

PROFESSIONAL COMPETENCES OF A HIGHER SCHOOL TEACHER: SOCIO-PEDAGOGICAL ANALYSIS OF PERSONAL QUALITIES AND PRIORITY AREAS OF EDUCATIONAL ACTIVITY

COMPETÊNCIAS PROFISSIONAIS DE UM PROFESSOR DE ESCOLA SUPERIOR: ANÁLISE SOCIOPEDAGÓGICA DAS QUALIDADES PESSOAIS E ÁREAS PRIORITÁRIAS DA ATIVIDADE EDUCACIONAL

COMPETENCIAS PROFESIONALES DE UN PROFESOR DE ESCUELA SUPERIOR: ANÁLISIS SOCIOPEDAGÓGICO DE CALIDADES PERSONALES Y ÁREAS PRIORITARIAS DE ACTIVIDAD EDUCATIVA

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ABSTRACT: Since the education system acts as a bridge that should ensure a confident transition to the digital era associated with new types of work and a sharp increase in the creative capabilities of a person, his productivity growth, the educational process is based on a competency-based approach. In this regard, the reflection of the professional competences of a higher school teacher is gaining great relevance within the research field. The purpose of this article is to conduct a socio-pedagogical analysis of the personality traits of a higher school teacher and study his priority areas of activity within the framework of the modern educational process. The analyzed material made it possible to conclude that teachers of higher education should have competences that characterize their personal qualities - conscientiousness, self-criticism, objectivity, responsibility, and focus on health preservation as well as competences

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that reflect their communicative qualities and competences that ensure professional pedagogical activity.

KEYWORDS: Higher education system. Higher school. Competency-based approach. Competence. Competency.

RESUMO: *Uma vez que o sistema educacional atua como uma ponte que deve garantir uma transição confiante para a era digital associada a novos tipos de trabalho e um aumento acentuado nas capacidades criativas de uma pessoa, seu crescimento de produtividade, o processo educacional é baseado em uma competência baseada em abordagem. Nesse sentido, a reflexão sobre as competências profissionais do professor do ensino superior vem ganhando grande relevância no campo da pesquisa. O objetivo deste artigo é realizar uma análise sociopedagógica dos traços de personalidade de um professor do ensino superior e estudar suas áreas prioritárias de atuação no quadro do processo educacional moderno. O material analisado permitiu concluir que os docentes do ensino superior devem possuir competências que caracterizem as suas qualidades pessoais – diligência, autocrítica, objetividade, responsabilidade e foco na preservação da saúde, bem como competências que reflitam as suas qualidades comunicativas e competências que os assegurem atividade pedagógica profissional.*

PALAVRAS-CHAVE: *Sistema de ensino superior. Escola superior. Abordagem baseada em competências. Competência. Competência.*

RESUMEN: *Dado que el sistema educativo actúa como un puente que debe garantizar una transición segura a la era digital asociada con nuevos tipos de trabajo y un fuerte aumento en las capacidades creativas de una persona, su crecimiento de productividad, el proceso educativo se basa en una competencia basada en Acercarse. En este sentido, el reflejo de las competencias profesionales de un docente de educación superior está adquiriendo una gran relevancia dentro del campo de la investigación. El propósito de este artículo es realizar un análisis sociopedagógico de los rasgos de personalidad de un docente de educación superior y estudiar sus áreas prioritarias de actividad en el marco del proceso educativo moderno. El material analizado permitió concluir que los docentes de educación superior deben poseer competencias que caractericen sus cualidades personales: conciencia, autocrítica, objetividad, responsabilidad y enfoque en la preservación de la salud, así como competencias que reflejen sus cualidades comunicativas y competencias que aseguren actividad pedagógica profesional.*

PALABRAS CLAVE: *Sistema de educación superior. Escuela superior. Enfoque basado en competencias. Competencia. Competencia.*

Introduction

The Russian system of higher education is acquiring today a certain specificity due to such factors as the intensive growth of the importance of scientific activity both at the level of the teacher and at the level of a higher educational institution; rapid growth and development of information and communication technologies; institutionalization of online learning

(KARAPETYAN *et al.*, 2020; KARTUSHINA, 2021); integration of Russian education into the world educational process related to the processes of globalization; a significant change in the qualitative composition of student youth, their intellectual potential; growing number of young people capable and ready to carry out their labor activity in a rapidly changing environment etc. (GAFIATULINA, 2013; GAFIATULINA *et al.*, 2017; PONOMAREV *et al.*, 2019). Competitiveness in the modern labor market depends on the social activity of the individual, his professional competency, flexibility of thought processes, motivation and the ability to constantly improve his knowledge and experience (KOVALEVA, *et al.*, 2019; KOLESNIKOVA *et al.*, 2019; GAFIATULINA *et al.*, 2019; ILALTDINOVA *et al.*, 2021).

1. As practice shows, today, not only and not so much the level of academic knowledge acquired is of particular value, but the ability to actively apply this knowledge and skills in today's unstable dynamic socio-economic conditions. The ability to successfully adapt to the constantly changing world, meet professional requirements and fulfill priority areas of activity is the basis of social success; this is what modern higher education should provide. It is for this reason that socio-pedagogical and psychological-pedagogical technologies within the framework of higher education are increasingly focused on the competency-based approach. The main idea of this approach is the transition of the education system from subject-oriented to result-oriented learning. (BERESNEV, 2018; CHIKAEVA; GORBUNOVA; VISHNEVSKY *et al.*, 2019; ROZHKOVSKEY; VAKULA; VOSKOBOEV, 2017).

2. The transition to the Bologna system of education gave the impetus for the adoption of new regulatory acts in the sphere of Russian education: Action plan for the implementation of the provisions of the Bologna Declaration in the system of higher professional education in the Russian Federation (RUSSIA, 2005), as well as the Concept for the modernization of Russian education, the Federal Target Program for the Development of Education (RUSSIA, 2014). The development of the third generation GOS VPO (state educational standards for higher professional education) was also organized on the competency-based approach, and now the FGOS VO 3 ++ (federal state educational standards for higher education) has already been developed. At the normative level, criteria are outlined that allow one to determine, measure and evaluate the quality of training specialists in universities, with an emphasis on the quality of educational programs. In addition, it is worth noting that within the framework of the modern education system with the use of competency-based and knowledge-based approaches, the importance of non-formal education increases, and it becomes possible to integrate traditional education, professional and practical training (SERGEYEVA *et al.*, 2019).

The innovative conditions of modern social development and the modernization of the higher education system require new priorities in the professional activities of the teaching staff of higher education (BURA; VAKAREV, 2016; CHIKAEVA *et al.*, 2020; KARTUSHINA, 2021).

Undoubtedly, the key to the success of any professional activity, including pedagogical, is the ability to organize it, especially if teachers of higher education carry out several types of activities.

Materials and Methods

In the prevailing era, researchers are actively monitoring the activities of a teacher of a modern higher educational institution, since in connection with the modernization of the educational process changes are made to the qualification requirements of the teaching staff of higher education (FADEEVA; MOROZOVA; KRYLOVA, 2012; BOROVKOVA; ZACHINYAEVA, 2018; ILALTDINOVA *et al.*, 2021).

Research conducted indicates that in connection with globalization, automation and total digitalization taking place all over the world and in our country, higher education teachers need to have skills that are aimed not only at translating knowledge but will also contribute to the formation of skills to create conditions for mastering a complex of competences (BATCHAEVA; KUVSHINOVA *et al.*, 2017; CHIKAEVA; DAVYDOVA, *et al.*, 2020).

The ability to apply the knowledge gained in practice and in professional activity is the main indicator of the formation of the competences of a higher education teacher (BURA; MATYUSHKINA, 2016; KASHINA, *et al.*, 2020; SHIBANKOVA *et al.*, 2019).

The competency-based approach as a key to understanding professional competency and priority areas of activity of a higher education teacher involves an appeal to personal and functional approaches (through the characteristics of activities). Within the personal approach, competency is understood as the main behavioral aspect or characteristic, which can be manifested in the effective action of a teacher as a person and the specifics of professional activity, while within the functional approach - as the implementation of the basic elements of professional activity that must be properly performed.

For more in-depth consideration of the professional competences of teaching in higher education, which are necessary for effective and innovative work in higher education institutions, such approaches should be used as the individualized and the collective (organizational). The individual approach allows you to focus on the behavior of the individual,

and the organizational approach makes it possible to develop a competence model for an educational organization, considering the goals, missions, values, organizational culture of the institution.

Globalization processes and total informatization of society are making changes in the process of Russian education and in the professional activities of higher education teachers, transforming their skills. The innovative nature of the educational process enhances the importance of the competency-based approach to the professional activities of the teaching staff of the university and expands the priority activities of teachers.

Results and Discussion

Certainly, at present, the educational organization makes special requirements for the university teacher, his competences in the process of implementing priority areas of activity. However, in our opinion, the formation of professional competencies of a higher education teacher depends, first of all, on the teacher's focus on the development of his pedagogical abilities and a motivated desire to develop and improve himself professionally.

In the scientific and pedagogical literature, one can often meet the already well-established terms "competence" and "competency". The use of these terms is justified in connection with the modernization of the educational process in higher education.

Based on the etymological interpretation, the term "competence" has Latin roots and means "a range of issues in which someone is well aware" and has knowledge, awareness, experience and authority in a certain area (OZHEGOV, 2008, p. 202), in our case - in the field of higher education.

In the works of I.A. Zimnyaya competences are presented in the form of internal, potential, hidden psychological formations (including knowledge, ideas, actions, a system of values and attitudes), expressed through a person's competency in the process of actual, activity-related manifestations (ZIMNYAYA, 2004).

Since within this work it is important for us to understand what the competences of a higher education teacher mean, we turn to the work of S. Reznik and O.A. Vdovina, the researchers of professional competences of university teachers. These scientists, defining the concept of competence, indicate that this is a certain range of issues in which the teacher is aware, has practical knowledge and experience. Competence, in their opinion, "is a characteristic of a place, not a person; parameter of a person's social role. If a person

corresponds to this place (social role), then it is considered that he has competency in this range of issues” (REZNIK; VDOVINA, 2020; SHIBANKOVA *et al.*, 2019).

As we have already indicated, the term “competence” is used together with the term “competency”.

What is competency, from the point of view of S.D. Reznik and O.A. Vdovina? Competency, being a functional characteristic, qualifies “the measure of mastering the competence and is determined by the ability to solve the tasks prescribed by the “place”” (REZNIK; VDOVINA, 2020, p. 53).

Competency-based approach in the educational process, we see that competency is understood as the aggregate characteristic of knowledge, skills and abilities that are interiorized by the individual and manifested as the ability and readiness of the individual for independent selective and projective actions in solving various behavioral and effective-practical tasks.

Taking into account the specific features of the pedagogical activity of a higher education teacher, in which educational cooperation, communication and other forms of interaction with students are implemented, as well as the combination of pedagogical activity with research work, F. V. Sharipov identifies the following types of key competencies: 1) cognitive; 2) socio-psychological; 3) socio-organizational (managerial); 4) information and computer, 5) creative; 6) communicative; 7) competency in health preservation (SHARIPOV, 2009).

S. D. Reznik and O.A. Vdovina have built a model of the groups of higher education teacher qualities, which reflects the necessary professional competences:

- Professional competency of a teacher, the first level criteria of which are the presence of professional pedagogical knowledge and skills, deep knowledge of the subject, understanding of the teacher's tasks, pedagogical skills, a broad scientific outlook;

- Moral qualities, including attitude to morality, culture of professional behavior, fairness, and high morality;

- Organizational abilities - the ability to build social relations, contact people, be an educator, the ability to organize collective activities (lead students), have authority;

- Business qualities, including attitude to business, ability to think strategically, possession of innovative mobility, which means knowledge of computer technology and foreign languages;

- The ability to control himself, implying control of his own life, time, knowledge of the rules and techniques of personal work and the ability to use them.

Moreover, the professional competency of a higher education teacher is leading, since it emphasizes his professionalism and is characterized as a system of knowledge, skills and abilities that form the basis of his professional activity as a teacher and scientist.

What is meant by these competences?

The data we have analyzed indicate that higher education teachers, first of all, must have competences that characterize their personal qualities - the competence of value-semantic orientation in the world, the competence of self-improvement, self-regulation, personal and subject reflection, the competence of health preservation and competence of social - civil spheres (VAKULA, 2018). These competences indicate such personal qualities as conscientiousness, self-criticism, objectivity, responsibility. A huge role in the educational activities is played by the teacher's competences, which characterize his communicative qualities (interaction). Here we can include the competences of social interaction in the field of professional activity and the competences of social interaction with the team, i.e., the ability to oral and written dialogue and monologue, mastery of cross-cultural communication, tolerance, the ability to understand conflicts and extinguish them, the ability and willingness to participate in public events, the ability to organize the cooperation of students, maintain activity and initiative, the independence of students, develop their creative abilities (GAFIATULINA, *et al.*, 2018). In order to have efficient pedagogical activity, modern teachers must have certain competences that ensure their professional activity. They include cognitive competences, information management competences, and teacher's professional competences. Professional competences are expressed in the readiness to implement educational programs based on the requirements of educational standards. In addition, these competences are characterized by the ability to use modern methods and technologies of teaching and diagnostics as part of the implementation of educational programs.

Deep knowledge of the taught discipline implies understanding of the fundamental conceptual components of the discipline, its place in the general system of knowledge and in the training curriculum, as well as keeping abreast of the latest developments in one's professional field and in the field of disciplines taught.

The pedagogical excellence of a higher education teacher is based on knowledge of psychology and pedagogy, methods and ways of organizing educational activities, principles of working out plans for lecture-theoretical and seminar-practical classes, and the ability to develop work programs for the discipline.

A broad scientific outlook is associated with a rich intellectual reserve, a high level of theoretical thinking, knowledge in various fields, as well as the ability to answer various

questions of the audience, bring new interesting facts, and thereby satisfy the cognitive need of students.

The quality of the educational process in higher education largely depends on the proficiency of information and communication technologies by university teachers.

Based on the analysis of works on assessing the socio-pedagogical qualities of a person and the specifics of the professional activity of a higher education teacher, we concluded that this activity is a multi-level phenomenon, which includes a set of priority areas. The competences we have highlighted are necessary for the successful implementation of the professional activity of a higher education teacher within the priority areas of his activity.

Thus, what are the priority areas of professional activity of a higher education teacher based on a competency-based approach?

Undoubtedly, the most important and integral part of the educational process of a higher educational institution is the pedagogical field of activity, which includes the learning process - the teaching load of a teacher with classroom work. This includes reading lecture material, conducting practical and laboratory classes, the load of which is approved in accordance with the adopted curriculum and work plans. Also, within the framework of this area, such activities as taking credit, oral or written examinations, supervising research or final qualifying work, coursework or diploma projects, conducting all types of practice (educational, industrial, pre-diploma) are noted. In addition to direct classroom work with students, the pedagogical field of activity includes advising students on independently performed individual work and receiving independent work (essays, reports, abstracts, group projects). For architectural direction teachers this field of activity may include preparation of students for exhibitions and creative competitions. The academic work of the teacher should not exceed 60% of the total working time.

As part of the pedagogical sphere of activity, methodical work is distinguished. This includes the development of work programs for disciplines and a fund of assessment tools for the disciplines taught, writing and publishing textbooks, teaching aids, laboratory workshops, and guidelines. This also includes work on the development of documents for the main educational program, reviewing of textbooks and teaching aids.

Of great importance for teachers and students is the cultural and educational sphere of activity (TISHCHENKO, 2020; LUGININA, 2020; SULAIMANOVA *et al.*, 2021), where teachers conduct educational work with students. It can include the work of teachers as curators of student groups in junior courses, carrying out activities aimed at solving the problems of state youth policy, harmonizing interethnic relations, countering extremism and terrorism in the

youth environment, preventing various addictions. This can also include the conduct of sports, health and educational activities, the organization of leisure for students.

The next area of activity in which a higher education teacher is involved is organizational and managerial. This includes work in academics, educational and methodological councils of structural units, work related to vocational guidance for young people and attracting applicants to study at the university. In addition, within the framework of this field of activity, the teaching staff can realize themselves as organizers and coordinators of scientific events at the international and all-Russian levels.

In addition to the pedagogical sphere of activity, higher education teachers are involved in the research sphere. Modern reality and the educational environment require university professors to publish in peer-reviewed scientific journals of the Higher Attestation Commission during the academic year, as well as write and publish articles indexed in the international databases Web of Science, Scopus. This field of activity allows the teacher to realize himself as a speaker on the topic of scientific research at conferences, as well as present the results of his scientific works in monographs. The implementation of research projects of university teachers can be carried out through participation in grant activities. The management actively encourages the writing of applications for the implementation of grants from various scientific foundations. In addition, within the framework of research work, teachers can carry out joint activities with students and take part in the work of dissertation councils in various areas of study.

Conclusion

Our socio-pedagogical analysis of the personality traits of a higher education teacher showed that modern teachers form a certain set of competences for the implementation of successful pedagogical activity. Among the knowledge, skills and abilities for successful work in the professional activity of a teacher, we identified personal competences, such as conscientiousness, self-criticism, objectivity, responsibility, focus on health preservation, flexibility, the ability to improvise; professional and pedagogical competences, such as deep knowledge of the subject, mastery of the basics of pedagogy, knowledge of the basics of psychology, knowledge and mastery of pedagogical technologies; communicative competences, such as language proficiency, the ability to measure the content and volume of material and tasks with the balance of the student's time, the ability to bring the material to students, the ability to choose the right pace of the lesson, the ability to choose and use

information support, the ability to organize a discussion, the ability to ensure effective participation of students in the lesson, the ability to involve students in scientific work; research competences, such as the willingness to participate in research projects, the ability to develop normative and technical documentation, the skills of publishing scientific work materials and mastery of public speaking technologies (conferences, etc.), the ability to maintain active and diverse creative contacts on scientific, professional and pedagogical activities, the ability to find sources of research funding for customers of specific scientific developments.

The model of competences a higher education teacher must possess is implemented in the following areas of activity as educational, methodological, organizational, managerial, cultural, and research.

As part of the modern education system, the teacher should develop such skills that will allow achieving high quality education. Good fundamental knowledge is a significant basis for successful pedagogical activity, but in addition to this, it is necessary to develop personal, communication and research competences.

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