

The students reflections on this scale after the pedagogical practice indicates that the younger generation is more interested in its future professional growth and understands the importance of continuing professional development which is one of the most appreciated competencies for the young specialists.

The evaluation by the students after the pedagogical practice (see Table 3) are very close to the teachers' evaluations nearly on all scales.

Their reflections are focused on the facts that most of the schools lack a proper quantity of ICT devices, the inclusive education pupils still don't have proper facilities in schools, the teachers seldom participate in research projects, the number of psychologists aren't enough and so on.

6. Conclusions

The analysis of the results demonstrated that the students possess a rather high level of theoretical knowledge of competencies but there is significant difference between their evaluations before and after the pedagogical practice and what is more interesting, by the end of the practice their evaluations became closer to the evaluations of the teachers', which demonstrate that in spite of adequate theoretical knowledge, the evaluation of competencies is not adequate to modern understanding of teaching and learning. Both the teachers and the students most appreciated the traditional system of knowledge delivery which indicates that there is still a significant gap between the theoretical knowledge and the practical use of the knowledge. The findings of our research indicate that there is dissatisfaction with the relationship between modern pedagogical theory and practice, accompanied by the need for its reconceptualization [4]. In today's information society, marked by rapid social change, it is particularly important to develop students' skills and attitudes to learning throughout life [5,6,7] in new and increasingly uncertain situations. Thus, according to a recent OECD report (2012) on education in the twenty-first century, the importance of preparing students to be creative, think critically, solve problems, use tools for communication and collaboration, be socially responsible, and so forth, implies that teachers must abandon their traditional role of simply transmitting knowledge. In this study we tried to highlight the need for further experimental study of competencies. We recognize that our results are not sufficient enough to demonstrate all the difficulties of the formation of competencies. We recognise that this is a continuous and difficult process which needs further experimental study.

7. References

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