



## Enhancing Analytical Skills to Improve English Teachers' Professional Competence

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### Abstract

The professional development of aspiring English teachers stands as a primary aim of contemporary English teacher education. The development and enhancement of English teachers' competence should be a priority throughout their entire teaching careers. An essential determinant of the proficiency of English instructors is their analytical capabilities. These abilities enable accurate diagnosis of pedagogical phenomena and the delineation of objectives for future endeavors; they also facilitate the effective resolution of educational challenges. This paper examines the impact of the interdependence between philosophical and pedagogical knowledge on the development of pre-service English teachers' analytical abilities. Common issues and problems that modern philosophy and pedagogy may be able to resolve are discussed, along with the significance of integrating the content of these university courses for the development of students' professional competence. The experiment examining the enhancement of analytical abilities via the fusion of philosophical and pedagogical expertise is described in detail.

**Keywords:** English Teacher; Philosophical Knowledge; Pedagogical Knowledge; Analytical Skill.

### 1. Introduction

Analytical skills are the ability to gather and analyze information, as well as solve problems and make decisions. Teachers with these skills can assist in problem-solving, increasing productivity and overall success. Analytical abilities and qualities enable a person to observe, research, and interpret an issue in order to develop complex ideas and solutions. Analytical thinking is achieved by combining several of these skills. Analytical thinking frequently involves trial and error as well as other methodical processes that allow the thinker to reach a reasonable conclusion. Those with strong analytical thinking skills can analyze a situation, issue, or problem quickly and frequently work well in a team setting to achieve goals.

The competencies of the bachelor's program "Pedagogical Education" are reflected in the Federal State Educational Standard for Higher Professional Education. Competencies include the development of analytical skills as well as critical thinking, problem-solving, decision-making, learning organization, information self-searching, and self-organization. The application of technologies that contribute to the development of pedagogical thinking creates the conditions for such competence development. By utilizing the case-study method, we believe that the integration of philosophical and pedagogical knowledge will develop the student's analytical skills.

We believe that the case study method is the most effective teaching technique because it involves analyzing situations that describe real events and do not usually have a single solution, which can help students improve their analytical skills. Despite the number of studies that outline the formation of analytical skills (Jönsson & Lennung, 2011) and the relationship between philosophical and pedagogical knowledge Bailey (2012), no works are related to the study and integration of philosophy and pedagogy to develop the necessary skills of a future English teacher. As a result, the purpose of this research was to determine the impact of philosophical and pedagogical knowledge integration on the development of analytical skills of students while solving professional pedagogical problems (Strelchenko, 2002).

## **2. Literature Review**

As the term is used here, competence refers to the incorporation of knowledge, skills, and attitudes into situation-relevant actions in order to master relevant tasks (Kizel, 2016). To be "competent" means to be able to act wisely in appropriate situations. This definition implies that regardless of how much you know, you can only be considered competent if you can apply your knowledge to solve problems in a specific field of practice. Furthermore, it implies that competence is a quality that can be learned and improved rather than something with which we are born. However, this definition of competence raises the question of how novices become competent workers. Several authors, including Gilbert Ryle, Michael Polanyi, and Donald Schön, have contributed to the discussion of this question. However, the Dreyfus brothers' (1986) novice-to-expert framework and Jean Lave and Etienne Wenger's (1991) theory of "legitimate peripheral participation" are perhaps the most widely cited in the literature on the progression from novice to competent. David Berliner and his colleagues have done much work in the field of teacher education, primarily using the Dreyfus framework.

One aspect that Berliner highlights is that proficient educators possess the ability to recognize, assess, and respond to elements that essentially evade the notice of novices. As an illustration, Sabers et al. (1991) conducted a study in which educators possessing diverse levels of teaching experience and expertise assessed three distinct television monitors. While observing a group of junior high school students on each monitor, participants were required to articulate their thoughts. They were also required to respond to inquiries concerning classroom management and instruction. An observation made during this investigation revealed that educators classified as "experts" exhibited greater insight and ability to monitor, comprehend, and interpret events than those classified as "novices" or "advanced beginners." Moreover, the instructors exhibited variations in their approaches to addressing the "multidimensional nature of the classroom." According to the authors, "Not only did experts utilize all three monitors to observe the classroom activities, but they also appeared more comfortable with the task at hand." In general, they appeared to be taking pleasure in the experiment. They eagerly engaged in the activity (Sabers et al., 1991). Similar findings are reported in additional research (Lin, 1999). Furthermore, it should be noted that these findings extend beyond the mere "holistic recognition of patterns" or tacit knowledge exhibited by experts (Berliner, 2004). Pre-service teachers encounter challenges when attempting to address general and theoretically grounded concerns while reflecting on teaching experiences (Jonsson & Lennung, 2011).

## **3. Methodology**

This study's methodological foundations are as follows: integrative and problematic approaches. Analytical skills are mental actions that improve through the process of purposeful, motivated, and organized knowledge-based activities, such as when solving problem situations that stimulate mental activity (Gezer, 2018). The future English teacher's analytical skills are put to use in a pedagogical situation. Because of the specificity and complexity of many pedagogical situations, the solution varies—even students with adequate professional knowledge struggle to solve these problems. The reason, in our opinion, is a lack of interconnectedness among university courses. This concept is outlined in the works of scientists who point out that modern education is frequently characterized by subject-centrism, narrow-profile division of a single body of knowledge, loss of a holistic view of the world, and its division into disconnected components (Ruse, 2016). One possible solution to this contradiction is to incorporate subject content knowledge into the training of future English teachers, which entails integrating the content of several university courses with scientific concepts linked by general meaning (Ovsyannikova, 2013).

Student's ability to use integrated knowledge in solving pedagogical problems, to offer several ways to solve pedagogical problems, c) to choose and substantiate a solution to pedagogical problems, and d) to solve pedagogical problems independently can be used to estimate the effectiveness of knowledge integration for solving pedagogical problems (Aleshhenko, 2007). Kazan Federal University's Institute of Philology and Intercultural Communication served as the research site. The study included 91 BA students and three university instructors from the course "Pedagogy." The pedagogical experiment was the most widely used research method. The authors used the survey to investigate students' attitudes toward the application of philosophical knowledge to pedagogical education. The qualitative assessment of analytical skills development was determined by the peer-review method. In contrast, the quantitative approach evaluated students' ratio dynamics with a satisfactory and unsatisfactory level of analytical skills development at the beginning and end of the experiment. The study was divided into four stages. A survey was conducted in the first stage to determine students' attitudes toward the integration of philosophical and pedagogical knowledge. Students in the course "Education

in a Modern School" were asked one closed-ended question at the start of the semester. They selected one of the five possible answers.

Question: What is your opinion about the application of philosophical knowledge to pedagogical education?

Answers: 1. It might be helpful, but you can do without it. 2. It is necessary when a profound understanding of the pedagogical phenomenon or process is required. 3. Philosophical knowledge is abstract, has no connection with pedagogical theory, and is useless for practice. 4. It is not clear how I can connect it with pedagogy. 5. I have forgotten philosophical knowledge.

#### 4. Results

The experiment's findings revealed a positive dynamic in the development of the student's analytical skills. As previously stated, the experts examined the average or low level of development of each of the five individual analytical skills. The positive scores were then added up and divided by the total number of scores. As a result, the group as a whole developed a number of students with satisfactory and unsatisfactory levels of analytical skills at the start and end of the experiment. At the assessment stage, 61 students out of 91 subjects demonstrated a satisfactory level of development, accounting for 67% of the sample. At the control stage, 81 people, or 89% of the total number of participants in the study, demonstrated a satisfactory level of skill development. The level ratio is depicted in Figure 1.

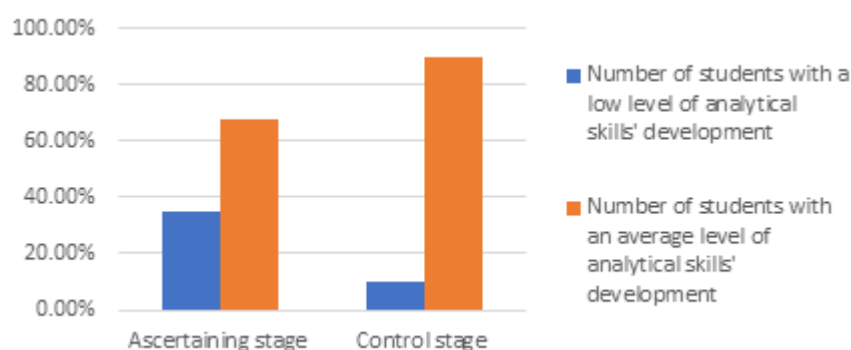


Figure 1. The ratio of students with an average level of analytical skills development to students with a low level of analytical skills development during the experiment's identification and control stages.

#### 5. Discussion

The necessity to incorporate philosophical and pedagogical knowledge can be rationalized from a variety of positions, some of which are somewhat contradictory. One potential consequence of the misalignment between education and its philosophical foundation is that arbitrary, subjective interests and unfounded pedagogical fantasies come to dominate educational objectives (Levchenko, 2007). However, philosophy allows one to examine an individual's valuable worldview via the lens of personal significance, notwithstanding the existence of overarching concepts. Aside from that, the English instructor serves as a controller, informant, and organizer rather than as an educator (Chuksina, 2006).

According to the analysis of student responses, the majority of respondents (70%) understand the importance of philosophical knowledge, but they believe it is possible to live without it. Only 8% of students recognize the importance of this knowledge. The primary goal of the ascertaining stage of the study was to determine the level of analytical skills of the students. The expert's evaluation was used to carry it out. In the model of the formation of English teachers' readiness for professional activities, the analytical skills form a cohesive group. They are as follows: analyze pedagogical phenomena and comprehend the elements mentioned above as a whole and in relation to one another and others. Three university professors teaching the course "Pedagogy" volunteered to serve as experts. The next stage involved selecting specific diagnostic tasks to assess the student's analytical abilities. Each student was given a case study with instructions for completing four tasks in two different types of situations.

Two of the tasks were designed to foster the growth of critical thinking skills, while the remaining tasks comprised socio-pedagogical situations. Guidelines for the analysis of socio-pedagogical situational tasks were furnished, along with an exhaustive delineation of each stage involved. For socio-pedagogical situational tasks, case solutions necessitated written responses consisting of an analysis of the situation and a description of the proposed solution to the

pedagogical task. Alternatively, students could provide speculative answers (for tasks aimed at the development of critical thinking). The cases were solved, and the results were assessed by each student individually. Every expert assessed the degree of progress made in the development of a distinct analytical skill. The individuals recorded the corresponding score in the table, employing a "+" symbol to indicate a positive evaluation and a "-" symbol to indicate a negative evaluation. The skills that were assessed were limited to those that could be determined through the completion of a particular problem-based task. As a result, certain particular skills required for specific tasks were not evaluated.

As a result, all positive assessments for all specific skills were summarized based on the outcomes of solving all four problems, and a conclusion was drawn about each student's overall level of analytical skill development. This indicator was recalculated as a percentage of the maximum number of points possible. The level was considered average if the final score was greater than 0.5. If the score was 0, the conclusion was that the level of analytical skill development was low. The total number of students was then calculated at various levels of analytical skill proficiency. The analysis of the obtained data resulted in the organization of the experiment's third stage, the formative one. It had both theoretical and practical elements. The theoretical one was concerned with the development of content for the course "Education in a Modern School." In contrast, the practical one was concerned with the organization of the student learning process.

## 6. Conclusion

The study enabled us to theoretically support and experimentally demonstrate the impact of integrating philosophical and pedagogical knowledge on the development of student's analytical skills. We realized that in order to solve professional problems effectively, the English teacher must be able to see the multiplicity of meanings in concepts and theories, relate them to one another, formulate their point of view, substantiate the goals, objectives, content, and methods of their professional activities by the chosen educational methodology; understand the fundamentals of modern scientific methodology; and understand the main trends and patterns of social development and the nature of social development. Analytical skills are required for the competencies listed above.

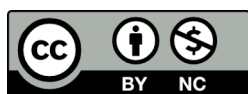
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