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The professionalism of a university teacher: concept, components, stages of development

Abstract. The article deals with the question of the essence of the concept of "professionalism of a university teacher", its main components, and stages of development. The modernization of the professional training of future teachers is associated with the integration of Kazakhstan into the world community, which implies an orientation towards pan-European recommendations on the quality of education. In the work, the author analyzes the regulatory and legal documentation relating to the activities of professional training of teachers and psychological and pedagogical research of foreign and Kazakh researchers in the field of problems of developing the professionalism of a university teacher.

The training of teaching staff is carried out in the conditions of higher and postgraduate education, which must adhere primarily to the concept of continuity and systemic education. The analysis of the level of readiness of young teachers of higher education suggests that teachers in their teaching activities have certain difficulties in working with students and in carrying out research activities. As a rule, young teachers, carrying out their own activities, mainly adhere to copying the activities of their older colleagues, intuition, which at the present stage cannot be acceptable. The solution to this problem can be found in the systemic support for the development of pedagogical professionalism of scientific and pedagogical personnel at the stage of training in the magistracy and in the introduction of support system activities of young teachers. In the work, the author proposes a system for supporting the activities of young teachers, which was tested on the basis of the Institute of Pedagogy and Psychology of the Kazakh National Women's Pedagogical University.

Keywords: teacher, professionalism, teacher professionalism, components professionalism of the teacher, stages of development professionalism of a university teacher.

DOI: <https://doi.org/10.32523/2616-6895-2023-142-1-131-141>

Introduction

The profound transformations of a social, spiritual, material, and technical nature, taking place in our country and in the world, put forward the education system among the institutions designed to ensure these changes in the spirit of asserting new values and priorities of the third millennium. An analysis of the trends in the development of public consciousness in recent years indicates that the center of the education system, in particular higher education, is the personality of the teacher, her characteristics, and her professional abilities.

The integration of Kazakhstan into the world community, the activities of the domestic system of higher education in accordance with the requirements of the Bologna Declaration, the focus on the pan-European recommendations on the quality of education provision for the reform of higher education, which provides for the modernization of professional training not only for students but primarily for their teachers.

The performance indicators of the university largely depend on the professional effectiveness of the activities of the direct organizers and participants in the educational process, namely, teachers of higher education. According to the Law of the Republic of Kazakhstan "On the status of a teacher", "a

teacher is a person who has a pedagogical or other professional education in the relevant profile and carries out the professional activities of a teacher in the education and upbringing of students and (or) pupils, methodological support or organization of educational activities" [1]. However, the level of professional training of a modern university teacher does not fully meet the needs of today.

Research question

The current social situation poses the problem of training scientific and pedagogical personnel in Kazakhstan in a qualitatively new way, requiring the solution of a set of regulatory, organizational, conceptual, and methodological aspects. The efficiency of the functioning of the higher education system largely depends on the professionalism of the scientific and pedagogical staff. The development of professionalism among teachers makes their activities effective, through which the state policy is implemented, the strengthening of the intellectual and spiritual potential of the nation, the development of science, and the preservation and increase of cultural heritage.

This study is aimed at defining the essence of the concept of "professionalism of a teacher", identifying the main components of a teacher's professionalism, and determining the stages of development of this quality. In particular, the current study is based on the following research questions:

1. What are the components of the professionalism of a university teacher?
2. What professional difficulties does a young university teacher experience?
2. What are the main stages of the development of professionalism of a university teacher

Literature review

Some aspects of the problem of developing the professionalism of a teacher of higher education in Kazakhstani science were considered by Zh.T. Alaguzov [2], K.K. Zhampeisova [5], A.D. Kariyev [3], Sh.Zh. Kolumbaeva [5] G.B. Masgutova [4], Khan N.N. [5] and others. In foreign science, the questions of the formation of the professionalism of a university teacher were studied by MM Kennedy [6], J.H. Yoo [7], U.S. Ruzmatovich [8], A. Acuyo [9] and others.

The changes taking place in the system of higher education and manifested in its content and structure are of a deep nature and need to be addressed in the preparation of a teacher who is aware of his social responsibility, is the subject of personal and professional growth, able to achieve new pedagogical goals. Such a teacher can positively influence the improvement of the quality of higher education.

In the works devoted to the professionalism of the teacher, there are different definitions of this concept. The content of the concept of "professionalism of a teacher" is characterized by researchers as:

- an integral characteristic of a person, representing a combination of pedagogical competence, skill, professionally significant qualities and an individual image of a teacher, ensuring the effectiveness and optimality of educational activities [3];
- a system of knowledge and skills focused on past experience, depending on intellectual training, fluency in advanced technologies, as well as the level of moral and legal culture [10];
- a holistic personal education that determines all areas of activity of higher professional education: an innovative worldview, humanistic culture, competence, professional growth, creativity, and mastery [11].

In accordance with the content of professional pedagogical activity N.V. Kuzmina highlights such components as:

- special competence - deep knowledge, qualifications, and experience in the field of the taught subject;

- methodological competence in the field of formation of knowledge, skills, and abilities of students - possession of various teaching methods, knowledge of the psychological mechanisms of assimilation;

- psychological and pedagogical competence - possession of pedagogical diagnostics, the ability to build pedagogically expedient relationships with students, to carry out individual work, knowledge of developmental psychology, the psychology of interpersonal and pedagogical communication;

- differential psychological competence in the field of motives, abilities, and orientation of trainees - the ability to identify personal characteristics, attitudes, and orientation of trainees, to determine and take into account the emotional state of people, the ability to competently build relationships with leaders, colleagues, students;

- autopsychological competence - the ability to realize the level of one's own activity, one's abilities, knowledge about the methods of professional self-improvement, the ability to see the causes of shortcomings in one's work, in oneself, and the desire for self-improvement [10].

E.V. Leonova believes that the teacher should appear to students primarily as a person, and not only as a specialist who has the necessary knowledge and broadcasts it to the audience. With his attitude to the content of the taught material, teaching methods, exactingness, and style of communication with students, the teacher lays the foundations for the worldview of his students [12]. According to the results of a study conducted by the author among students and teachers, the most positive qualities of a teacher of higher education should be:

- characteristics related to personal qualities, such as politeness, restraint, high cultural level, willingness to explain the material, discipline, goodwill, accessibility, desire to work, desire to teach, desire to develop, desire to teach something, interest, intelligence, sociability, love to the student, moral qualities, motivation, indifference, charm, openness in communication, objectivity, responsibility, responsiveness, punctuality, self-control, systematic preparation for classes, ability to learn, justice, rigor, creative attitude to work, patience, "tolerance for fools", tolerance, exactingness, diligence, respect for colleagues and students, honesty, sense of humor.

- characteristics related to the cognitive sphere: qualifications, competence, knowledge, intelligence, professionalism, the actualization of the material, creativity, wisdom, scientific activity, innovation, and "bias to practice".

- characteristics related to pedagogical and oratory skills, such as the ability to explain, and educate by personal example, good diction, methodological literacy, the use of computational methods and information technology, pedagogical talent, the ability to motivate, consistency, and consistency.

Many scientists, considering the scientific phenomenon of "teacher's professionalism", interpret it "... as a system, the composition of which is determined by the content of its interrelated essential components - the professionalism of the activity and the professionalism of the personality of the teacher", according to the logic of system analysis, singles out its units of the second row - integral integrative qualities that are formed as a result of the interaction of these subsystems and those actively influencing them, namely: the competence and culture of pedagogical thinking, culturally appropriate professional and pedagogical position, the emotional and sensory culture of the teacher, the culture of professional and pedagogical behavior" [13, 14]. The authors state that "...professional and pedagogical competence is the content of the cognitive component of pedagogical professionalism, reflecting the academic maturity of the teacher and the richness of his professional thesaurus. This is a complex structured system of theoretical and practical knowledge, which is the basis of the corresponding types of competence of a professional teacher" [13, 14].

Based on the analysis of scientific sources related to the problem of research and our practical experience of working in higher education, we attributed the following to the system of components for the development of the professionalism of a university teacher: epistemological, psychological, technological, and communicative.

Materials and research methods

The following methods were used in the study:

– *analytical methods*. The search for scientific sources on this topic was carried out in the databases: Web of Science, Google Scholar, Science Direct, Scopus, ProQuest, Web of Knowledge, Sage, and Bio-Med. After the selection of scientific publications, a semantic analysis of the text was carried out using a systematic approach.

- *empirical methods*. In the course of the study, there were used the method of questioning and statistical processing of the data obtained as a result of the questioning.

In order to identify the problems faced by young university teachers, an author's questionnaire was used. 43 young teachers took part in the survey of Kazakh National Women's Pedagogical University (Almaty, Kazakhstan) and Vilnius University (Vilnius, Lithuania). The study involved teachers aged 24 to 35 years, with work (mainly teaching) experience from 1 to 10 years.

Research results

Many young teachers, primarily those who do not have a basic pedagogical education, are characterized by weak communicative competence, insufficient possession of social perception, and skills of verbal and non-verbal contact with students.

A significant part of novice teachers single-handedly tries to find solutions to emerging problems, without seeking advice and support from other teachers. Often this leads to mistakes and failures that could have been avoided. Gradually, over time, a young teacher overestimates a large part of his personal beliefs, attitudes, and values.

Based on the results of the survey, the following negative factors were identified that affect the competence and performance of young university teachers, presented in Table 1.

Table 1
Negative factors affecting the competence and efficiency of young university teachers

№	Factor name	Factor characteristic
1	The shock caused by reality	The younger generation, having started working for the first time, is faced with a large number of questions, a significant change in their entire life activity, and finally, with the problems of adaptation in unusual conditions. Conscious or unconscious motives for choosing the teaching activity of young professionals, in particular the desire to dominate and assert themselves, the image or material benefits, are not realized or are not fully realized, and failures and disappointments initiate the development of negative deformation processes. 80% of young teachers in the course of the survey noted the above phenomena as significant problems.
2	Significant teaching load	70% of all young teachers covered by the study are dissatisfied with the significant teaching load. The main part of the workload is classroom and manifests itself in face-to-face work with students.

3	Additional responsibilities work	Additional labor duties in the form of "second half of the day", when the teacher must be engaged in scientific, educational, methodological work and filling out various documentation. All the young teachers who participated in our study noted with displeasure the need to spend evening time, as well as weekends and even vacation time, to perform work that is not related to the actual classes. 65% of young teachers in the course of the survey noted the above phenomena as significant problems.
4	Insufficient degree of discipline of students	The difficulty is, and the lack of discipline of students, as well as the level of their preparation for the development of disciplines at the university. This gives rise to protest, expressed in conflicts. In turn, young teachers, due to their age and insufficient development of professional abilities, cannot always establish discipline and choose the right approach to students. Students, seeing almost the same age, begin to "test them for strength", which leads to permanent nervous tension. 75% of young teachers note the problem of students' discipline.
5	Psychological climate in the team	Relationships in the work team affect the psychological mood of young workers and the quality of their professional activities. In some structural divisions, at the departments, novice teachers are perceived by older and more experienced colleagues with skepticism and with a degree of arrogance. They are entrusted with low-paid work, filling out documentation, chair duties, educational activities and eviser work. At the same time, support and mentoring are rare and unsystematic. 70% of young teachers in the course of the survey noted the above phenomena as significant problems.

Thus, young teachers expressed dissatisfaction with such factors as low salaries, as well as a lot of time spent on formalities and bureaucratic activities. Every third teacher expressed particular concern regarding the bureaucratization of the educational environment: an abundance of unnecessary paperwork, formal reports, writing a significant number of work programs, and more. It is obvious that this repels some professionally trained young people, destroying their labor potential and motivation.

Discussion

Considering the results of the study, we have developed and tested a system for supporting the activities of young teachers. The presented support system is aimed at strengthening the vertical of the university - institute (faculty) - department - teacher. It is necessary and decisive at the same time to take into account and provide feedback to the main customer for services - the student. Work with scientific and pedagogical personnel should become more flexible, which will make it possible to adequately respond to the request of practice; be predictive.

Thus, the system for supporting the activities of young teachers was introduced at the Institute of Pedagogy and Psychology of the Kazakh National Women's Pedagogical University, which provides for several components, namely:

1) *at the magistracy stage:*

- study by undergraduates, as future teachers, of the compulsory courses "Pedagogy of higher

education", "Psychology of management", "Teaching of pedagogical disciplines at the university", "Methodology and methods of pedagogical research", "Management of the updated content of education" and profiling (special courses) courses " Measurement and evaluation of the quality of education", "Educational technologies of teaching at the university", etc., aimed at the formation of theoretical knowledge and skills of students in the implementation of scientific and pedagogical activities at the university;

- the passage of pedagogical practice by undergraduates, which ensures the immersion of students in real conditions, the implementation of scientific and pedagogical activities, and the deepening of practical skills of teaching, scientific, educational, methodological, and organizational activities in accordance with the structure of the activity of a university teacher;

2) *at the stage of implementation of scientific and pedagogical activities:*

- monitoring (input) readiness of young teachers to carry out scientific and pedagogical activities through the use of developed and adapted psychological and pedagogical methods that allow creating of a database of personal qualities of teachers and identifying the level of their professionalism in the implementation of scientific and pedagogical activities;

- on the basis of the results of monitoring, the preparation of individual programs for the professional development of a teacher is carried out;

- planning and organization of a scientific and methodological seminar for young teachers, where they consider topical problems of higher education;

- conducting individual and group training (of a psychological and pedagogical nature) in order to develop personal and professional qualities among teachers;

- monitoring (current and final) in order to identify the dynamics of the development of the professionalism of teachers and the development and planning of a strategy for further scientific and methodological work.

The implementation of all stages of the system for supporting the activities of young teachers requires updating the content and functions of methodological services in accordance with the modern paradigm of education and involves:

- arming teachers with means of personal and professional self-development;

- creation of an efficient and effective internal infrastructure;

- the formation of an information culture among teachers, the ability to work in the information space, to ensure the monitoring of information processes in education;

- assistance in the development and implementation of individual programs for personal and professional growth;

- scientific and methodological support, contributing to the organization and development of practice-oriented research, the growth of the teacher's creative potential;

- examination of innovations that are developed by educational institutions and individual teachers.

The effectiveness of this system of supporting the activities of young teachers is ensured by the interaction and effectiveness of the methodological services of each structural unit of a higher educational institution. Management of the development of a teacher's professionalism in the conditions of a higher educational institution should not be fragmented, but ensured by the organization of all its components: target, content, operational -activity, motivational, control-evaluative, stimulating.

the activity and student-oriented approaches into the basis of the system for supporting the activities of young teachers. This requires special attention to the practical orientation of all measures in the structure of this system. The purpose of the practical component should be to involve teachers in in-depth activities in the process of considering various pedagogical problems, stimulating introspection and self-evaluation of their own level of professionalism, the nature of its growth in the process of scientific and pedagogical activity.

In the context of using student-centered technology for the development of a teacher's professionalism, along with traditional forms and methods, it is important to introduce interactive methods. These include analysis of specific pedagogical situations; socio-psychological, social, and communicative training, training for the development of professional and pedagogical skills; modeling and problem games that allow teachers to develop such qualities as empathy, the ability to interact with other people, emotional stability, professional creative thinking, professional self-awareness, and pedagogical intuition.

Results

Thus, in the process of developing the professionalism of a teacher of higher education in the application of a holistic management system accompanying the activities of young teachers, there should be qualitative changes in gaining their own experience as a teacher, which is manifested in the operational use of the latest achievements of a psychological and pedagogical science and modeling their own scientific and pedagogical activities based on certain ideas.

All this makes it possible to consider the development of a teacher's creative potential as a process of mastering and deepening his knowledge and skills, as the development of his professional skills, culture, and personality traits, on the basis of which it is possible to predict an increase in the quality of higher education.

The problem of teachers' professionalism in the conditions of scientific and pedagogical activity is multifaceted and needs further study, in particular, testing in the practice of certain methods and forms of scientific and methodological work in a higher educational institution, which will be the focus of further research.

The article was completed as part of a research internship in the specialty "Pedagogical Innovations" code - 90 T, according to the mutually agreed program "Professional development of a university teacher in the conditions of modern education (on the example of universities in Lithuania and Kazakhstan)".

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Университет оқытушысының кәсібилігі: түсінігі, компоненттері, даму кезеңдері

Аңдатпа. Мақалада «университет оқытушысының кәсібилігі» ұғымының мәні, оның негізгі компоненттері мен даму кезеңдері қарастырылған. Болашақ педагогтердің кәсіби даярлығын жаңғырту білім беру сапасы бойынша жалпы еуропалық ұсынымдарға бағдарлануды көздейтін Қазақстанның әлемдік қоғамдастыққа интеграциялануымен байланысты. Қарастырылып отырған жұмыста автор педагогтардың кәсіби даярлығына қатысты нормативтік-құқықтық құжаттаманы, ЖОО оқытушысының кәсібилігін дамыту мәселелері саласындағы шетелдік және қазақстандық зерттеушілердің психологиялық-педагогикалық зерттеулерін талдаған.

Педагог кадрларды даярлау жоғары және жоғары оқу орнынан кейінгі білім беру жағдайында жүзеге асырылады, ол ең алдымен білім берудің үздіксіздігі мен жүйелілігі тұжырымдамасының талаптарына сай болуы тиіс. Жоғары мектептің жас оқытушыларының дайындық деңгейіне жүргізілген талдау мұғалімдердің өздерінің педагогикалық қызметінде

студенттермен жұмыс жасауда және зерттеу іс - әрекетін жүзеге асыруда белгілі бір қиындықтарға тап болатынын көрсетеді. Әдетте, жас оқытушылар өз қызметін жүзеге асыру барысында негізінен өздерінің аға буын әріптестерінің іс – әрекетін, түйсігі негізінде көшіруді ұстанады, бұл қазіргі заман талабының талаптарына сай болмай жатады. Бұл мәселенің шешімін магистратурада оқу кезеңінде ғылыми-педагогикалық кадрлардың педагогикалық кәсібилігін дамытуды жүйелі қамтамасыз етуде және жас оқытушылардың қызметін сүйемелдеу жүйесін енгізуде табуға болады. Ұсынылған жұмыста автор Қазақ ұлттық қыздар педагогикалық университетінің Педагогика және психология институты базасында апробациядан өткен жас оқытушылардың қызметін сүйемелдеу жүйесін беріліп отыр.

Түйін сөздер: оқытушы, кәсіпқойлық, оқытушының кәсібилігі, оқытушының кәсібилігінің компоненттері, ЖОО оқытушысының кәсібилігін дамыту кезеңдері.

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Профессионализм преподавателя вуза: понятие, компоненты, этапы развития

Аннотация. В статье рассмотрен вопрос о сущности понятия «профессионализм преподавателя вуза», его основные компоненты и этапы развития. Модернизация профессиональной подготовки будущих педагогов связано с интеграцией Казахстана в мировое сообщество, предполагающая собой ориентацию на общеевропейские рекомендации по качеству образования. В работе автором проанализирована нормативно-правовая документация, касающаяся деятельности профессиональной подготовки педагогов, психолого-педагогические исследования зарубежных и казахстанских исследователей в области проблем развития профессионализма преподавателя вуза.

Подготовка педагогических кадров осуществляется в условиях высшего и послевузовского образования, которая должна придерживаться прежде всего концепции непрерывности и системности образования. Проведенный анализ уровня состояния готовности молодых преподавателей высшей школы говорит о том, что преподаватели в своей педагогической деятельности имеют определенные трудности в работе со студентами и в осуществлении исследовательской деятельности. Как правило, молодые преподаватели, осуществляя собственную деятельность, в основном, придерживаются копирования деятельности своих старших коллег, интуиции, что на современном этапе не может быть приемлемым. Решение данной проблемы можно найти в системном обеспечении развития педагогического профессионализма научно-педагогических кадров на этапе обучения в магистратуре и во внедрении системы сопровождения деятельности молодых преподавателей. В работе автором предложена система сопровождения деятельности молодых преподавателей, которая прошла апробацию на базе Института педагогики и психологии Казахского национального женского педагогического университета.

Ключевые слова: преподаватель, профессионализм, профессионализм преподавателя, компоненты профессионализма преподавателя, этапы развития профессионализма преподавателя вуза.

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