

A Teacher as a Strategic Human Resource of an Educational Organization

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Abstract. The article deals with human resource management. The specifics of a teacher as a human resource lies in the level of professional competencies. The study aims to substantiate the professional development management system of human resources in a kindergarten. The authors note the stages of professional development such as formation, use, and improvement of professional experience and outline the tasks of each stage. An important thesis is that each stage is aimed at optimizing the professional activities and is based on the statement “the teacher is the key asset of the organization”. The authors consider the development of a human resource management system in a kindergarten as a condition of essential characteristics of a systematic, progressive and qualitative change in the personality of teachers at various stages of professional way. Key factors for designing a human resource management system have been determined. The information component of professional development in the context of digitalization in the economy and education has been highlighted. Special attention is paid to remote and project forms of control. The scientific leadership in solving individual problems of professional development of teachers has been studied.

1 General formulation of the problem and its connection with important scientific and practical tasks

Human resource management is a system of theoretical, organizational, and practical provisions that determine the strategic goals, objectives, content, criteria, principles, and methods of personnel management in a particular organization [1-4]. In studies, the concept of "human resources" is defined as a kind of intangible resource, the activity of which becomes a condition for the "long-term competitiveness" of an organization and constitutes its capital [5]. Content human resources include an emotionally meaningful response to management, the ability of an employee to constantly develop and improve, consciously choose a specific type of professional activity. It is the quality of human resources (psychophysical, personal, qualification) that determines the effectiveness of the organization, its investment attractiveness, competitive advantages, and sustainability in the changing socio-economic situation [6, 7].

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The problem of developing and improving the quality of human resources in educational institutions of different levels is investigated from the standpoint of conceptual, psychological, and methodological foundations [8-12]. The article reveals the issues of professional training of competent specialists based on modern means and methods that make it possible to give the learning process a systemic, flexible, and individualized character to develop relevant competencies and competitiveness. As noted by Arsentiev et al., "Knowledge, competencies, qualifications, labor skills of human resources are becoming increasingly important in the modern economy." Scientists rightly point out the "need to follow the" subject-oriented paradigm of development ", the advancement of a person to the center of the reproductive process" [13, p. 54]. Consequently, in the education system, a teacher who has a complex of socio-cultural and personal-professional competencies is a key strategic resource of an educational organization. In this regard, Bogdan substantiates the importance of developing the strategic readiness of human resources for the implementation of professional activity as a promising direction [14].

In preschool education, human resource management does not find the proper solution. Transformations of managing the professional development of teachers (under the concept of human resources) are inevitably associated with their reconsidering of professional attitudes to the value and semantic guidelines of modern educational policy. These changes are manifested in the acquired qualities (stability, a humanistic orientation, morally-oriented self-regulation, self-government, education, communication, independence, initiative, etc.), which allow the teacher to carry out professional activities culturally and productively organized. In this regard, there is a need in the conditions of preschool educational organizations for the development of a management system for the continuous professional development of teachers as a significant human resource [15-17].

2 Formulation of the objective and setting the tasks of the work

The objective of the study is to substantiate the system of management of professional development of human resources in a preschool educational organization.

The following tasks have been set:

- to develop scientific and theoretical provisions of the human resource management system in preschool education;
- to assess the information and professional development of teachers in preschool educational organizations;
- to highlight the advantages of remote and project forms of human resource management in a preschool educational organization.

3 Presentation of the main research material with full justification of the scientific results obtained, formulation of recommendations

The specificity of a teacher as a human resource lies in the achievement of the level of professional competencies, ensuring the ability to work and the result of professional activity, which is expressed in the implementation of the strategic tasks of preschool education and upbringing [18]. Therefore, the professional development of a teacher of an educational organization from the point of view of human resource management should be determined by the strategic directions of the organization itself, and the tasks should be formulated as global, long-term, and promising [19]. This involves the implementation of management planning functions (teacher development, personnel costs within the framework of the organization's strategy), the organization of a continuous learning, self-study process,

individualization, professional retraining, and advanced training. Therefore, the process of designing the professional development of teachers in the human resource management system in preschool education includes:

- analysis of the internal and external environment to analyze the potential and identify the competitive advantages of teachers and the whole organization;
- defining the mission of the organization following the targets of the state educational policy and analysis;
- formation of a business strategy and budget to calculate the financial indicators of controlling (costs of selection, introduction to the profession, training and accounting for the costs of replacing a teacher in the event of his leaving, as a result of staff turnover);
- development of a program for managing the professional development of teachers in terms of cost-effectiveness and efficiency.

The methodological foundations of strategic management are determined by the identification, measurement, and provision of information about the real level of professional development of teachers to make managerial decisions and are based on the principles of efficiency and competitiveness, economic feasibility, self-government, and delegation of powers, continuity, progressiveness and advanced development, etc.

We emphasize that in their professional development, each teacher goes through the stages of formation, use, and improvement of professional experience. Management at each stage is aimed at solving specific problems.

The tasks of the professional development of a teacher are the following:

- to ensure the formation and prospects for the development of the labor and creative potential of teachers based on the calculation of the need for personnel;
- to ensure the planning of the organization's needs for teachers;
- to create conditions for the adaptation of teachers to professional activities.

Tasks of using the professional development of a teacher are:

- to provide conditions for the implementation of professional functions by teachers according to the individual goals of professional development;
- to create comfortable and safe working conditions;
- to promote the rational use of working time.

The tasks of improving the professional development of the teacher are to provide conditions for improving the professional competencies of teachers according to their individual goals and the mission of the educational organization through optional training, advanced training, professional retraining, career planning, methodological support, etc.

Since the management of the professional development of teachers is a complex and holistic system, the management process at each stage necessarily includes procedures for analysis, planning, organization, communication, leadership, and control. Based on the analysis and comparison of the real level of professional development to the required level, the achievements, and problems of teachers, the changes occurring are identified, the choice of content, forms of support, and motivation are carried out. The data obtained are the grounds for adjusting and designing the priority areas of professional growth of a particular teacher. In this regard, separate plans for the selection, admission, assessment, reward, communication of teachers can be developed.

An important thesis is that each stage is aimed at optimizing the professional activities of teachers and is based on the position that the teacher is the key asset of the organization, which determines its effectiveness.

The considered provisions determine the development of a human resource management system in a preschool educational organization, contributing to the development of the essential characteristics of a systematic, progressive and qualitative change in the personality of teachers at various stages of professional development. The following provisions are accepted as the basis for designing the system:

- every teacher is an actively cognizing subject with one's own experience and trajectory of development;
- new knowledge or clarification of the existing one is acquired in the process of joint and independently organized forms of professional activity;
- the result of professional development is an individually directed progress of the teacher.

In modern conditions of digitalization and expanding the scope of application of information and communication technologies in the economy and education, the requirements for the information component of professional development of human resources in the general management system are increasing [20]. At the same time, a study we surveyed with teachers of preschool educational organizations in Nizhny Novgorod and the Nizhny Novgorod region revealed many difficulties in the information professional development. Out of 86 teachers, 64% have problems in formulating goals and objectives of professional development in the digitalization and, accordingly, determining the most effective means of achieving them, as well as using distant forms of advanced training, participation in webinars, Internet conferences on their initiative. Only 56% of teachers actively use interactive tables and interactive smart boards in their work with children. Most educators do not have the skills to build websites and programs, compose web pages, and electronic game assignments. In 48% of cases, insufficient use of the capabilities of the information environment in interaction with parents is noted, which reduces the effectiveness of interaction and communication.

The data obtained prove the relevance of the design of the management process of the information component of the professional development of teachers and increase the importance of the system-activity foundations of the manager's management activity in the more efficient use of personnel, methodological, information, and material and technical resources of a preschool educational organization [21].

In this regard, we highlight the main advantages of distant forms of human resource management in a preschool educational organization:

- free access of teachers to a variety of information sources and the ability to create their own methodological and didactic developments, interactive funds of diagnostic and evaluation tools of various levels of complexity;
- the ability to design a more modern learning content through generalization, comparison of information sources, and differentiate it according to the degree of complexity;
- structuring and algorithmic content of training information through the use of vivid reference images;
- design of a rich, transformable and functional media educational environment in a preschool educational organization;
- management of contactless information interaction, the development of information culture among teachers, information needs for self-educational activities, participation in networked pedagogical communities, presentation of media products;
- the establishment of positive, human-directed relationships between participants in distant interaction, equal partnership in the exchange of information; etc.

Project activities allow expanding the potential prospects for the professional growth of teachers. For example, the project "On the Stages of Professionalism" combines distant and classroom forms of methodological support. In distant forms, information resources are offered for self-study of the regulatory framework of preschool education, diagnostic methods for self-examination of personal and professional qualities that are important for a leader, which ensures the development of various components of law competence [22]. Classroom lessons are planned using media technologies in the format of workshops, consultations, polemics on the problems of setting goals for human resource management, determining effective ways to implement them, using computer programs, etc.

The demand for scientifically grounded aspects of human resource management determines the leadership of the process of professional development of teachers, which is carried out by teachers of the Nizhny Novgorod State Pedagogical University after K. Minin and is surveyed within the framework of the federal innovation platform "Pedagogical Leadership", in the format of open lectures, training webinars on modern approaches to the upbringing and development of preschool children [23, 24]. Thus, each teacher becomes an active participant in the scientific and professional community, which increases the motivation for self-education, taking into account professional experience and modern requirements, for developing a real individual self-development program, as well as an independent assessment of their development and achievements.

4 Conclusions on this study and prospects for further development of this theme

Human resource management in a preschool educational organization should be considered as a modern strategy for the long-term and progressive professional development of teachers. The result of such management is the awareness of professional activity, which leads to the achievement of high-quality results and an increase in the competitive advantages of teachers and the organization itself.

The information component of the professional development of teachers of a preschool educational organization in an integrated management system is provided with continuous information-content and practice-oriented support and is achieved due to the variability of the forms used, the subject-subject nature of the interaction.

The prospect of further research involves modeling the professional development of teachers in the human resource management system in a preschool educational organization.

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