

COMPETENCE RESEARCH AND TEACHING STAFF

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The article discusses the essence of professional competence of university teachers (high school teacher) as a complex personal-professional quality system, which provides on a personal level its self-organization in accordance with the requirements of professional work in higher education. The analysis of its structural components, which must be periodically modified, adjusted due to the rapid development of science and practice.

Competence of high school teacher, college, professional and pedagogical activity.

Formulation of the problem in general. At all stages of the development of society, the formation of national economies, the formation of socio- cultural and spiritual horizons of any problem of rational use of teaching and academic staff in the specialty has always been the key, inexhaustible sources of improving the efficiency and quality of functioning of educational and pedagogical institutions and organizations.

Original legal documents for the formation of the qualifications of academic staff of higher educational institutions III–IV levels of accreditation are: Resolution of the Cabinet of Ministers of Ukraine "On approval of the list of posts of teaching and academic staff", General Directory professional qualification characteristics of workers, Guidelines on the formation professional qualification characteristics of employees approved by the joint order of the Ministry of Social Policy and the Ministry of Education and Science, Youth and Sports of Ukraine, "Model Regulation on certification of teachers, the Ministry of Education and Science, Youth and Sports of Ukraine" on ordering the payment conditions and approval schemes tariff categories of employees of educational institutions, educational institutions and research institutions, " Classification of Occupations

DK 003:2010 approved by order Derzhspozhyvstandard Ukraine, etc.

The notion of scientific competence of teaching staff as an integral part of general pedagogical process has always been in the focus of attention as teachers-practitioners and theorists, as it is the main characteristic of professionalism of the teacher, which is intended to ensure the effectiveness of not only training, but also education and formation of the younger generation. In the context of higher education reform in Ukraine and its entry into the Bologna process has changed understanding of the purpose of teaching profession, and the new socio-economic and political circumstances are placing new demands on the teacher, so the question of the competence of the scientific and teaching staff is quite topical. Various aspects of the issue devoted to the works Aleksyuk B., G. Ball, I. Zyazyun, S. Ermakova, E. Klimov, V. Kuzmina, A. Markova, V. Nesterenko, A. Obrivkina, V. Slastonina.

The purpose of the article – to analyze the basic components of scientific competence of teaching staff and uncover qualification characteristics of academic staff.

The main material. Qualification characteristics of teaching and academic staff of educational institutions and educational institutions contribute to the selection and placement of personnel, improve their business skills, rational division of labor, the creation of an effective mechanism of differentiation of functions, powers and responsibilities between the employees and the establishment of common approaches in determining their job responsibilities and qualification requirements, they are subject to.

Qualification requirements are used as regulations and can serve as a basis for the development of job descriptions that contain a specific list of duties of employees, taking into account characteristics of the organization of labor and management, their rights, responsibilities and competence. If necessary duties specified in the qualifying characteristics of the worker, may be distributed among several performers.

The qualifying characteristic of each post has three sections: "Duties", "Must

Know" and "Qualifications".

Under "Duties" contains a list of the main job functions that can be fully or partially charged to the employee occupies a certain position in view of technological homogeneity and relationship activities, to ensure optimal specialization for decision makers, professional and expert.

The "Must Know" contains the basic requirements for employee professional knowledge as well as knowledge of legislative and other normative legal acts, regulations, instructions and other documents, methods and means that the employee must apply in the performance of official duties.

In the "Qualifications" required to perform certain duties professional level employee to certify documents on education and work experience requirements.

Individuals who do not have the appropriate education or work experience, qualification requirements established but have sufficient practical experience and successfully operate in full their tasks and responsibilities, may be, as an exception, left in office or appointed to corresponding positions on Attestation Commission recommendations.

In order to improve the organization and efficiency of employees of educational institutions and educational institutions, extending the scope of their duties as compared with the responsibilities identified by relevant qualifying characteristics. In these cases, without changing the title of the post with the employee 's consent may be entrusted with the duties stipulated qualifying characteristics of the other posts that are similar in scope of work, similar in complexity, the implementation of which requires a different specialty, qualifications and activities are directly linked to academic and pedagogical process.

In addition, the qualification characteristics of teaching, research and teaching staff should be reflected his competence. When this is understood by professional quality employee's actions to ensure adequate and effective solution professionally important substantive problems with bad character, and a willingness to take responsibility for their actions. To the main components of the

competence of teachers include: professional, communicative, innovative, legal.

Professional competence - quality employee actions, provide an effective solution of professional pedagogical problems and typical professional tasks that arise in real-world situations or pedagogical research and teaching, and depends on the skills, shared values of morality and ethics, ownership of educational technologies, technology, educational assessment (survey, individual and group interviews) and psycho-pedagogical correction, life experience, continuous improvement and putting into practice the ideas of modern pedagogy, teaching methods and teaching disciplines and subjects, the use of scientific literature and other sources of information to create modern forms of education, the introduction of an assessment and reflection of values [1, p. 102].

Information competence - the quality of employee's actions for an efficient search, structuring of information, its adaptation to the peculiarities of the process of pedagogical and didactic requirements, formulating educational problem various information and communication means, qualified to work with various information resources, professional tools, ready to program-methodical complex, allowing design solution to educational problems and practical problems, the use of workstations pedagogical and scientific- teaching staff in the educational process; regular independent cognitive activity, readiness to conduct remote education activities, the use of computer and multimedia technology, digital educational resources in the educational process, documentation of educational places on electronic media [2, p. 101].

Communicative competence - the quality of employee actions, provides an effective and direct feedback from the person learns, contact with students (pupils, children) of all ages, students, parents (or persons in loco parentis), colleagues, the ability to develop strategies, tactics and technology cooperation with people, organizing their joint activities to achieve certain socially significant goals, ability to persuade, to argue its position, fluency in the official language, spoken and written literate business speech, oratory, professional etiquette and public presentation skills performance, the ability to choose the appropriate forms and

presentation techniques [3. 34].

Legal expertise - quality employee actions, makes efficient use of professional activity of legislative and other normative documents of public authorities to address relevant professional tasks [4, p. 56].

Willingness to research and teaching employees to professional pedagogical activity is mastering the whole of expertise (on the subject of discipline, of course) of psycho-pedagogical action in higher education and social relations, of formation and maturity of professionally significant qualities of personality and social [1, s. 103].

Professional qualification is the ability to predict the outcome goals and pedagogical impact, in building information models, independent decision-making, etc.

Be professionally competent pedagogically means having a multicomponent structure of the integration of professional knowledge and skills, provides awareness of arbitrary decisions, perform actions on designing creative learning and simulation of communication links.

So, professional readiness of scientific pedagogical worker to teaching involves his professional qualifications and specific set of personality traits and characteristics.

Professional qualifications of scientific pedagogical worker includes the following components: a specially - subject competence psycho- pedagogical competence, communicative competence, sociocultural competence.

Specially -subject expertise includes deep and comprehensive knowledge of the discipline (rate), which sets out the research and teaching staff, as well as erudition in this scientific domain.

Psycho- pedagogical competence of scientific pedagogical worker has his profound theoretical knowledge of psychology and pedagogy, as well as the ability to put them into practice the educational process in higher education.

Psycho- pedagogical competence consists of the following groups of skills: psychological (psychodiagnostic, cognitive, motivational, psycho- emotional-

sensual, advisory) operational and methodical; constructively projective; evaluation and monitoring; expert analytical, research, educational methodically.

The Group comprises the following psychological skills skills: forming cognitive needs of students forming activity style, reflection, creation of an enabling environment for internal cognitive activity of students, creating a favorable psychological climate for the implementation of the educational process and other skills, preparation of diagnostic programs as tasks tests, which together with diagnostic functions serve as learning tools, the use of diagnostic tools that identify the state of the pedagogical process in such characteristics: the complementarity of teaching and learning actions, timeliness of application specific learning technologies, the effectiveness of the learning process, the usefulness of the learning process, the adequacy of the training process of psychopedagogical conditions, the availability of the learning process, matching effectiveness of the process of learning goals and objectives of education, development and education of students, the use of techniques aimed at detecting the state of the educational process and an assessment of its effectiveness, the use of special methods and techniques to determine the level of mastering students content, scientific concepts, their connections and relationships, scientific theories, concepts and applied knowledge, the use of diagnostic tests to determine the level of formation of skills of cognitive activity on the basis of logical operations and heuristic way, the implementation of teaching methods of self-examination, self-control, the use of classical methods of testing intellectual operations, creativity and motivation of students [5, p. 16].

Group operational and methodological skills consists of skills: determining the effectiveness of learning technologies and the development of adequate procedures in accordance with the objectives and conditions to create optimal conditions for teaching, providing high performance in solving tasks, adaptation of teaching general provisions to specific subject training, informational and procedural modeling educational process in connection with the goals and tasks of learning and development, and structure of scientific knowledge, as well as

psycho-pedagogical conditions; technological development of information structures in the form of presentation and monologic tasks, preparation and application of the logframe, various transformations of educational information analysis of educational information, synthesis, development of concepts, methods and means of entering the educational information in the learning process, etc., manual process of learning tasks and application of correction methods, and methods of support, and additional methods of personal assistance, application techniques, stimulating pedagogical influence, educational planning in one training session and other skills in the system, the use of communication methods in the learning process, which are characterized by a subject-subject relations and subject-subject relation; logically analyze educational material, information and logically it (prukturizuvaty, pursue integration of international relations, to determine the structure of verbal and graphic training information, develop the activity and independence of learning activities of students, to formulate the problem and translate it into a system of software tasks efficiently synthesize information about the state of the entire educational system, its past and present, to focus on results and track the dynamics of the formation of mental structures, design and manage the development of the potential abilities of the students, their cognitive and operational structures.

Group constructive and projective abilities is to ensure the integration of social and educational strategies for learning.

Control is necessary as a way to determine the condition of the entire system of the pedagogical process. In learning control is a diagnostic step pedagogical management. Group skills assessment and control includes the following skills: implementation of various types of control: current and final, written and oral, selective and frontal reproductive and creative ability to attract and other pedagogical control in the learning process, to coordinate the content and methods of control as mastering new teaching material applying operations evaluation in the ballroom and in other systems, in the form of verbal estimation promotion, approval, judgment, comments punishment incentive comparison deployment

prospects and other achievements, research students' knowledge of individual and general composition of the individual cards educational advancements students type: assimilation of theoretical knowledge, applied knowledge assimilation, possession cognitive actions, emphasizing the main phenomena that is studied, the logical structure of knowledge, transformation of educational information, possession of heuristic techniques, possession of knowledge logical devices, implementation of algorithmic cognitive actions, the development of action, reflection, control and self-monitoring, evaluation, and pedagogical correction of self-correction, etc.

Group expert analytical skills consists of the following skills: use of diagnostic tools that identify the usefulness and effectiveness of different training systems, functional analysis of the learning process of students study the dynamics of a particular system of training, identifying its prospects, quality assessment, development prospects of development; provision of guidance, related to the assessment and correction of the pedagogical process, analysis of new original information and communication structures in the learning process, taking into account environmental factors and personal factors influencing the style of communication and student learning outcomes; intensification of the process of learning through learning activities deepening and accelerating the pace of development of educational material on program; individualization of the learning process, the orientation of information technology and distressed individual characteristics of students, the development of additional system training methods specifically aimed at enhancing students in the learning process, the development of initiative, teamwork, a desire to compete and other qualities of the student; development and application of pedagogical methods, concentrated learning process on the developmental effect, the use of non-standard intellectual tasks, based on the principles of mental functions.

Group research skills includes the following skills: the development of new synthetic methods of training, as well as some visual teaching methods, organization of new information and communication structures in the learning

process, the intensification of teaching methods, drawing up new curricula for elective courses and special courses, analysis of the main trends in the development education system, to identify priorities in the development of educational technology, analysis of experience of colleagues, its generalizations and applications, etc.

Assimilation science research methods: a theoretical analysis, contextual analysis, experimental method, observation, study and other documentation.

Group methodically educational skills consists of the following skills: during training students to form a national consciousness and self-consciousness to form a sense of national pride, patriotism and responsibility, civic duty and honor; wise to use methods of education, build on the lessons necessary moral and business environment, use the techniques and persuasion techniques during training sessions, the students form the moral value system, to develop national and social quality; maintain their high morale and public image; embody in the student community norms and principles of universal culture, the students form the scientific worldview, empathize and sympathize, be tolerant, demanding and friendly implement individual educational influence on each student, taking into account the characteristics and orientation of his personality; combine the demands of the students with care for them and respect for their personal dignity; purposefully form students as a professional, based on moral ideals; always take an active civic position; educate students carriers high overall, national, legal, professional, aesthetic, economic, social, psychological, political and physical culture, promote healthy lifestyles, students abstinence of alcohol and drugs, negative attitudes to smoking and other harmful habits; bring value relation to the family, parents, wife (husband) and children; reeducate students and encourage them to self-education, self-development and self-improvement, to send students to the acquisition of social experience, inheritance spiritual heritage of the Ukrainian people, etc.

Conclusions. So, in the process of preparation of scientific and teaching staff in higher education is necessary to create conditions conducive to the achievement

of goals and, in particular, the formation of students' technological skills, aimed at organizing training activities. To solve this problem it is necessary to develop a program of continuous professional and pedagogical training of the teaching staff.

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Білан Л.Л. Компетентність науко-педагогічного працівника

У статті розглянуто сутність професійної компетентності, викладача вищого навчального закладу (педагога вищої школи) та подано аналіз її структурних компонентів.

Компетентність педагога вищої школи, вищий навчальний заклад, професійна педагогічна діяльність.

Билан Л.Л. Компетентность научно-педагогического работника

В статье рассмотрена сущность профессиональной компетентности преподавателя высшего учебного заведения (педагога высшей школы), а также дан анализ ее структурных компонентов, которые должны периодически видоизменяться, корректироваться в связи со стремительным развитием науки и практики.

Компетентность педагога высшей школы, высшее учебное заведение, профессиональная педагогическая деятельность.