

Structure and Content of Higher Professional School Lecturer Education Competence

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Abstract

Article aims to develop the structure and content of higher professional school lecturer education competence as a lecturer professionalism should be evaluated not only on the quality of the studies, but also for his participation in education activities in higher school. It is needed to rely on a stating that education competence is an integral feature of professional and educational activities aimed at the effectiveness of the educational process in higher professional school in developing its structure and content. In the structure of the lecturer education competence there are four components: humanologic, socio-pedagogical, organizational and methodical, professional personal. Their content is disclosed in knowledge, skills, abilities and personal qualities as necessary for the implementation of the education activities in higher professional school. The presented structure of high school lecturer education competence facilitates the efficient evaluation of the competences, the identification of the gaps in the competencies development levels and their correction with additional measures and means aimed to their effective formation.

Keywords: education competence, educational process, pedagogue, facilitator, faculty members, higher professional school

1. Introduction

Professional, civic and patriotic duty of teachers is to be specialists, educators and tutors equally. Therefore, improving the teachers professional level in pedagogy and psychology of higher education - is one of the most important tasks.

A lot of researchers consider teachers professional competence as a combination of knowledge and skills determining the impact of labor; amount of skills to perform the task (Fayzullina & Saglam, 2014); combination of personal qualities (Shaidullina, 2012); direction of professionalization; theoretical and practical readiness for activities; ability to complex culture forming types of actions.

However, the teacher professionalism should be evaluated not only on the quality of the studies, but also for his participation in education activities (Levina et al., 2015).

Teacher education competence is considered as an integral characteristic of his professional and educational

activities in researchers (Borytko, 2010; Maslennikova, 2012; Maksimova, 2006; Masalimova et al., 2014). Teacher education competence is not determined by individual events. It integrates academic and extracurricular activities and must be based on the core values of future professional activity. These are institute corporation value. There are centrifugal effects outside corporate code, university converted only provider of educational services, the relationship between students and teachers are reduced to the type of “producer-consumer”.

2. Materials and Methods

In developing the content of higher professional school lecturer education competence we relied on a stating that the education competence is an integral feature of professional and educational activities related: with the possession of the totality of cultural patterns, known to date, in which there is a human activity (academic, recreational, creative, etc.); knowledge of the national culture values and traditions and actions of their conservation; humane behavior; with a high level of spiritual interests and needs, aesthetic and moral needs in dealing with people, art, nature, broad outlook, erudition, principles of thinking, emotional culture, work culture, communication, legal and environmental culture, etc. (Mrathuzina et al, 2015); with the ability to use in-depth knowledge in everyday life and professional activity; with the presence of communication skills (ability to have different kinds of speech activity, to have the skills and experience in public speaking, to present themselves orally and in writing); with knowledge of the human and civil rights and freedoms, foundations of the RF Constitution (Fayzullina & Mukhametzyanova-Duggal, 2015), the Laws of the Russian Federation, the ethics of labor and civil relationship with the ability to apply this knowledge in different situations; with the possession of a system of knowledge about the interactions of physical, psychological and social health, life safety; with the ability to use the health saving technologies in daily life and professional activities; with the presence of knowledge and skills in the research activities organization and conduct; to have the ability to project activity: to have theoretical knowledge of fundamentals, constructing, logic and organization of the instructional design; to be able to formulate goals and objectives of the project, to predict consequences, taking into account the moral aspects; to be able to plan the project implementation, to evaluate and deliver results; with the skills and experience of joint activities in the group, partnership and cooperation, including the ability to use constructive ways to resolve conflicts, to overcome difficulties, disorders, communication barriers; with the possession of such social personality skills as sociability, openness, honesty, tact, kindness, tolerance, etc.; to be willing to take responsibility for the results of their social interactions; with the possession of effective self-organization and self-regulation skills of actions and deeds; ability to make decisions, predict performance and relations; with the formed personal qualities: activity, initiative, self-discipline, commitment and others; to share values and norms, based on the ideals of goodness, justice, honor, duty, tolerance, etc.

3. Results

We determine the composition (structure) and the content of lecturer education competence on the basis of scientifically substantiated meaningful description (phenomenological, methodology, activity-related) aspects of educational activities (Hocko, 2009). Taking into account the essence and specifics of pedagogical activities, profession mission, its role in society; object of activity; professional knowledge, skills; activities, ways of working, technologies; product of the activity (or its result); psychological qualities desired for the effective educational activities, communication, professional and personal growth and self-development, mentioned above characteristics of lecturer professional and pedagogical activity we combine in four main groups of competencies: humanologic, socio-pedagogical, organizational and methodical, professional and personal.

Humanologic competences. Pedagogical profession is a type of “man-a man” where the man is understood as a fundamental professional value for any education specialist, regardless of their specialization. Any genuine pedagogical action is taken in order to contribute to the improvement of human (the system of relations, the environment). Hence follows the specificity of the teacher object of activity. It is the human “on the background” of the educational process in the fullness of outpouring; socio-pedagogical conditions and the system of relations where human development, training.

The modern teacher foundation humanologic education and technology is anthropological knowledge which is recognized as a core of the specialist professional competence, because it connects the goals, objectives, content, education technology in holistic humanistic system.

All this suggests recognizing the priority of humanologic competence as a teacher professionalism, which we understand as the main professional-personal quality, based on the thorough system knowledge of the human as the subject of education, and expressed in the ability and willingness to the human-centered approach as the

main content of professional activity.

In the structure of the professional quality of any teacher we can identify the following components: see in the human the meaning and purpose, but never the means of educational efforts; to have a holistic understanding of the human as a “subject” of activities and of a pedagogue as a basically “tool” of this activity; to have professional skills in meaningful and substantive basis for pedagogical interaction; to be technology-savvy, i.e. owning the logic and methods of professional conception implementation.

Thus, it is assumed that the higher professional school lecturer must meet the following requirements of general pedagogical competencies humanologic component:

Have scientific and humanistic worldview: to have a complete grasp of the educational systems in the historical and contemporary socio-cultural environment; the content, structure, the educational process logic and principles; to be governed by the Law of the Russian Federation on Education, Resolution of the Government of the Russian Federation and the Department of Education, the Convention on the Rights of the Child, the main directions and prospects of the development of education, psychological and pedagogical sciences in professional and educational activities.

Aware the responsibility for the subjects of the educational process life and health protection: to know and comply with the rules and regulations of academic and extracurricular activities, children’s life and health, safety rules.

Being able to synthesize and use the knowledge of the person as the subject of the educational process in the professional and educational activities: to know and be able to apply the psycho-pedagogical bases of training, its logic and principles; structure, methods and means of educational and extracurricular activities organizing; to know and be able to use the theoretical foundations and methods of the educational process organization.

Know and respect the pedagogical ethics rules.

Socio-pedagogical competences provide specialist livelihoods in the professional and educational activities and the adequacy of the interaction with all the participants in the educational process. Professional and pedagogical communication is the core of the teacher competence; it always involves community similarity, mutual aspiration to understand and accept the other, not only to respond rationally, but also empathize emotionally. Pedagogical communication enables the construction of interaction based on humanistic principles. The role of properly organized pedagogical communication is especially great because the atmosphere of being turned towards the personality development of another individuals (child or adult), which the teacher creates.

Socio-pedagogical competences include communication skills, which provide opportunities for united actions in the “man-man” system. Pedagogical communicative competence is, first, specialist personal quality; secondly, the rate of awareness about the objectives, essence, structure, means, pedagogical communication special aspects; proficiency appropriate technology; individual psychological qualities; commitment to the continuous communicative activities improvement; orientation to the human as the main value as well as the ability for the unusual, creative solution of problems arising in the process of pedagogical communication.

Thus, socio-pedagogical competences consist of humanitarian orientation of the individual, values and positions system in the field of communication, communicative abilities and skills. They suggest the pedagogue development communication technologies and techniques, allowing building up interpersonal communication in a certain logic and consistency of its stages using psychologically and pedagogically suitable verbal and nonverbal means of communication; ability to prevent and resolve conflicts arising in the pedagogical process. There are such personal qualities as sociability, justice, sincerity, openness, tolerance, endurance, self-control, respect and self-discipline, etc at the heart of pedagogical communication.

The lecturer is prepared for cooperation in professional and educational environment, if as a result of training and practice will have the competences listed below (Asenova et al., 2013).

Be aware of the role and humanist nature of communication in pedagogical activity.

Possess professional knowledge about the features of the socio-pedagogical communication: to know the basic characteristics, ways and means of pedagogical influence and interaction (steps, levels, styles, roles, positions, socio-psychological mechanisms); to know and be ready to respect the pedagogical ethics rules.

Be able and willing to cooperate with all the educational process participants for the solving pedagogical problems: to be able to design, organize, analyze the pedagogical interaction process; to have the ability and experience of the individual, group, community activities of the educational process; to have methods and

techniques of effective pedagogical communication, creating conditions of psychological safety communication, conflict prevention and resolution in the pedagogical process.

Be aware and willing to take responsibility for the social and psychological climate and the results of pedagogical interaction.

Have personality professionally important qualities (empathy, tolerance, justice, compassion, delicacy, objectivity, etc.).

Organizational and methodical competences. In its most general form the subject of a pedagogue is the organization of human life. Organizational and methodical component precisely reflects the nature of the activity-based pedagogical work, involves a high level of methods and techniques for setting and solving pedagogical problems: analytical, forecasting, research.

Diverse nature of pedagogical activity externalizes oneself in various kinds of professional and educational activities. "Classic", the main (basic) types of professional and pedagogical activities can be regarded as education, teaching, learning, pedagogical communication. Sophisticated modern conditions of socialization lead to additional professional activities, such as a pedagogical support, correction, various kinds of consultative support (Nurgaliyeva et al., 2014). In the organization of educational activities a professional pedagogue is needed in such activities as diagnostic, organizational, methodical, information, communicative, evaluation, reflective. Among the varieties of the activities, which experiences originally was formed outside the scope of teaching, but eventually became widely used in education, we would like to note the pedagogical modeling and instructional design, education management, simulation.

Under the organizational and methodical component we mean a particular area of expertise on the implementation of profession and education activities (Gnostic aspect), as well as regulatory approach of the activity, its reflection in the form of a description, representation (activity aspect). Thus, as a result of training and practice higher school lecturer must meet the following requirements of general pedagogical competences organizational and methodical component:

Be prepared to carry out the main types of educational activities: to have the research and experimental experience in the field of pedagogy and education; to have the willingness and ability to teaching; to know and be able to apply the advisory activities methods and means in education and training; be prepared for cultural and education activities; to be able to organize educational activities in an educational institution; to have the correctional and development activities skills in the educational process.

Have the willingness and ability to use modern educational technology effectively taking into account the age and the individual characteristics of the educational process subjects: to know the ways of learning process instructional design (selection of the content, forms, methods and means of education); to have methods and techniques for setting and solving organizational and managerial problems in teaching activity; to be able to use psycho-pedagogical diagnosis, evaluate the results of the educational process based on it and set up correction development programs; speak in professional jargon.

Professional and personal competences. The pedagogical activity main difficulty lies in that a person engaged in it, becomes the main "implement" of his own activities. In this regard, the integrated purpose of a modern teacher education, according to modern scholars, is the personality of teaching staff as the subject of professional activities, as the "author" of oneself thoughts, evaluations, behavior orientation, without which he cannot act as a personal-organizer for the developing situation for others.

The lecturer professional and personal competences are individual characteristics, providing the ability to orientate oneself and make choices in rapidly changing and contradictory conditions of professional life.

The success of self-determination, self-development and self-realization teacher depends largely on the culture of professional and personal self-determination, which includes: self-determination and their teacher characteristics and abilities; range of professional and life goals and values; development of various methods and self-development and self-determination of psycho; a developed reflection; evaluation criteria itself, life and educational events.

Professional-humanologist should be inherent in the cultivating oneself abilities, to analyze successes and setbacks, the aspiration to work out some of his best style of training and professional work, which develops on the need for individual style, because it is like a picture of the resulting collision with external requirements and activities unique "internal coincidence of circumstances" (personal qualities of the cultivating oneself abilities). Thus, the formation of personality and professional competence on the basis of the expert subjective capacity—the process of gaining the meaning of life and professional life in the course

of professional activities and the possibility of their implementation. The lecturer must meet the following requirements of pedagogical competences professional and personal component:

Possess professional-pedagogical orientation of the person: know the specifics of teaching activities, its structure, types, functions, rules, requirements for individual specialist; be aware of and understand the social significance of pedagogical activity, its values, culture; to have a positive attitude, sustained interest, motivation for teaching activities; own teaching abilities, experience and skills teaching activity; be able to formulate and solve their own professional-pedagogical task to find creative ways to address them; the willingness and commitment to professional self-development, the ability to acquire new knowledge and skills in the field of pedagogy and education.

Have vocational-pedagogical consciousness: have the ability to professionally-pedagogical reflection; be aware of the prospects own professional activity, able to design, plan, to critically evaluate their professional conduct and activities, make the necessary adjustments to meet their personality characteristics and abilities; be aware of the responsibility for the results of their professional and educational activities.

To determine the level of the higher school lecturer competence formation in the field of education, we have developed a diagnostic system comprising: a passport for each competency of the separate groups, which reflects the competence content, a comprehensive questionnaire, substantially reflecting the above groups of competences. The lecturers involved in educational work in higher school (specialists in educational activities)—12 people, groups curators—23 people, subject lecturer—16 people were separated among those interviewed lecturers. Diagnostics showed the need for purposeful formation of lecturer educational competence. We developed a specialty course training in the field of lecturer psycho-pedagogical and educational work. This was conducted by cycles during student holidays; this course module is also included in the occupational study. Re-questioning has been held after conducting these courses for lecturers. We identified two groups—studied specialty course (during the formative experiment 65% of the teaching staff) - group 1 and not studied—Group 2.

Table 1. Teacher competences reevaluation results, in percentage terms

Competences	Levels	Curators	Specialists in educational activities	object lecturer			
Humanologic	High	65	52	75	52	62	48
	Average	35	48	25	48	38	52
Socio-pedagogical	High	55	32	65	36	45	35
	Average	45	68	35	64	55	65
Organizational and methodical	High	69	43	89	48	46	33
	Average	31	57	11	52	54	67
Professional and personal	High	56	32	59	40	45	25
	Average	44	68	41	60	55	75

According to the survey results, we can conclude that the level of competence has grown significantly from teachers who have passed a special course, however, and other teachers noticed positive changes that can be attributed to the influence of peers and indirect participation in the creation of the educational environment of the university. Also it should be noted that neither teacher showed low educational level of competence, so that the level of the table 1 is not shown.

4. Discussions

Modeling activities and individual experts in the field of pedagogy and education received considerable attention in psychology and pedagogy.

In teaching, there is a special term “effective teachers”. These people are distinguished by a unique combination of personal qualities and sustained trends responses that appear as subjective conditions of professionalism in teaching. An example is the analysis of specific behavioral outpouring of teacher professionally important qualities described in A. Maslow’s research work (Maslow, 1989). It describes 28

behavioral patterns effective teacher: from skills to prevent and interrupt misbehavior student skills to manage intellectual activity in accordance with the laws of its genesis to divide their attention skills and exercise in action recognition of children's values and personality of the child .

In Russia, N. V. Kuzmina, V. A. Slastenin revealed such aspect in their research, (Kuzmina, 2003; Slastenin, 2004). These authors focus on profессиogram where requirements on the person and teachers activity are proved scientifically.

To date, there are several theoretical models of education professionals, developed based on a study of phenomenology teaching activities, the characteristics of its activities and individual representatives of the field of pedagogy and education (S. G. Vershlovsky, S. B. Elkanov, V. A. Kan-Kalik, V. A. Slastenin, I. F. Isaev, E. N. Shiyonov, G. S. Sukhobskaya, L. M. Friedman, etc.). Most of them relate to the activities and the teacher's personality (A. O. Prokhorov, N. V. Kuzmina, A. K. Markova, L. M. Mitina, etc.).

However, versatility and diversity of activities of university teachers require solutions not only educational, but also educational objectives. In this regard, we proposed the allocation of educational competence of high school teacher.

5. Conclusion

Thus, on the basis of a meaningful description of substantiated scientifically (phenomenological, methodical, activity-related) aspects of pedagogical work, we have developed the structure and content of lecturer competence in the field of education, which includes four basic competence groups: Group 1—humanologic, which is meant a main professional personal quality, based on the thorough system knowledge of the human as the subject of education, and expressed in the ability and willingness to the human-centered approach as the main content of professional activity; Group 2—socio-pedagogical associated with teacher humanitarian orientation, the system values and positions in the field of communication, communicative abilities and skills; Group 3—organizational and methodical reflect pedagogical activities, include a high level of methods and techniques for setting and solving pedagogical problems: analytical, forecasting, research; Group 4—professional and personal, providing the ability to orientate oneself and make choices in rapidly changing and contradictory conditions of professional life. The presented higher school lecturer educational competence framework promotes the competences effective evaluation, the identification of gaps in the competences development level and timely submitted their correction with additional measures and means to their effective formation.

6. Recommendations

The problem is revealed in the article, may be useful for teachers and supervisors not only higher, but also vocational schools; students of pedagogical skills; researchers in the formation of competencies of teachers, the development required for the implementation of educational activities in high school competencies.

Further research should focus on the selection and structuring the content of training for lecturers of higher professional schools aimed at the optimal choice of teachers relevant content and effective technologies vocational education students. Such programs should be developed with the participation of academics and students to scientific generalization programs should be involved in research institutes; substantive and procedural components of the program should be publicly discussed at seminars and conferences.

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