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Research paper



Modern Trends of Development and Assessment of Professional Potential of the Teaching Staff Abroad

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Abstract

The relevance of the problem is determined by the increasing requirements for graduates as potential employees.
The aim of the paper is to investigate the requirements for the product of the system as a whole and for the leading element of this system, in particular [14]. The paper discusses the results of studying the parameters of the complex phenomenon "The problems of the formation of new content and the results of the work of the faculty". To achieve this goal, the following tasks were accomplished:
- the factors and causes that trigger a change in higher education and faculty were identified;
- a comparative assessment of the criteria of the working conditions of various concepts and their impact on the work of employees in higher education was carried out;
- main stages of the professional capacity development process and the sequence of their implementation were determined.
The leading scientific approach to investigating this problem was the institutional approach.
The main results of the paper are as follows:
1.The main stages and sequence of the process of professional potential development were identified;
2.The approach of improving the qualification of the teaching staff was suggested;
3.The model of adaptation and professional orientation of the teacher was defined.
The materials of this paper may be useful for the practical activities of the education system.

Keywords:

1. Introduction

The problems of teaching staff preparation are crucial in the field of education and training in most countries, and are being addressed by both national governments and international organizations.
The emergence and existence of these problems is predetermined by such requirements as the need to ensure the competitiveness of countries and such an integration community as the European Union by increasing the intellectual component in providing economic and other benefits (technologies) that require the use of highly skilled labor by increasing the creativity of processes in the organization (Maiorana, F., et al., 2017). Traditional methodology of scientific research used the formulation of the scientific hypothesis with the subsequent argumentation in favor of both confirmation and disavowal in this work.
The main factors of increasing competitiveness are considered to be: the process of continuous education and training of highly qualified personnel; expanding the capacity of each economically active member of society through the implementation of national strategies for lifelong learning, including a variety of forms and methods of teaching, the establishment of new and/or related qualifications, and the acquisition of additional education for the existing ones (Némethy, K, et al., 2015). They also include the development of new forms, means and teaching methods not only in the sphere of primary, secondary, but also of higher education, i.e. for such segment of the target market as an adult population [9]; diversification of the educational activities of higher education institutions through the development of curricula for specialized education in the upper secondary school; training employees in new professional skills or improving their skills without interfering their professional activities, that is, at the workplace. This becomes typical of the whole global community, including Russia (Gretchenko, A.A. & Gretchenko, A.I., 2017).
Such requirements has determined an increase in the demand for teaching staff with relevant skills, competencies and qualifications that form a professional capacity that is continuously adapted to the demands of labor markets (Udelhofen, S.K. & Larson, K., 2003).
Thus, in countries with high incomes, according to World Bank statistics, 15.8% of the world's population and in most countries of the euro zone (4.8% of the world's population belongs to this zone) develops the trend towards creating a new economy. The new economy is be based on knowledge and assumes changes in the content and type of work activity of graduates of higher education institutions rather than the economy focused on service development, also known as post-industrial economy.

2. Results and Discussion

Other authors in former studies did not consider the studied aspect from this point of view. Thus, let us consider the research results.
The similar trend is seen in the changing demand of various target segments of client markets for the level of preparedness and com-

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petence of graduates of universities (bachelors and masters). The labor markets reveal a change in priorities in the graduates of various fields of training. This has become clear in recent years, when the demand for industrial labor markets increases for those who possess not only theoretical knowledge, but also practical skills in their working activities. The emergence of new spheres of economic activity based on the advanced achievements of science, technology, information, and computer technologies, as well as related industries that require knowledge not only in one, but in several directions of higher education, have led to the fact that the countries of the European Community, as well as organizations such as the Organization for Economic Co-operation and Development (OECD), the World Bank and UNESCO have come up with a strategy to increase investment in education and training (Goryainova, L.V., Krishtal, I.S. & Kuznetsova, O.D., 2017; Oleynikova, O.N., Murav'eva, A.A. & Aksyonova, N.M., 2009).

By means of a change in demand for the level of quality of graduates' preparation, universities respond to the quality of teacher training and the professional potential of the teaching staff: they have to adapt to the demands of labor markets, to form new content and the results of labor of the working activity of a university teacher.

The tasks performed by teachers of higher education are constantly becoming more complicated: they are not limited to the classroom and the former ways of transferring knowledge, which was adapted by the teacher meeting the requirements for the level of preparation and the necessary amount of knowledge of students. The number of sources of information was, as a rule, limited, so, the basis for obtaining knowledge for students was the lecture notes and study guides developed by the teaching staff of the department.

The modern process of obtaining knowledge is not limited by the number of sources of theory, but requires an increase in the practical skills of their application (Gu, F. & Widén-Wulff, G., 2011; Khan, M. & Davis, J.J., 2016).

The new tasks include the following: making innovative proposals for the development of higher education; cooperation with interested social partners and commercial economic entities that form the demand for graduates, requirements to the quality of their training, skills and practical skills, competencies, and work with trainees with disabilities (Napper, S.A., Hale Jr., P.N. & Puckett, F.J., 2002; Davoudi et al., 2018; Fartash et al., 2018)

Such tasks emerged many decades ago, when students were sent to practice, and teachers for retraining, advanced training once every five years, according to the plan of each institution. In addition, departments were established at enterprises, higher technical educational institutions (universities), factories-technical colleges in large corporations (Smirnova, E.V., Dobrjkov, A.A., Karpenko, A.P. & Syuzev, V.V., 2017). However, these tasks remain not only just relevant, but become more and more important (Milovanova, G.V., Kharitonova, I.V., Fomina, S.N., & Dayker, A.F., 2017). For example, continuing education without interrupting the educational process in the institution, or in another one, each teacher should plan for himself, based on his own training needs. Special attention should be drawn to self-training throughout teacher's professional life and to raise this basic skill of the modern training concept in all university students (Al-Nashmi, M.M. & Hj. Syd Zin, H.S.A.R., 2011; Tastan et al., 2018).

According to available literature sources, research on current trends, conditions and methods for developing the professional potential of higher education teachers abroad allowed to determine the main stages of this process and the order of their implementation (Fig. 1). It is obvious that the formation of the professional capacity of a teacher of each particular higher educational institution starts from the external environment or in the educational institution itself, proceeding from the specific requirements of the university. These requirements, first, are the requirements for the quality of training bachelors and masters in accordance with existing internal standards and traditions, secondly the requirements of labor markets, recruiting and, accordingly, assessing the quality of the knowledge acquired in the form of skills, abilities, and competence. In turn, the latter proceed from the needs of client markets and trends of their development both on a separate territory (geographical market) and in the whole country. Thirdly, they include the requirements of higher-level governing bodies of higher education in accordance with national, common-European or other continental standards and norms imposed on the quality of graduates' training and formed based on adopted national, European or other doctrines (policies) in higher education. Thus, the degree of development of any stage in the development of the professional potential of teachers determines the priorities in various spheres of higher education in a given country (Udelhofen, S.K. & Larson, K., 2003). For example, Great Britain draws special attention to the professional training of teachers in institutions of higher education of the corresponding profile.

The main trend is to carry out practical training for future teachers, which corresponds to the practice-oriented model used by the higher school in the Russian Federation.

The basic documents providing the status (rights, duties and budget) of the procedure for training the teachers in England are the following: the status of a teacher with qualifications that determine the graduate's ability to find employment in non-commercial educational institutions, a professional code of ethics, professional conduct and the practice of registered teachers in England. The code is aimed at improving the standards and quality of education and at supporting the high professional level of teachers in changing conditions of the external environment and requirements in professional activity. In other words, it is to develop or stabilize the professional potential following on from the context of the conducted research. Professional standards for teachers that regulate their competence and the degree of their mastery at various stages of their career, starting from the first stage - the graduate of the university, who received certain status (teachers qualification), - and ending with the final stage - a teacher - an advanced expert. Academic infrastructure is a set of standards. It includes the qualified framework and descriptors of qualifications of each level; a code of practice containing general requirements for higher education with a view to implementing standards; certain benchmarks that are to help in building the education process in the so-called subject blocks or blocks of disciplines, and describe the specifics and integrity of these blocks in terms of training level; the formulation of the supposed (expected) results of achieving standards and certain requirements for the content of the learning process; and, finally, the description of the peculiarities of each educational program for certain universities, differing in the variety of goals, expected results, means and methods of instruction.

3. Conclusion

The problems of teaching staff preparation are relevant in the field of education and training in most countries, and are being addressed both by national governments and international organizations (Maiorana, F., et al., 2017). The European Union believes that the main factors in increasing competitiveness are: the process of continuing education and training of highly qualified personnel; expansion of the capabilities of each economically active member of the society through the implementation of national strategies for lifelong learning, diversification of educational activities of higher education institutions through the development of curricula for specialized education in senior high school; training employees in new professional skills or improving their skills without interfering his professional activities, that is, at work (Burtsev, A.K. & Zvonova, V.A., 2006). Such requirements has determined an increase in the demand for teaching staff with relevant skills, competencies and qualifications that form a professional capacity that is continuously adapted to the demands of labor markets (Gryazev, M.V. & Arkhipova, S.A., 2014).

Let us consider the effect of training teachers in the external environment on the formation of their internal professional potential in a higher educational institution abroad.

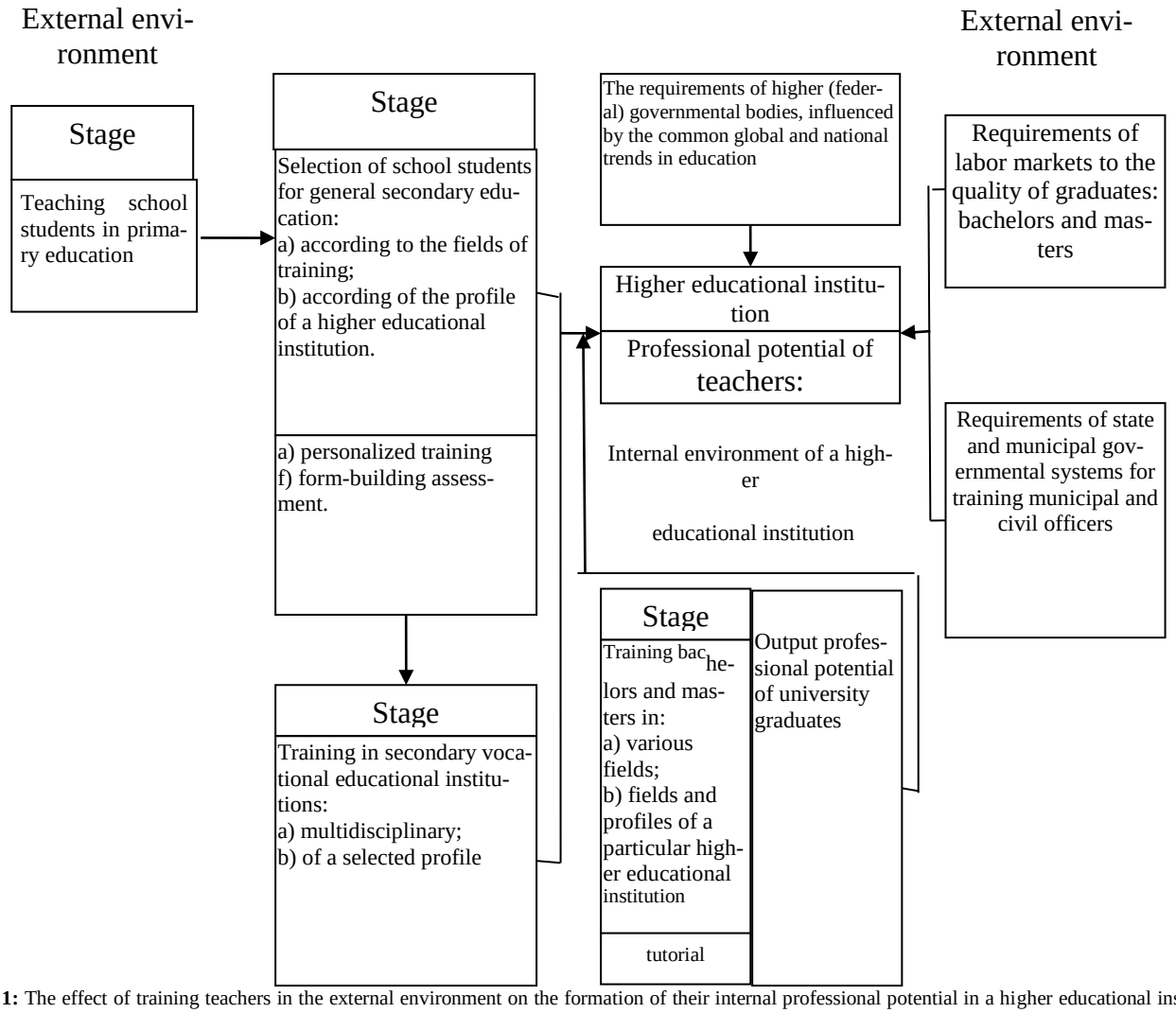


Fig. 1: The effect of training teachers in the external environment on the formation of their internal professional potential in a higher educational institution abroad.

In addition to the school administration, the General Teaching Council is responsible for managing the activities of registered teachers. It can apply disciplined measures (sanctions) to teachers whose level of training or professional capacity does not meet the standards. Thus, these facts form the requirements for the level of professional potential that a graduate of a higher school should possess (Khusainova, R.M., 2017).

In addition, the development of professional potential of teachers has a certain number of stages (Kiseleva, O.O., 2002).

The first stage is the first year. It is called trial and it is the period of entrance upon their duties. An individual program of support for a beginner teacher accompanies this year. During the year, there occurs an evaluation of activities to obtain the status of a teacher of a certain qualification.

The second stage is formed by the system of improving the qualifications of teachers in three spheres or environments – in-school, interschool and extracurricular- in the process of continuous professional development.

For example, the in-school system of qualification improvement includes the probation period, the period of entrance upon the duties, tutoring, supervision of lessons, exchange of experience, and cooperation in the planning of pedagogical activity. Interschool system of interaction is implemented in the form of schoolteachers' communities, virtual interschool communities, teacher's television, and school cooperation. The extracurricular system of professional development is carried out in colleges of further education, universities, private educational institutions, and associations on subject fields (blocks), professional master's course, and doctoral studies (Yanckovsckaya, V.V., 2016).

It should also be noted that in the process of preparing a teacher at a higher educational institution, two additional types of training are widely used: tutorials and personalized training.

Tutorials are understood as individual or group lessons of a university teacher (tutor) who has high level of professional potential and appropriate results of work, with a small group of students (from three to five people) allocated to him for the entire period of studying at the university. The aim of such systematic and regular type of preparation and support of the students' educational activities is the active additional, interpersonal, extracurricular interaction of a teacher with his students in solving all the problems in the training process, providing timely and high-quality consulting assistance in any discipline or block of disciplines (Zaytseva, N., Larionova, A., Zhukov, V. & Pervunin, S., 2017).

Personalized learning is a type of learning that is oriented towards the construction and implementation of various teaching and learning strategies (programs), taking into account the unique capabilities of each student. Its objective is to obtain high learning outcome, increase the potential (unique talent) of each student through the use of current monitoring (monitoring learning outcomes), assessing the potential, effects and efficiency of learning with the obligatory condition of constant feedback between a teacher and his students (Khusainova, R.M., 2017).

The main form of the current assessment (based on the use of the feedback principle) is the form-building assessment aimed at optimizing the learning process, then fixing the results of the students' mastering the curriculum in the form of scoring (Abazovik, E.V., 2010).

The principle of feedback in its essence is the impact of the results of students' learning or mastering the material on the formation of new or adjustment of old training programs.

Thus, it is possible to supplement Fig. 1 with those steps that relate to raising the level of preparation in students in the external environment: it is personalized training and form-building assessment at the stages of preparation of school students in primary and general secondary education. Such training raises the level of training entrants and requires, in turn, an appropriate level of professional training of university teachers and the required professional potential (Rasskazov, F.D., 2013).

In the internal environment of the university, in order to increase the professional potential, it is also possible to apply a trial year for a young teacher and qualification improvement training system in the form of continuous intra-university, interuniversity and outer-university development (Botkin, J.W., Elmandjra, M. & Malitza, M., 2014).

For example, tutorials may be considered to be, on the one hand, a form of increasing the level of students' training. On the other hand, they require acquisition of all the disciplines of the curriculum from teachers at least at the beginner level. The acquisition should be based on a systematic methodological approach, the application of its principles and methods of analysis the degree of the process provision of training teachers with all types of resources, strategic objectives and training plans. These plans should timely and adequately forecast or anticipate changes in the requirements and conditions of the external environment as factors that affect the most powerful influence on processes, conditions, nature of work and management methods as elements of the humanization of labor of university teachers.

According to our ideas, teachers of higher educational institutions can also apply the two types of professional potential development that are widely used for teachers in the UK. They are a trial year and a system of qualification improvement within a particular institution, outside the university and between higher education institutions, through the exchange of new educational, educational, creative methods, technologies, methods, educational and methodological publications while conducting scientific and practical, methodological seminars, conferences, and symposia (Ibenne, S.K., Simeonova, B. & Harrison, J., 2017; Mustapha, B., Amal, Y., Belaaouad, S. & Mohamed, R., 2017). An efficient form of such continuous professional development of university teachers may be joint development of course books, textbooks and study guides for disciplines that are in the curricula of the same field and profile (Kelle, V.& Kugel, S., 1991). Here come the new higher education paradigm (Némethy, K., et al., 2015).

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