

Development of Professional Competence of Teachers as A Factor of The Education Quality Management in Preschool Institutions

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Abstract. The main purpose of the article is to disclose the content of the concept of “quality of education”, including preschool education, as a priority in the field of Russian education. A quantitative and qualitative analysis of the professional competence and pedagogical competence of preschool teachers was carried out on the basis of a self-assessment sheet of the teacher’s pedagogical activity and an assessment sheet of key competences by T.A. Svatalova. The results of the self-assessment of pedagogical activity of teachers determined the main competencies in which the teachers showed acceptable levels of professional competence (in the field of personal qualities, in the field of providing an informational basis for activity, and in the field of developing a program of activity and making pedagogical decisions). It creates guidelines for organizing in institutions the conditions necessary for the professional development of teachers, raising their qualifications, helping them not only understand the reasons for their professional difficulties, but also identify the essence of professional expectations of each employee.

1 Introduction

Today, the main focus of research in the field of Russian education is the transition from the methodology for monitoring the quality of education to a methodology for managing the quality of education. This allowed the authors to determine the goals and objectives of the study, namely, not only to analyze the content of the basic concepts on the issues raised, but also to determine the importance of the professional competence of teachers in this process. The theoretical and methodological basis were the works of L.A. Gromova,

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A.S. Zapesotsky, V.A. Calney, E.M. Korotkov, A.M. Moiseev, V.P. Panasyuk, V.M. Polonsky, S.Y. Tryapitsyn, V.V. Timchenko, N.B. Fedorova, S.E. Shishova and others. The analysis revealed an interest in this topic not only in Russian education, but also abroad, at its various levels [1-4].

Based on the requirements of the concept of long-term socio-economic development of the Russian Federation during 2018 – 2025, new goals, directions and measures, means and stages of implementing a promising program for the development of Russian education at all levels are defined in the Government Decree dated December 27, 2017 No. 1642 “On approval of the state program of the Russian Federation “Development of education”. The main goal of the program is to create conditions for the effective development of Russian education, ensuring its accessibility and quality.

The concept of “quality of education” is disclosed in the Federal Law “On Education” in the Russian Federation No. 273-FZ (Article 2, Clause 29) as a comprehensive characteristic of educational activities and training of students, expressing the degree of their compliance with federal state educational standards, educational standards, federal state requirements and (or) the needs of an individual or legal entity in whose interests educational activities are carried out, including the degree to which the planned results of the educational program are achieved. Under Articles 92, 93, 95, 96 and 97 of this law, it is assessed within government and public accreditation procedures, transparency of the education system (disclosure), the education system monitoring, state monitoring (supervision) in education, and independent evaluation of quality of education.

E.M. Korotkov distinguishes the following groups of the quality of education: the quality of the potential for achieving the goal, which is expressed in the quality of education, the quality of educational standard, the quality of an educational program, the quality of the material and technical base of the educational process, the teaching staff, pupils, the quality of information and methodological framework; the quality of the process of formation of professionalism, including the quality of educational technology, the control of the educational process, the quality of teachers' motivation for creativity and the effectiveness of pedagogical work, the quality of students' attitude towards education, the intensity of the educational process, educational management, methods for presenting knowledge; the quality of the result of education means the recognition of professionalism, the development and implementation of individual abilities and features, mastery of the methodology of self-education, and the availability of knowledge and practical skills [5].

The quality of school education is under the constant attention of scientists, government regulatory establishments, presenting a balanced compliance with all aspects of general education: the goals, needs, requirements, norms and standards [6, p. 11]. Not so long ago, preschool education has become the first level in the general education, however, it is now out of this attention. K.Y. Belaya describes the "quality of preschool education" as an organization of the pedagogical process in kindergarten, in which the level of upbringing and development of each child increases in accordance with his/her personal age and physical characteristics during education and training [7, p. 4]. The notion of “the quality of preschool education” is multifaceted [8-10] and includes the following [11]: the quality of education and the level of development of pupils; the quality of the educational process (pedagogical skills, educational subject-development environment); and the quality of organization management.

The quality of preschool education is a managed process and there are two approaches to its management: through the procedural components of the pedagogical system, i.e., the level of organization of all components of the pedagogical process, and through personal, subjective aspects in the management system: the relationship between participants in the pedagogical process, the psychological climate in the institution. The key personality in the educational process is the teacher (educator, teacher) – the subject of the educational

process, and the quality assurance policy begins with the formation of teaching staff in the educational institution, increasing the professionalism of teaching staff, the use of modern methodological approaches and pedagogical toolkit. The changes taking place in the modern education system in recent years have made it necessary to improve the qualifications and professionalism of the teacher, i.e., his/her professional competence [12-14].

Analyzing the existing approaches to understanding the essence of professional competence, N.A. Androshchuk notes that in general they have slight differences; however, one important trend is observed – the degree of orientation to practical activity [15]. Professional competence is understood as a combination of professional and personal qualities necessary for successful pedagogical activity. The development of professional competence is the development of a creative personality, receptivity to pedagogical innovations, and the ability to adapt in a changing pedagogical environment [12, p. 6]. Its basic components include [12, p. 7] the following: intellectual and pedagogical competence – the ability to apply knowledge, experience in professional activity for effective training and education, the ability of a teacher to implement innovative activities; communicative competence – an important professional quality that includes speech skills, communication skills, extraversion, empathy; information competence – the amount of information a teacher has about him/herself, pupils, parents, and colleagues; reflexive competence – the ability of a teacher to control his/her behavior, control his/her emotions, ability to reflect, and stress resistance.

2 Methods

The issue of developing a methodology for the practical study of the professional competence of a teacher as a complex and integrative characteristic of his/her activity is also gaining relevance. It often represents a set of learning individual components, characteristics or compounds. A.M. Sanko and N.B. Strelakova [12] offer a set of test items for a comprehensive assessment of the professional competence of a teacher, representing a qualitatively analytical assessment of knowledge in the form of questions with a choice of one of the answers. From the point of view of O.B. Balberova [16], an important direction in the implementation of the main educational program is the assessment of the professional competence of a teacher. In addition to pedagogical competencies, a high mark includes a combination of indicators of the dynamics of the development of the child's integrative qualities, a positive attitude of the child to kindergarten and a high degree of activity and involvement of parents into solving educational problems and into the life of the kindergarten [16, p. 27 – 30].

To implement the goals and targets in practice, the authors studied the development of the professional competence of teachers of preschool institutions using the following techniques: a scorecard of key competencies of preschool educators by T.A. Svatalova [17] and the sheet of self-evaluation of the pedagogical activity of an educator [16]. Twenty-four educators took part in the study (10 of them have the highest qualification grade, and 14 of them have the first qualification grade).

3 Results

The analysis of the results showed that the levels of formation of professional competence of teachers according to the methodology by T.A. Svatalova were distributed as follows: sufficient level – 16 teachers (67%), and acceptable level – eight people (33%). Unacceptable and critical levels are not present. Let us consider the content of professional competence through pedagogical competencies, using self-assessment of

the teacher's pedagogical activities, which reveals six basic pedagogical competencies, each being represented by 12 characteristics. Based on the outcome, this method makes it possible to determine the qualification grade of a teacher. The results of the self-assessment of the pedagogical activity of the educators are presented in Table 1.

Table 1. The results of self-assessment of the pedagogical activity of the educators

No.	Pedagogical competence	First grade (3.3 – 4.29 points)	Highest grade (4.3+ points)
1	in the field of personal qualities	within 4.0 – 4.3	
2	in the field of setting goals and objectives of pedagogical activity	within 4.7 – 4.8	
3	in the field of educational motivation	within 4.7 – 4.8	
4	in the field of providing informational basis of activity	within 4.0 – 4.3	
4	in the field of developing a program of activities and making pedagogical decisions	within 4.0	
6	in the field of educational activities	within 4.7 – 4.8	
	Total Average	8 people	16 people

4 Discussion

The analysis of self-assessment of the pedagogical activity of an educator has shown the following:

- on the first competency, 12 teachers (50 %) have difficulties in such characteristics as insufficient outlook and the ability to easily keep a conversation on various topics, the literacy of building sentences and a high speech culture;

- on the second, third and sixth competency, all teachers (100 %) have high results in setting and knowing the goals, objectives and organization of pedagogical and educational activities. Discussion of the results showed a desire to increase the ability to offer to students to independently formulate the goal of the lesson in accordance with the topic being studied, as well as the ability of pupils to take part in the formulation of the goals and objectives of the lesson. The teachers also showed the ability to not only kindle interest among students but also to create a friendly atmosphere in the class, noting even small achievements of the pupils, demonstrating them to their peers and parents;

- on the fourth competency, a number of teachers (12 people/50%) have difficulties associated with modern teaching methods and information and communication technologies. The teachers do not always create lessons taking into account metasubject relations;

- the average indicators on the fifth competency level revealed insignificant difficulties in the field of developing activity programs (using ready-made templates) and in making pedagogical decisions, which is determined primarily by the following characteristics: little experience in delivering speeches to colleagues about new program-methodical and didactic materials, insufficient participation in the work of working groups.

5 Conclusion

Thus, the results of using the methodology have shown concordance of the categories assigned to the teachers using this methodology. The results have shown the ability of a number of educators (6 out of 14, 43%) to upgrade their qualification grade from the first to the highest. This creates guidelines for the organization of the conditions necessary for the professional development of teachers, improving their qualifications, helping them not

only to understand the reasons for their professional difficulties, but also to reveal the essence of the professional expectations of each employee [18, p. 5]. The authors see the limitations for the applicability of the results in insufficient selection of research that creates further conditions for its expansion towards comparison of the professional competence of teachers in the educational organization at different levels of general education. Formation or development of any particular competence is an inherent part of the overall process of profession formation of a teacher's competence, where purposeful change of its internal structure and external forms of its expression leads to new qualitative states, the basis of which is the dialectical unity of possibility and actuality. This self-regulating process is an internal necessary movement, "self-movement" of the teacher from the current level of professional competence to a higher level in accordance with the stages of this process [19, p. 26].

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