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PEDAGOGICAL MONITORING OF TEACHING PROFICIENCY IN PROFESSIONAL EDUCATION

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Abstract

The educational system of the Russian Federation is an object of large-scale reform, covering all existing levels, from nursery and primary schools to educational institutions of higher education. The paradigm shift affected not only the content of curricula, methods and forms of training, but also the approach to the professional development of teachers. All changes taking place in Russian schools and universities at present are due to the social and economic changes that determine the optimization of organizational structures, the transformation of the essence of pedagogical culture, and the increase in requirements for assessing the competence of a teacher. A highly professional teacher should provide humanistic education, meet basic social and moral needs, taking into account the intellectual, psychological, ethnic and other diversity of the youth. Moreover, for pedagogical science and practice, ambiguous changes occurring in various directions are characteristic.

Keywords

Pedagogical creativity – Teaching proficiency – Monitoring – Quality of training

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Introduction

Rapid social and economic changes force the teachers to make difficult decisions, conduct innovative experiments, eliminate risk and reduce the degree of uncertainty. To meet the challenges posed by reality, the teachers should continuously improve their pedagogical skills. The reform of Russian education demands improving professional level for teachers who are able to develop the educational process in higher and secondary professional education institutions in accordance with transforming conditions. The teachers should meet the requirements of the time, demonstrate pedagogical skills and creativity that underlie professional competencies. Any teacher should adhere to a humanistic philosophy, consider a person as the highest value and appreciate the uniqueness of each student's personality, form relationships based on respect¹.

One of the indicators for improving teaching proficiency is pedagogical monitoring. Russian educational institutions have a state-approved system of certification of teachers, implying special measurements to monitor the level of pedagogical skills. Recently, this system has undergone significant changes due to the need for its modernization. The existing certification system does not cope with its main function – motivating teachers to improve pedagogical skills. It is necessary to develop a set of tools for an objective assessment of teaching proficiency. The formation of such a complex, taking into account modern achievements in the field of pedagogical science and based on the use of mathematical tools, will contribute to solving the challenges of pedagogical theory and practice. In particular, this will facilitate the process of training competitive specialists for the implementation of the state policy in the field of education. The federal project “Education” and other state programs are aimed at improving the skills of teachers, methodological and organizational support for the teacher's professional development, and general improvement of the educational environment. There was a need for the formation of new concepts for the assessment of competence and qualifications of teachers². The lack of cohesion among the views on the content of criteria for teaching proficiency assessment indicates the advisability of systematizing the accumulated information and creating on this basis a diagnostic complex that allows us to build a concept and technology for a comprehensive quantitative assessment of the quality of education, to collect, analyze and save data on the success of the teacher and specificity of teaching proficiency.

Methods

The methodological framework of this study is the basic theoretic provisions in the field of pedagogy, qualimetric analysis, the systemic and integrative approach, the approach based on personal development, the concept of pedagogical modeling as the foundations for educational research³.

¹ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, “Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education”, EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 10 (2018): 178-185.

² S. Sharonova; N. Trubnikova y N. Sokolova, “Interpreting religious symbols as basic component of social value formation”, European Journal of Science and Theology Vol: 14 num 3 (2018): 117-129.

³ J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, “Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics”, EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018).

Although the use of methods and technologies of qualimetry in the context of education has been practiced for a comparatively short time (about half a century since the late 1960s), at the moment there are certain achievements in their application to determining the quality of the educational process. In this paper we use the definition of Russian researcher O.V. Leus⁴, which understands qualimetric monitoring as the process of continuous standardized monitoring of qualitative changes in a teacher's professional activity with the help of quantitative assessments, in order to activate internal mechanisms for professional development. O.V. Leus⁵ made an attempt to systematize the basic theoretical concepts of Russian educators in the field of the professional development of a teacher, in order to identify the criteria and indicators of teaching proficiency (Table 1).

Authors	Promoting teaching proficiency	Definition
D.A. Belukhin, I.A. Zyazyun I.F. Isaev V.A. Slastenin, A.A. Trushchev I.F. Kharlamov et al.	Teaching proficiency as the main result of the teacher's professional development	Integrative quality, the content of which is interpreted by each researcher differently; however, personal (teacher's personality, abilities) and professional (knowledge, specific teaching skills, technologies, methods) components are taken into account
Yu.P. Azarov, E.F. Seer, I.A. Zimniya, V.A. Slastenin, A.V. Khutorskoy, A.I. Shcherbakov et al.	Pedagogical competence as the main result of teacher professional development	
Yu.P. Azarov, A.A. Bodalev A.K. Markov L.M. Mitina et al.	Proficiency as the main result of professional development	
S.A. Druzhilov, E.A. Klimov, L.M. Mitina, K.K. Platonov et al.	The individual professional style of the teacher as a result of professional development	
N.A. Baranova, N.M. Borytko, N.L. Selivanova et al.	The professional and personal position of the teacher as the main result of professional development	
V.L. Benin, G.N. Volkov E.D. Zhukov, L.V. Mardahaev, A.A. Rean	The professional culture of the teacher as a result of professional development	

Table 1
Basic scientific ideas about the results of professional development of a teacher

In our study, we use the system of criteria and indicators of teaching proficiency developed by O.V. Leus⁶ (Figure 1).

⁴ O. V. Leus; A. A. Maslak y V. I. Titarenko, "Measurement on a linear scale of the quality of work of educational institutions", Standards and monitoring in education Vol: 3 num 3 (2015): 9-16.

⁵ O. V. Leus; A. A. Maslak y V. I. Titarenko, "Measurement of the quality of professional activity of mathematics teachers on the basis of the portfolio", Modern high technology Vol: 4-1 (2016): 30-35.

⁶ O.V. Leus, "Comparative analysis of assessments of teacher pedagogical skills on the basis of portfolio and self-relationship", Modern problems of science and education Vol 4 (2018): 40.

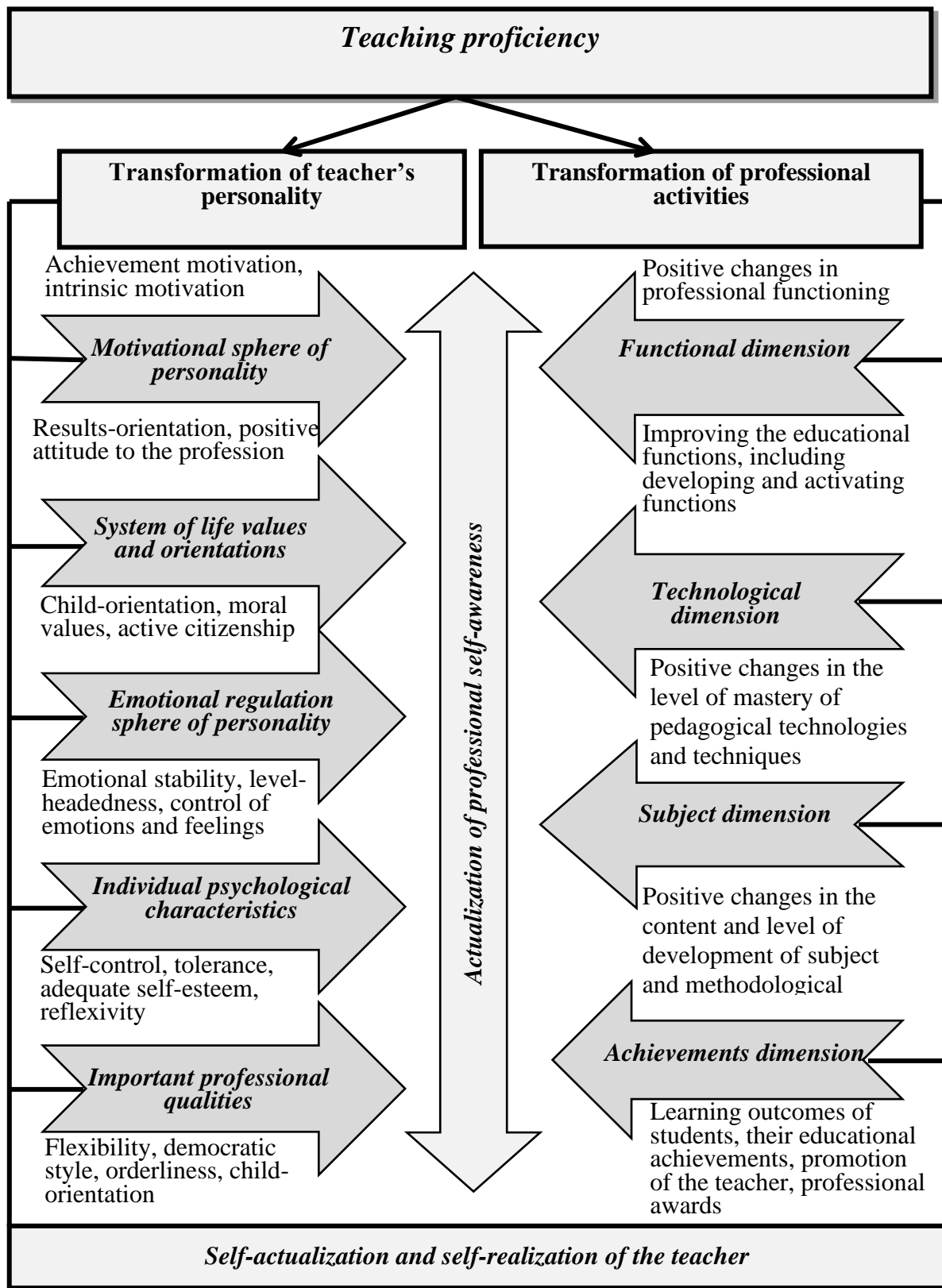


Figure 1
The system of criteria and indicators of teaching proficiency

Results

The professional growth of a teacher implies promotion in the hierarchy of the institution (career building), the process of acquiring proficiency in the framework of the chosen profession, which consists in the accumulation of knowledge, the development of skills and the improvement of individual properties, self-esteem, personal significance in the eyes of colleagues and employers.

Therefore, in the broadest sense, under teaching proficiency, in our opinion, we should understand the multidimensional process of transformations in all components of professional activity⁷.

The level of teaching proficiency implies a clear structure of individual properties that are associated with all aspects of the personality: motivational, volitional, emotional, value-semantic, active. In this context, it seems appropriate to state that the assessment of the teaching proficiency can be related both to external, easily recorded results, and to the state of the inner world.

The main task, implemented in the framework of theoretical analysis, is related to the indicators and criteria of teaching proficiency. Currently, this issue is being addressed in various ways.

A comprehensive criterion of teaching proficiency is a high level of self-realization, achieved through positive dynamics of individuality (the first generalized criterion) and the content of professional activity (second generalized criterion).

Both generalized criteria include several narrow indicators, both internal (attitude to work, satisfaction with the results of one's own activity) and external (unofficial status of a teacher among students, parents, colleagues and administration, career prospects); both obvious, amenable to formalized fixation (indicators of teaching effectiveness specified in documents), and hidden, revealed through special techniques (the specificity of the teacher's personality and professional responsibilities)⁸.

Now the market of educational services is constantly developing, forcing educational institutions to rethink the approach to the training of qualified specialists, with the emphasis on content and technological aspects. Educational institutions have to offer new teaching methods, new models of the pedagogical process.

Educational methods as ways of joint activity of the teacher and students are focused on the development of skills and abilities, improvement of individual qualities. The teacher should correctly apply educational methods that contribute to the most effective implementation of the task - the training of a competent professional.

⁷ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, "Students' internet addiction: study and prevention", EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 4 (2018): 1483-1495.

⁸ Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions", Vestnik Rossiiskogo Universiteta Druzhby Narodov. Russian journal of linguistics Vol: 22 num 1 (2018): 175-194.

The content of these methods and their variability should, in turn, awaken a lively interest of students in learning.

The teacher should support the desire to acquire new knowledge, to captivate the student with the studied discipline. This is possible if the student is able to draw independent conclusions, discover non-standard and more productive solutions to standard problems, and also have a sincere desire to find and understand new information.

The conducted study allowed us to identify the following pedagogical factors that contribute to the selection of the most efficient teaching methods⁹:

- organizational: the purpose of the lesson from the standpoint of didactics, the degree of educational motivation, the specifics of the methods of teaching a particular academic discipline, the number of hours devoted to the particular topic; educational resources, etc.;

- contents: content of the taught material, its volume and complexity, typological and structural features of the lesson, development of certain skills among students, the individuality of the teacher, qualification level, etc.;

- psychological: the level of students' preparation, their intellectual, emotional and age characteristics (within the group, course), the type of interaction between the teacher and students (democratic, liberal or authoritarian), etc.

Given these pedagogical conditions, the teacher decides on the choice of a particular teaching method or their combination for the lesson. In the process of research, Prof. M.G. Sergeeva¹⁰ developed a classification of teaching and learning methods and pedagogical conditions for their choice (Fig. 2).

⁹ S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 7977-7982). (Valencia: Spain, 2018).

¹⁰ Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. M. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", Turkish online journal of design art and communication (TOJDAC) Vol: 8 (2018): 178–185.

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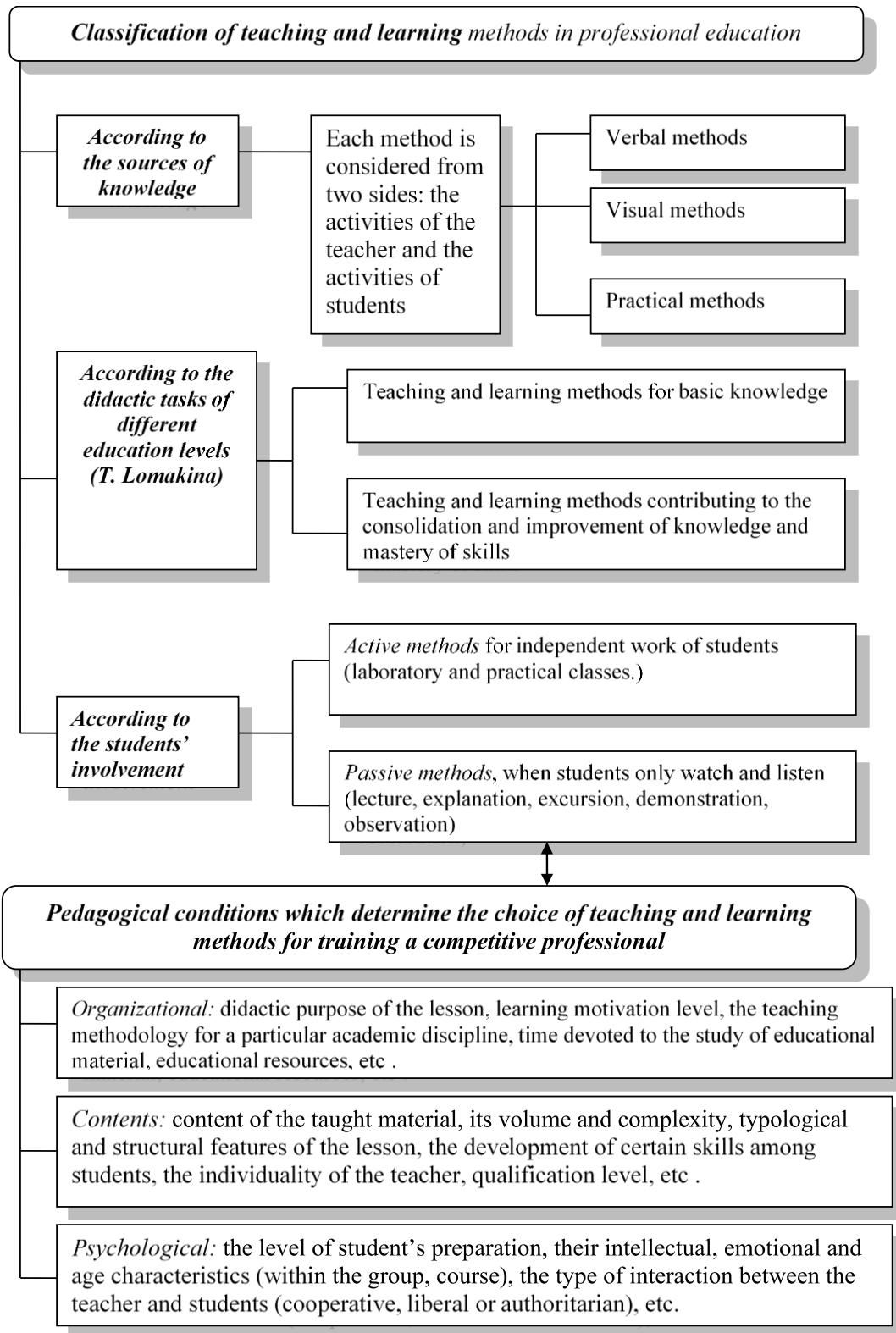


Figure 1
Classification of teaching and learning methods and pedagogical conditions for their choice

Discussion

For the development of teaching proficiency, a teacher needs to upgrade qualifications and improve pedagogical skills in the following areas¹¹:

Constructive skills that allow selecting the educational material according to specific learning objectives, model the student's personality;

Communicative skills that allow building optimal interaction with students in the process of practical activity;

Cognitive skills that allow accumulation and classification of information, work with scientific papers, exploring the experience of the most successful colleagues;

Organizational skills to encourage students to participate in various extracurricular activities;

Practical skills that depend on musical, journalistic, sports and other inclinations and hobbies of a teacher.

The assessment of teaching proficiency is a significant problem. In this research we rely on the criteria, which were developed by the co-authors of the article and passed empirical verification.

Relevance and prospects. Comparability of the teaching proficiency level with the main trends in social development.

Novelty. This criterion can be used in various fields, from the development of new scientific approaches to the effective practice and modernization of certain aspects of education.

High productivity and results. Teaching proficiency should bring significant benefits, increase awareness of the surrounding world, have a favorable educational effect, and contribute to the personal and professional development of students.

Compliance with key pedagogical and methodological principles. Notable success in some aspects of the activity is not always an indicator of teaching proficiency. For example, if student's grades have improved due to additional student's efforts or private lessons, then such a result should not be regarded as achieved thanks to teaching proficiency.

Stability. This criterion implies maintaining the productivity of teaching proficiency under slightly changed conditions, the sustainable positive results over a relatively long time.

Possibility of non-standard use. Teaching proficiency should be based on a creative idea or concept that other teachers could apply in the pedagogical process (which is not feasible if the mastery is determined only by the individual merits and talents of the teacher). Also, this idea should contain certain tools and a specific technology, ensuring reproducibility of the demonstrated successes.

¹¹ E. Dolzhich, S. Dmitrichenkova. Computer science terminology (a case study of the Spanish language). INTED2018: Proceedings of the 12th International Technology, Education and Development Conference (pp. 2556-2559). (Valencia: Spain, 2018).

The effectiveness of teaching proficiency in a comprehensive educational process. The criterion reflects the achievement of the highest possible results in the given conditions at relatively insignificant chronological, psychological and other costs on the part of the teacher and students, as well as the ability to integrate teaching proficiency into a functioning system, contributing to a better implementation of other tasks.

In the methodological activities of institutions of secondary and higher vocational education, considerable attention is paid to the popularization of simulation methods and technologies. In this regard, we recommend to establish a laboratory of innovative technologies aimed at introducing them into pedagogical practice in order to train a qualified specialist in demand on the labor market.

The laboratory should perform the following tasks:

- carry out preliminary diagnostics on the use of simulation educational methods in the questionnaire format;
- implement continuing education programs based on advanced technologies in the field of education;
- conduct educational events (conferences, panel discussions, workshops, master-classes, etc.) aimed at the popularization of simulation methods;
- organize open classes with a demonstration of simulation methods;
- carry out surveys on these methods for their subsequent effective integration into the educational process;
- develop technologies in accordance with the pedagogical concept based on a specific belief system in the field of psychology, methodology;
- extrapolation of innovative educational technologies to other academic disciplines to improve the level of training of professional personnel.

According to the research results of Prof. M.G. Sergeeva¹² we developed a model for the development of pedagogical skills of a teacher (Fig. 3). Particular attention in the model is paid to such elements as the criteria for teaching proficiency and the conditions of practical pedagogical activity, realized through pedagogical and psychological technologies.

¹² M. Sergeeva, A. Shumeyko, A. Serebrennikova, A. Denisov, N. Bondarenko, E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", *Modern Journal of Language Teaching Methods* Vol 8 num 11 (2018): 814–823.

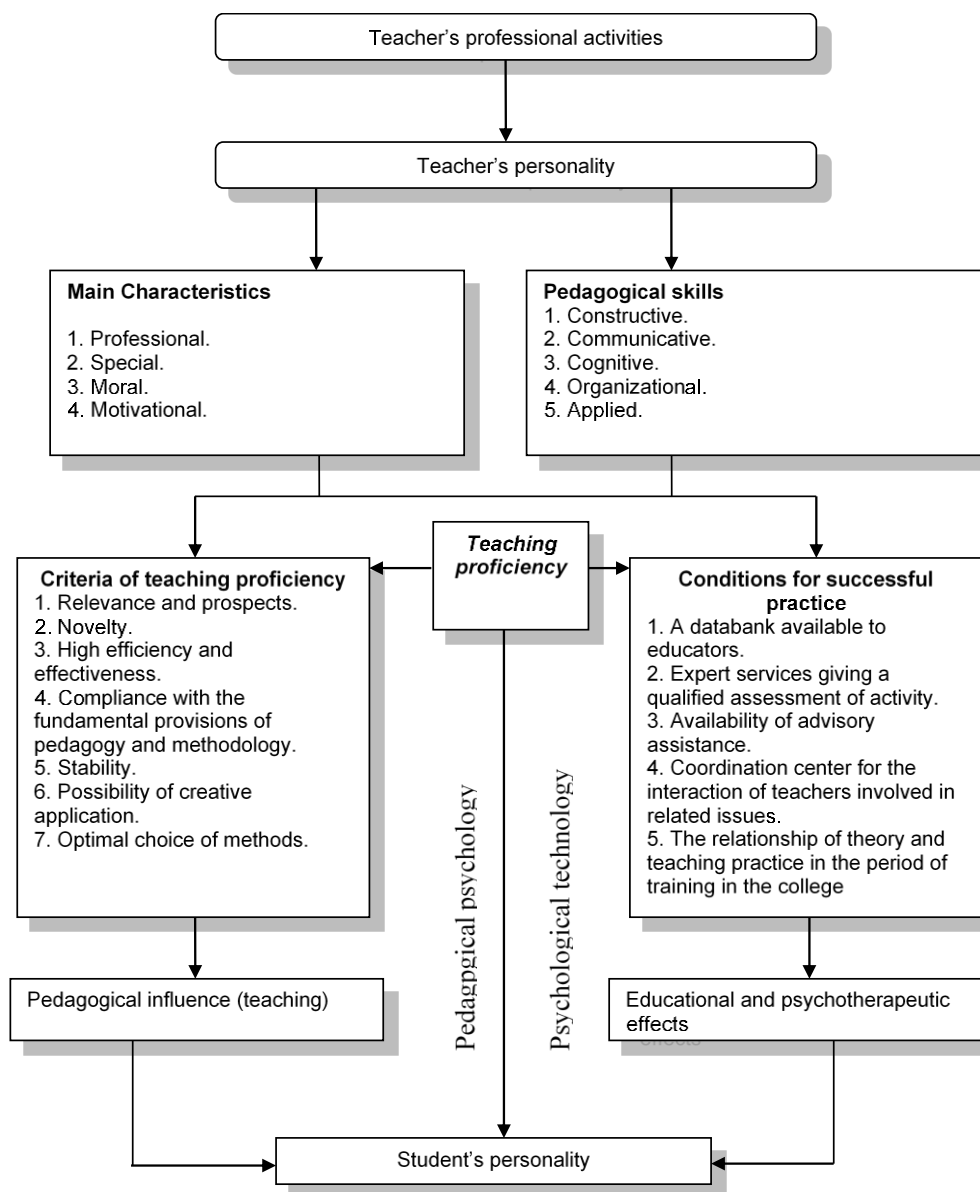


Figure 3
Model for the pedagogical skills development of a teacher

Basing on the study of Prof. M.G. Sergeeva¹³ we developed a practical scheme for improving the teaching proficiency through the choice of teaching methods (Fig. 4). The scheme represents the relationship between the personality of the teacher and his/her creative potential, personal characteristics, pedagogical skills, conditions and characteristics of teaching proficiency, criteria for assessing teaching proficiency, methodological work and the teacher's activity algorithm when implementing simulation teaching methods.

¹³ M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, "Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university", Amazonia Investiga Vol: 8 num 18 (2019): 5- 14.

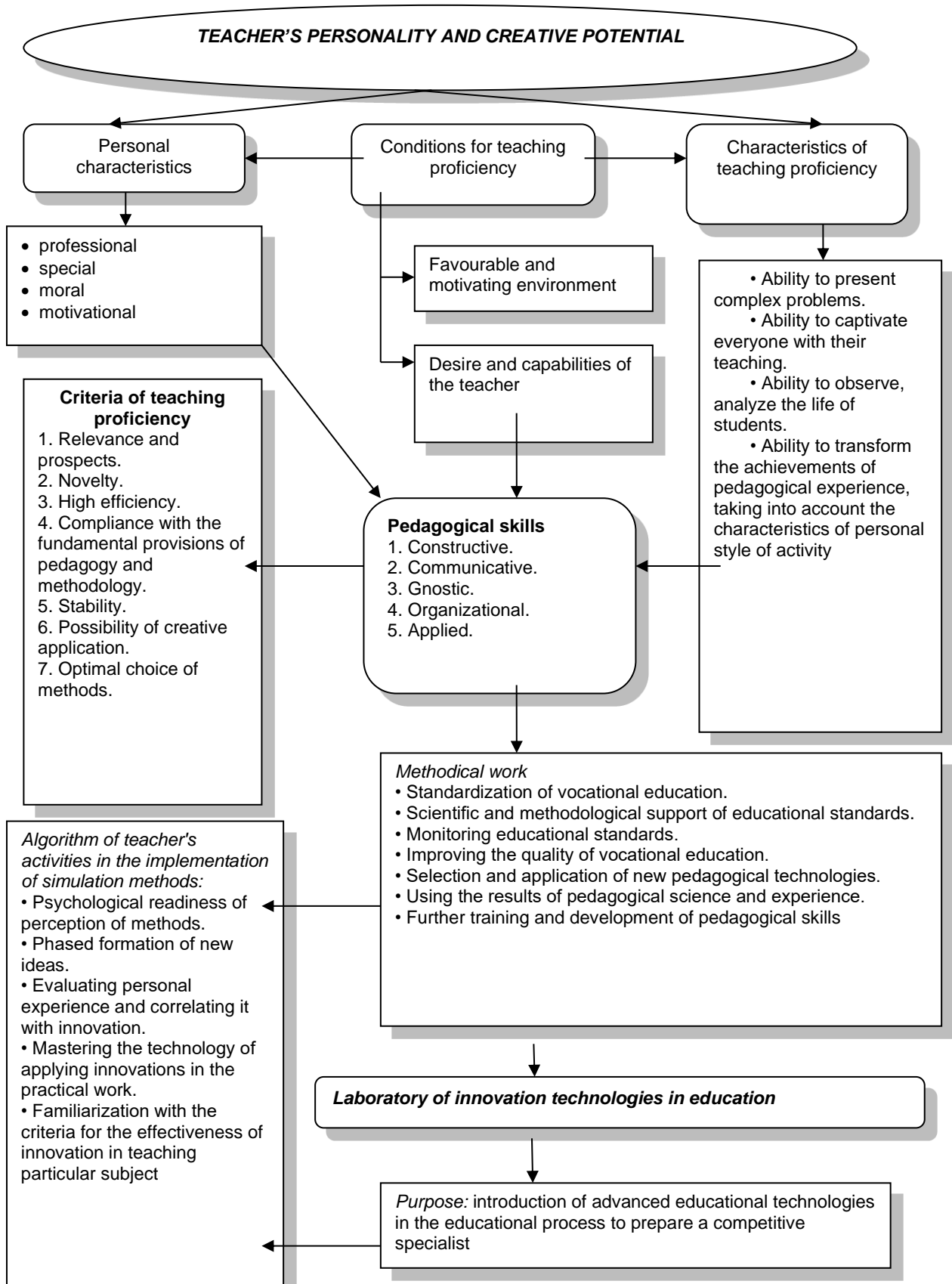


Figure 4: Improving teaching proficiency through selection of teaching methods

Conclusion

Modern teacher should be able to use a wide range of tools, methods and technologies, have own position and be able to justify it, adequately assess own potential and current capabilities, be prepared to make a responsible choice. The teacher's creativity is directly dependent on personal traits. We can say that this quality is one of the most important characteristics of teaching proficiency, if not the most important one, which is reflected in the creation of a special informal environment based on the democratic interaction of its participants. At the early stage of the teacher's professional development, the professional standard is represented by a good role model to be followed. The effectiveness of the innovative activities of a creative teacher is largely due to the achieved cultural level and the ability to interact with the socio-pedagogical environment. Development of teaching proficiency involves several stages, including the implementation of simulation methods. This training is beneficial if it is carried out in correctly selected educational forms and contributes to the fulfillment of two related tasks: preparing for an adequate perception of integrable innovations and teaching skills of innovative activities. It should be noted that in the educational sphere, innovations are the optimal mechanism, tool and outcome of the transformation of the content, methods and forms of the educational process, as well as the patterns of interaction between teacher and student.

Even in the presence of objective difficulties, creative educators are in constant search. They conduct experiments and find the necessary resources (primarily in themselves, in their own approach to their duties), develop, improve the formed competencies and demonstrate better results than their traditionally thinking colleagues in similar conditions. The requirements for training a modern specialist include a review of the established approaches and standards in connection with the use of methods that allow students not to be subjected to unnecessary overloads associated with the presence of a significant amount of redundant information in the curriculum. The value of basic knowledge is growing, the role of an individual approach and information and communication technologies is increasing, the total amount of students' independent work is enhancing, modern methods and technologies are being studied that are conducive to the formation and improvement of students' creativity. Therefore, pedagogical creativity, defined in theoretical studies as a complex of significant characteristics that integrate the teacher's professional activity and creative process, is of particular interest.

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