

# THEORETICAL AND METHODOLOGICAL APPROACHES TO THE FORMATION OF COMPETENCIES OF THE HIGHER SCHOOL TEACHER

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**Abstract:** *In connection with the reform in the higher education system, higher education institutions are faced with the task of preserving and enhancing the created potential, which, first, consists of qualified human resources. The authors of the paper believe that the new educational standards dictate their own rules, which state that a modern university teacher should not only be a lecturer, but also have the skills of a manager, organizer, have knowledge in psychology, in the field of civil law and social and labor relations. In the framework of this article, the authors systematize theoretical and methodological approaches to the formation of the competencies of a higher education teacher (knowledge approach, activity approach, modeling of pedagogical competencies, psychology of pedagogical education) and outline the principles of selecting the content, methods and teaching aids for building the competence of higher education teachers.*

**Keywords:** *higher education system, teacher, competence, theoretical and methodological approaches, paradigm, innovative education, supporting education, higher education.*

## INTRODUCTION

Domestic higher education system is acquiring certain specifics today, due to the factors such as the intensive growth in the importance of scientific activity both at the teacher level and at the level of a higher educational institution; rapid growth and development of ICT; integration of Russian education into the global educational process associated with the processes of globalization; a significant change, not for the better, in qualitative composition of students and their intellectual potential, etc. [Zubkova, et al., 2019; Ponomarev, et al., 2019; Gafiatulina, Makadei, et al., 2019]. In connection with the active transformational processes taking place in all spheres of social life, it is impossible not to notice the changes affecting the higher education system [Karapetyan, et al., 2019; Kovaleva, Maslova, et al., 2019]. The modernization of the higher education system is caused by the need of higher education to adequately and timely respond to global challenges and socio-economic changes in the world. This fact is emphasized in the Concept of the Development of Education in the Russian Federation until 2020, “A necessary condition for the formation of an innovative economy is the modernization of the education system, which is the basis for dynamic economic growth and social development of a society, a factor in the well-being of citizens and the country's security” [Concept for the Development of Education, 2014].

Currently, the system of higher education in Russia is being reformed. This is due to the transition to a multi-level system of education practiced in the global educational space. In connection with the reform in the system of higher education and the optimization of the number of educational institutions, each institution of higher education faces the task of preserving and increasing the created potential, which primarily consists of qualified human resources. Modernization of the education system lies in changing the educational paradigm, which entails not only changes in the basic educational programs, but also requires changes in the qualifications of the teaching staff of higher education. “In modern conditions for the implementation of educational standards of the third generation, higher professional education needs a teacher who should not only be a lecturer, speaker, but also a manager, trainer, organizer of students' independent work. The personality of a teacher, his methodological and psychological competencies should largely determine the quality of teaching” [Reznik, Vdovina. 2020: 3]. Thus, we see that the system of higher education is being changed, the requirements for the quality of the educational process are being increased, which leads to changes in the social order for professional staff of higher education and causes research interest in the competencies of a higher education teacher on the part of domestic scientists

### *Review of the research literature and the extent of a problem*

Since the institute of education plays an important role in the life of society - it ensures the internal stability of the state and strengthens its position on the world stage, many scientists as part of their research consider the issues of education and the formation of competencies of a modern high school teacher. The interest in the problem of education is aggravated in the 20th century for several reasons: changes in the framework of the social policy of states, in the framework of all areas of activity; the level of specialization is increasing, and the number of students and their social composition is expanding. Russian society is forming itself as a “knowledge society” with its social and political consequences, which causes a sharp controversy among representatives of social and humanitarian knowledge. Distinguished are the works of T. Parsons, M. Weber, W. Beck dealing with the fate of science and education; they consider

education as a social institution [Parsons, 1973; Weber, 1922; Bek, 2001]. For sociological science of great importance are studies where education is seen as a driver of intellectual and spiritual-moral development. These studies include the works of P.A. Sorokin, who said that education is one of the most effective social elevators [Sorokin, 2005]. This idea is supported in the works of P.R. Toulou, B. Pokol, J. Lebo [Becher, Trowler, 2001; Pokol, 2001; Brennan, King, Lebeau, 2004]. Currently, there are some interesting works giving a new look at understanding public policy in relation to higher education on the ground of sociological, cultural, political and economic analysis [Fisher, et al., 2009]. When analyzing public policy in the field of education, scientists use postmodern or structuralism approaches; in some works, the gender nature of decisions regarding the education system is emphasized [Shaw, 2004].

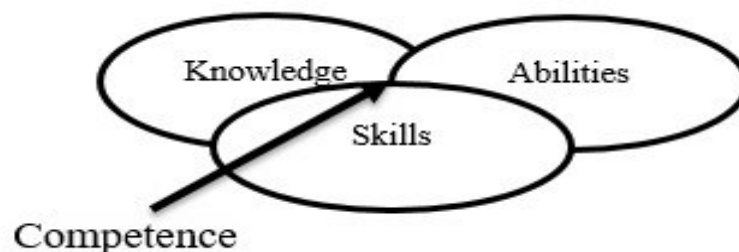
Speaking about the Russian education system, it is worth mentioning the works aimed at examining the functions of higher education, as well as changes in the functions in connection with the reforms in the higher education system [Glukhova, 2013; Gorshkov, Sheregi, 2010]. A separate direction in the sociology of education is the satisfaction of various social groups with the activities of higher education [Shatokhina, 2011]. When considering satisfaction with the activities of educational institutions, researchers turn to youth educational strategies [Cherednichenko, 2012], the process of their socialization within the university, and the social health of students [Gafiatulina, Rachipa et al., 2018; Gafiatulina et al., 2019]. One of the directions in the sociology of education includes the works related to the quality of the educational process, where the faculty of higher education plays an important role [Fadeeva, 2012]. As part of these studies, the image of a teacher in higher education, his professional qualities, experience in scientific research are considered. In connection with the transition to new educational standards and a competency-based approach in the education system, research interest is aimed at studying the process of forming the competencies of a modern teacher of higher education [Borovkova, Zachinyaeva, 2018]. Thus, in connection with changes in the system of Russian education associated with the expansion of the “knowledge” paradigm and the addition of this paradigm with the “competency” (activity) component, there is a need to systematize theoretical and methodological approaches to the formation of the competencies of a higher education teacher.

## RESEARCH RESULTS AND DISCUSSION

Education acts as a basic element in the development of any state, the development of human potential, and the reduction of social inequality. The system of modern higher education in Russia is in the process of technological and technical updating, due to the growing role of organizational and information technologies. In connection with the ongoing updates, the Russian higher school experiences an urgent need for qualified teaching staff and exposes special requirements for the university teacher and his competencies. Before proceeding to the consideration of the theoretical and methodological approaches to the formation of the competencies of a higher education teacher, it is worth to itemize the terms “competency” and “competence” as applied to the pedagogical activity of a university teacher.

Management of any organization is based on the principles of a quality management system. An educational organization is no exception, and its activities are regulated by the norms prescribed in the National Standard of the Russian Federation

for a quality management system [Quality Management System, 2015]. This document outlines aspects of competence that focus on both the competence of subordinates and the competency of the manager. The main principles and the role of the competency-based approach in modern Russian education are considered in the work of I.A. Zimnyaya. She believes that competencies are some internal, potential, hidden psychological innovations (knowledge, perceptions, action programs (algorithms), value systems and relationships), which are then identified in a person's competencies as relevant, active manifestations [Zimnyaya, 2004]. In this paper, we rely on the definition of competency developed by L.V. Lonskaya, where competency "in the field of professional and pedagogical activity of a teacher of a higher school is understood as a combination of competencies containing knowledge and skills in organizing educational progress and experience in creating methodological approaches, evaluating students' academic achievements and forming professional communication" [Lonskaya, 2013]. Competencies are generalized methods of action that ensure the efficient performance of professional activities. These are human abilities to put into practice their competency [Sergeev, 2010]. The formation of competencies is a system of knowledge, abilities and skills.



**Figure 1.** Formation of competencies.

There are two main paradigms of education: knowledge and competency paradigm. Since the formation of the competency of a higher education teacher is primarily the formation of knowledge, the knowledge paradigm is of great importance in the formation of the competency of a teacher of higher education. Within this paradigm, the teacher himself is seen as a resource tool that allows finding the solution to the most important tasks the state faces. With the help of this paradigm, a person receives knowledge in a finished form, since the basis of this approach is to give knowledge. Based on this paradigm, a person gets educated; acquired knowledge helps him solving assigned tasks and answering the questions arisen. Training to assimilate language, evidence and reproduce information also takes place within this paradigm. That is, the teacher instructs how to describe the position of others, but does not express his own opinion. The organization of the educational process within the framework of the knowledge paradigm proceeds according to the scheme: presentation of information - perception - consolidation - control. Within competency-based approach to learning, a person is considered as a main goal of education. Using competency paradigm in education, a person can learn to analyze examining previous experience. Within this paradigm, he learns to get and enrich his personal knowledge based on diverse information, to set goals, to integrate ideas, to assimilate the way of thinking leading to new knowledge, to classify the information analyzed. He uses pedagogical and new information technologies in his professional activities to obtain the necessary information. In our opinion, these paradigms, in the form of a symbiosis of knowledge

and competency-based approaches, contribute to the most complete formation of the competencies of a higher education teacher and his productive implementation of professional activities.

In the socio-psychological and pedagogical field of scientific knowledge, in the framework of highlighting approaches to the organization of the educational process, the structural features of competence are taken into account, "knowledge and understanding (theoretical knowledge), knowledge of how to act (practical application of knowledge), knowledge of how to live (values, positions) "[Beisenbaeva et al., 2017]. It is possible to achieve effective formation of competencies by organizing the process of training teachers the humanities in the framework of an activity approach, because competencies are mastered, formed, manifested, and verified in the process of performing a certain set of professional and practical actions. It is the experience of professional activity of a teacher of higher education that is the basis in the process of developing competencies. The significance of the activity approach for the formation of professional competencies of a teacher lies in the fact that it involves training a specialist in choosing a goal and planning professional activity, its organization and regulation, control, introspection and evaluation of performance [Beisenbaeva et al., 2017; Gafiatulina, Artamonova, 2019].

The process of forming the competencies of a higher education teacher largely depends on the theoretical and methodological foundations, which are expressed in specific methodological approaches. From a scientific point of view, they allow us to determine the strategy and methods of researching the process of forming competencies, and at the same time to gain reliable knowledge about the object of study. Currently, the characteristics of professional competency of a specialist in any field including a teacher of higher education have been defined: cognitive competence consists of the level of professional knowledge; regulatory competence gives the opportunity to use professional knowledge in labor; reflective-status competence gives the right to act in a certain way while recognizing authority; normative competence - is the authority that a specialist possesses within the framework of his position; communicative competence is the establishment of contact (interaction) for the implementation of practical activities; creative competence presents a creative component [Sergeev G.A., 2010].

In the context of higher education in Russia, professional standard "Teacher of vocational training, and additional professional education" is developed and approved; it is the basis for the formation of human resources policy and personnel management of a higher educational organization [Professional Standard, 2015]. Competency of a higher education teacher is formed on the generalized competencies for the teacher of higher education and the developed professional standard for the teacher of higher education, The following principles have been developed and justified as the basic principles for the selection of content, methods and teaching aids for the formation of the competency of university teachers in the field of professional pedagogical activity: the practice-orientation principle, the principle of motivation, the principle of professional orientation, the principle of integration of knowledge, the principle of targeting, the feedback principle, the principle of the adequacy of the content of training by modern methods and means of implementing the didactic potential of information technology in the process of the formation of teachers' competency.

Considering the issue of forming the competencies of a higher education teacher, we present a set of teacher competencies - a certain model. That is, a higher education

teacher possesses a set of competencies necessary for his pedagogical activity within the field of knowledge in which a teacher carries out his professional activity; thus, a competency model of a higher education teacher is formed. When modeling the system of pedagogical competencies, it is advisable to use the competency structure proposed in the work of M.M. Spencer and S.M. Spencer [Spencer, Spencer, 2005]. That is, within the framework of the model approach, a system is built that helps teachers carry out their pedagogical activities: Motives - Psychophysiological features (properties) - Self-concept - Knowledge - Skills [Petrovichev, Konnova, 2014]. Motives guide and provide an opportunity to make a choice of behavioral strategies. Psychophysiological characteristics allow developing appropriate responses to situations or information. Attitudes, values or image of a person determine the actions of the teacher. Skills are the ability of a teacher to perform a specific physical or mental task based on previously acquired knowledge.

Since we see that psychophysiological characteristics are important in professional activity, it is important to resort to the psychology of vocational education [See, 2013]. Based on this approach, the stages of the organization of education for the formation of the competency of a higher education teacher are distinguished. First comes cognitive-oriented learning. At this stage, there is work with psychological and pedagogical information: obtaining, understanding, structuring and transmitting to the audience. In the process of activity-oriented training, practice-oriented tasks are performed. Then comes a personality-oriented training - analysis of the course and results of the work done, comprehension of the experience gained, reflection on personal changes, and determination of the strategy of one's own professional and pedagogical activity. In the framework of theoretical and methodological approaches to the formation of teacher competencies at the Research Institute of Higher Education, an attempt was made to systematize the main ideas of the innovative paradigm of higher education in a conceptual approach called the concept of innovative education. This approach uses the categories of "innovative" and "supportive" education, borrowed from the experts of the Club of Rome. This concept meets the requirements that are currently imposed on the higher education system. Therefore, we consider and compare two theoretical paradigms of innovative and supportive education in the main components of educational activity (see Table No. 1).

Table number 1. Comparison of two educational paradigms in the main components of educational activity

<b>Components of educational activity</b>	<b>Innovative education</b>	<b>Supporting education</b>
<b>Scientific values</b>	Non-classical and post-non-classical types of scientific and methodological rationality prevail, in which the methods and subject of knowledge influence its results, and scientific knowledge is considered in the context of the social consequences of the activities of professionals	The epicenter is the classical type of scientific rationality, the absolutization of science
<b>Educational objectives</b>	Formation of the future creative activity	Sharing cultural experiences
<b>Principles of coordination</b>	Interdisciplinary organization of the content of the educational process; integrated development of the laws of nature, technology, social space, personality based on systemic thinking	Disciplinary organization of the content of the educational process; isolation of departments, blocks of disciplines and teachers
<b>Means</b>	Teaching methods and means are aimed at mastering the methodology of creative activity, the formation of innovative ability of a person - the ability to create something that a teacher may not know about	The dominance of teaching methods and means aimed at transmitting ready-made knowledge and methods for solving problems that have mostly unambiguous and well-known answers to the teacher
<b>Conditions</b>	The formation and development of spirituality, morality, social responsibility as factors of high professionalism	Correlation of moral and spiritual qualities of a person by formal mechanisms

Innovative education is organized on the integration of modern educational technologies with the extremely intensive research activities of modern teachers; on connection of the studies of higher education institutions conducted on the so-called advanced flank of science, engineering, technology, with training and the needs of socio-economic, industrial, as well as an interdisciplinary approach to the educational process. In its best examples, innovative education is aimed not only at relaying knowledge, skills, etc. data, which tend to be obsolete, but also towards mastering basic competencies, which allow acquiring knowledge independently. It is for this reason that such education should be associated with practice more closely than traditional one. To implement the concept of advanced education, it is necessary to find new forms for the effective integration of fundamental science and education, despite the existing contradiction showing us that the demand for specialists endowed with practical knowledge and competencies is growing in the labor market. From the point of view of the theoretical, educational, methodological and scientific-organizational side, according to S.D. Reznik and O.A. Vdovina, innovations in the higher education system as part of the formation of the competencies of a higher education teacher include “changing the structure of specialties and specializations, designing new educational standards, developing new models and concepts for training personnel, determining the content of educational programs, applying information technologies”, and developing innovative scientific -technical activity [Reznik, Vdovina, 2020: 14]. An important approach and requirement for the formation of the competencies of a higher education teacher is to receive additional professional education, which includes advanced training, retraining of specialists. To assess professional competencies of the personnel, the legislation

regulates the functioning of independent institutions for assessing the quality of education (public, professional and public accreditation, educational and professional standards).

## CONCLUSION

The analysis of scientific works within the research shows that the modernization of the educational system lies in the change of the educational paradigm, which entails not only changes in the basic educational programs, but also requires changes in the qualification requirements of the faculty of higher education. Researchers in the field of sociology of education distinguish two main educational paradigms: knowledge and competence. Changes in the system of Russian education are associated with the expansion of the “knowledge” paradigm and the addition of “competence” (activity) component to this paradigm. The formation of a higher education teacher’s competencies is a model of professional competencies of a teacher, which consists of the following components: Motives - Psychophysiological features (properties) - Self-concept - Knowledge - Skills. The formation of the components of the professional competency model consists of the stages: cognitive-oriented learning, activity-oriented learning, and personality-oriented learning. Thus, the readiness of a higher education teacher to his professional activity is not only acquiring fundamental theoretical knowledge. Special pedagogical abilities are required, the desire to develop creative potential of himself and his students, aiming at a certain activity, the ability to implement his personal capabilities for solving pedagogical tasks in certain circumstances.

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