed culture of communication in global networks, ability to work with sources of information • developed critical and global thinking • creativity



Discussion and Conclusion

The creation of the global educational environment makes the competency-based approach a standard in the international system of education. This leads to the unification of its categorical framework and the results of higher education. The central categories are the concepts of competency and competence, the difference between which in European languages is blurred and determined by the context. In Russian-language studies, the goals and results of higher education were determined by such terms as knowledge-abilities-skills, professionalism, and occupational mastery, while the terms "competency" and "competence" had different meanings.

This study found that the "competency" and "competence" categories are separate independent but complementary concepts, the distinguishing features whereof have not been identified yet. The "competency" category is related to activity, while "competence" characterizes the subject of this activity. In post-Soviet pedagogy, the competency-oriented approach is close to the technological one, while the competence-oriented approach – to the personality-oriented one. In this study, teachers' professional competence is regarded as a generalized characteristic that determines their readiness for and ability to adequately, independently, and responsibly perform their professional activity in a constantly changing social and professional environment, to display professional activity, constant professionalism, and self-development of the personality by comprehending the social importance of pedagogical activity.

In the age of globalization, the developing postindustrial information society makes new demands of personal competence. A new dimension – global competence – is emerging. Global competence is an integrative personality trait that characterizes the individual's ability to and readiness for responsible functioning and effective interaction in a dynamically developing multicultural environment based on tolerance, nonviolence, respect of human rights, as well as knowledge of cultural diversity and paths of development of various parts of the world, recognition and acceptance of the value of cultural diversity. A globally competent person is focused on general human democratic values, is open to intercultural dialog, is characterized by global critical thinking, and is proficient in modern information and communication technologies. Global competence has two levels: sociocultural level: consists of background (background knowledge and notions of a different culture), cognitive, and behavioral components; personal level: a combination of the motivation, value, affection, and reflection components. Global competence is a through component of the professional competence of teachers in the age of globalization, which prepares and trains them for organizing pedagogical activity and professional communication effectively in a multicultural environment and for preparing students for live and social interaction in an interdependent global society. Globality is a new quality of teachers' professional competence, inherent in all its types.

The structure of teachers' global competence includes the following elements: cultural tolerance; intercultural communication; intercultural awareness; proficiency in foreign languages at a speaking level; proficiency in a foreign language at a level required for professional communication; ability to organize effective pedagogical communication in a multicultural environment; abidance by the rules of pedagogical and professional ethics; proficiency in modern information and communication technologies; participation in international and national

educational projects; understanding of one's belonging to the global community; tolerance, responsibility, initiative, readiness for intercultural dialog; creativity; developed critical and global thinking.

Implications and Recommendations

The development of a unified approach to the determination of the essence and structure of global competence and its place in teachers' professional competence will help to organize national (regional) strategies of development of education and modelling the curriculum of higher pedagogical education with a focus on the challenges and prospects of the age of globalization.

Disclosure statement

No potential conflict of interest was reported by the authors.

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