



REVISTA INCLUSIONES

INVESTIGACIÓN Y CIENCIA DESDE EURASIA

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Julio / Septiembre

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanese

Universidad de Houston, Estados Unidos

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra

Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz

Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov

South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía

Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas

Universidad Nacional Autónoma de México, México

Dr. Martino Contu

Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo

Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna

Universidad Nacional Autónoma de México, México

REVISTA INCLUSIONES

REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Horacio Capel Sáez

Universidad de Barcelona, España

Dr. Javier Carreón Guillén

Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie

Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar

Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo

*Universidad Popular Autónoma del Estado de Puebla,
México*

Dr. Adolfo Omar Cueto

Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco

Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo

Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandia

Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar

Universidad de Sevilla, España

Dra. Patricia Galeana

Universidad Nacional Autónoma de México, México

Dra. Manuela Garau

Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg

*Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos*

Dr. Francisco Luis Girardo Gutiérrez

Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire

Universidad de Colima, México

Dra. Antonia Heredia Herrera

Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre

Universidade Estadual da Paraíba, Brasil

CUADERNOS DE SOFÍA EDITORIAL

+ Dr. Miguel León-Portilla

Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura

*Instituto de Estudios Albacetenses "Don Juan Manuel",
España*

Dr. Carlos Tulio da Silva Medeiros

Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández

Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango

Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut

Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa

Dilemas Contemporáneos, México

Dra. Francesca Randazzo

*Universidad Nacional Autónoma de Honduras,
Honduras*

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso
Universidad de Salamanca, España

Dr. Josep Vives Rego
Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni
Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo
Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Dra. Elian Araujo
Universidad de Mackenzie, Brasil

Mg. Romyana Atanasova Popova
Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa
Instituto Universitario de Lisboa, Portugal
Centro de Estudios Africanos, Portugal

Dra. Noemí Brenta
Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca
Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel
Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik
Universidad de Colonia, Alemania

Dr. Eric de Léséulec
INS HEA, Francia

Dr. Andrés Di Masso Tarditti
Universidad de Barcelona, España

Ph. D. Mauricio Dimant
Universidad Hebrea de Jerusalem, Israel

Dr. Jorge Enrique Elías Caro
Universidad de Magdalena, Colombia

Ph. D. Valentin Kitanov
Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez
Universidad Mayor San Andrés, Bolivia

Dr. Gino Ríos Patio
Universidad de San Martín de Porres, Perú

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF SASKATCHEWAN



Universidad de Concepción



BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN

**PEDAGOGICAL COMPETENCY OF TEACHERS OF PROFESSIONAL EDUCATIONAL
INSTITUTIONS: CHALLENGES AND ASSESSMENT**

Dr. Marina Georgiyevna Sergeeva

Research Institute of the Federal Penitentiary Service of Russia, Russia
ORCID ID: 0000-0001-8365-6088
sergeeva198262@mail.ru

Dr. Alexandrova Ekaterina Alexandrova

Saratov National Research University, Russia
ORCID ID: 0000-0002-2101-7050
alexkatika@mail.ru

Dr. Mikhail Ivanovich Mukhin

Research Institute of the Federal Penitentiary Service of Russia, Russia
Peoples' Friendship University of Russia, Russia
ORCID ID: 0000-0003-4740-729X
m.i.mukhin@gmail.com

Dr. Anna Konstantinovna Oreshkina

Russian Academy of Natural Sciences, Russia
ORCID ID: 0000-0002-7014-9404
oreshkinaa2015@yandex.ru

Dr. Dmitry Vladimirovich Lukashenko

Research Institute of the Federal Penitentiary Service of Russia, Russia
ORCID ID: 0000-0002-0045-6062
dim-mail-ru@mail.ru

Fecha de Recepción: 03 de marzo de 2020 – **Fecha Revisión:** 07 de abril de 2020

Fecha de Aceptación: 27 de junio de 2020 – **Fecha de Publicación:** 01 de julio de 2020

Abstract

The production capacity of a state is a key condition for the sustainable economic and social development. The competence and skill level of employees in any position, from cashier to federal official, affects not only labor efficiency, but also the speed of progress in the economic field and, finally, the overall competitiveness of Russia in the context of international market relations. The contributory factors that determine the level of competitiveness of the state economy include the quality of workforce training, directly related to the integration of the economic sphere (one of the four basic spheres, along with political, social and spiritual) with the educational sector. Moreover, from the point of view of the overwhelming majority of Russian education researchers, nowadays, we face serious challenges with the training of highly skilled workers. Managers are forced to bring their employees to the necessary professional level through special in-service courses and programs. An effective solution to the problems of continuing professional development is facilitated by the promotion of employees up the career ladder. It can be described as a gradual advancement of professionals in the field of industrial, scientific, creative or any other constructive activity from the basic qualification level to the highest, or, in other words, as a career development of a particular individual, taking into account his/her mental, psychological, professional and other resources.

DR. MARINA GEORGIVNA SERGEEVA / DR. ALEXANDROVA EKATERINA ALEXANDROVA
DR. MIKHAIL IVANOVICH MUKHIN / DR. ANNA KONSTANTINOVNA ORESHKINA
DR. DMITRY VLADIMIROVICH LUKASHENKO

Keywords

Pedagogical competency – Professional education system – Higher and secondary professional

Para Citar este Artículo:

Sergeeva, Marina Georgievna; Alexandrova, Alexandrova Ekaterina; Mukhin, Mikhail Ivanovich; Oreshkina, Anna Konstantinovna y Lukashenko, Dmitry Vladimirovich. Pedagogical competency of teachers of professional educational institutions: challenges and assessment. Revista Inclusiones Vol: 7 num Especial (2020): 441-451.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)

Licencia Internacional



Introduction

The participation of the Russian Federation in the Bologna process and fundamentally new approach to assessing the results of professional training, in terms of competencies, considered as a set of knowledge, skills and attitudes, presuppose increased attention to the ability of teachers to adequate and productive decision-making in challenging conditions. It should be noted that in relation to the modern interpretation of competencies (including professional ones), the majority of researchers single out individual capabilities and characteristics as the mandatory component of any competency, without the development of which the process of mastering and using professional competencies is practically unrealizable. The most important personal characteristics of a graduate of a higher or secondary professional education institution are discipline, openness, creative thinking, and the desire to improve within the profession and beyond, willingness to life-long learning. For the formation of these qualities, certain pedagogical conditions are necessary. This determines the special role of pedagogical education of future teachers of higher and secondary professional educational institutions. Among the key factors underlying this concept of education, we should single out the demand for sustainable modernization of the economy in the innovative direction, which depends, first of all, on human resources, the training of which is the responsibility of professional education system.

There is no doubt that the current stage of technological development is characterized by an increase in the value of the human factor, first of all, as a sustainable guarantee of the technological safety, as well as a prerequisite for continuous improvement of the technologies. Moreover, the quality of the attaining professional tasks is largely determined not only by the speed and depth of development of certain knowledge and skills, but also by moral and ethical values of the graduate. Creating a flexible, innovative, socially oriented economy is not feasible without the direct and continuous participation of highly qualified professionals who regard a human as the highest value. This makes the pedagogical competency of teachers of higher and secondary professional educational institutions particularly important. Development of pedagogical competency should give greater advantages in terms of their effectiveness, ability to solve planned tasks more successfully and eliminate difficulties that require a special approach. In the current context, it seems reasonable to focus on improving the content and modernization of the psychological and pedagogical development of teaching staff involved in the preparation of skilled labor force for the modern economy in the conditions of higher and secondary professional education. Thus, professional competency of teachers is an innovative and promising area of scientific research in theoretical and applied aspects.

Literature review

In Russian pedagogy, interest in theoretical and practical research of the content, forms and methods of teacher training has remained unchanged throughout the last third of the twentieth century. Numerous studies were devoted to general theoretical approach to the content and organization of this process¹. The researchers revealed the general patterns

¹ V. Utemov; R. Khusainova; M. Sergeeva y V. "Shestak, Full Packaged Learning Solutions for Studying Mathematics at School", EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018); M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", Modern Journal of Language Teaching Methods Vol: 8 num 11 (2018): 814–823; S.

DR. MARINA GEORGIVNA SERGEEVA / DR. ALEXANDROVA EKATERINA ALEXANDROVA

DR. MIKHAIL IVANOVICH MUKHIN / DR. ANNA KONSTANTINOVNA ORESHKINA

DR. DMITRY VLADIMIROVICH LUKASHENKO

of training specialists for various areas of educational work with secondary school students, the process of formation of future pedagogical skills in teacher training. Less developed in Russian pedagogical science in the specified chronological framework remained the problem of training teachers for the field of secondary professional (vocational) education. The content of vocational training was the subject of research by a number of leading education theorists, who, in particular, paid attention to the pedagogical skills of teachers². In the theory and practice of professional education and teacher training, various conceptual models were proposed. At the present time there is an urgent need not only for the reflection of the professional competencies system in professional education, but also for the theoretical justification of educational environment guaranteeing their sustainable development. In Russia, a number of dissertations have been carried out, in which the problems of professional and pedagogical competencies of teachers of initial (secondary) vocational education have been studied: The formation of a teacher's professional culture in initial vocational education; Development of the metaprofessional qualities of teachers of initial vocational education; Improving the informational training of teachers in the secondary professional education system. However, to date, the content and structure of teachers' professional and pedagogical competencies and their specifics remain the subject of ongoing research. We have identified a number of contradictions which need further clarification.

Firstly, on the one hand, there is a certain social demand for updating the pedagogical component of the professional activity of teachers of higher and secondary professional educational institutions, on the other hand, an insufficient level of initial pedagogical training of teachers should be noted.

Secondly, there is a need for teaching staff to improve their qualifications in general, and to develop their pedagogical competencies in particular, through the in-service training. However, the theoretical foundations and methodological support of the development of pedagogical competencies as a necessary condition for building a future professional career and continuing professional development are not sufficiently grounded.

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

² S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, "Formation of academic mobility of future foreign language teachers by means of media education technologies", *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 3 (2018): 959-976; 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; 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; M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. 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 y M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, "Quality management of services of the higher education", *Ponte* Vol: 74 num 1 (2018): 34-47.

DR. MARINA GEORGIVNA SERGEEVA / DR. ALEXANDROVA EKATERINA ALEXANDROVA

DR. MIKHAIL IVANOVICH MUKHIN / DR. ANNA KONSTANTINOVNA ORESHKINA

DR. DMITRY VLADIMIROVICH LUKASHENKO

Thirdly, the specificity of secondary professional education students, in particular their level of motivation, determines the need for the participants (subjects) of the educational process (students, parents) in pedagogical support.

Proposed Methodology

The interpretation of the competency perception of learning outcomes depends on the approach to the interpretation of competency in the context of acquired knowledge and skills. In the process of professional training, educators should have a clear idea of the essence of competency, as well as the content and structure of basic concepts: competency, professional competency, pedagogical competency³. The development of professional competency is a complex, multi-faceted process, which is directly related to various competencies that differ in their internal specificity and external manifestations. The foundations of professional competency are, first of all, general and special competencies, reflecting the level of qualification of a graduate of higher and secondary professional educational institutions, the degree of development of special competencies and the ability to apply them in future practical activities.

In this context, we have carefully considered the possibilities of a competency-based approach related to the inclusion of Russia in the international educational area strongly influenced by the Copenhagen and Bologna systems. To a large extent, this is due to the implementation of innovative teaching and learning models, including competency-based, in which there is a shift in the focus of education from students' knowledge, skills and attitudes to their competencies. On the basis of research works⁴, we interpret competency as a personal and professional property of an individual, which is represented in his/her readiness for productive activity on the basis of received professional education (higher or secondary) taking into account social values and potential risks.

Pedagogical competencies are an obligatory component of the competency system required from a teacher of a higher or secondary educational institution to effectively implement the content of education, to achieve the desired learning outcomes, and to comprehensively enrich the personality of a future specialist. The need for the development of a complex of pedagogical competencies is due to the fact that the professional and pedagogical performance of a teacher is manifested in society as a complex multidimensional system. The teacher and student operate within the framework of a social structure - a social whole, consisting, according to A. Uledov, of elements (types of activity, individuals) aimed at realizing certain social needs. The definition of social actors, for example, students and teachers of higher and secondary professional educational institutions, the types of activities they carry out and the relationships between

³ 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.

⁴ 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); 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 y E. Dolzhich y S. Dmitrichenkova, *Computer science terminology (a case study of the Spanish language)* (Valencia, Spain: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference, 2018), 2556-2559.

DR. MARINA GEORGIVNA SERGEEVA / DR. ALEXANDROVA EKATERINA ALEXANDROVA

DR. MIKHAIL IVANOVICH MUKHIN / DR. ANNA KONSTANTINOVNA ORESHKINA

DR. DMITRY VLADIMIROVICH LUKASHENKO

them is currently the most highly demanded and functional concept of social systems and their the structural components. Neglect of this circumstance could lead to the formation of unproductive complexes, including complexes of professional competencies. Thus, the development of the competency system of a teacher in the field of vocational education, involves taking into account the specifics of the subjects of the educational process, a variety of types of activities and social contexts. The components of social systems (including educational) are in the process of continuous integration, and each element could act in relation to the other either as a consequence, or cause, or their dialectical combination. In this regard, it should be noted that each competency of teachers of higher and secondary professional educational institutions includes a certain number of structural elements that determine the characteristics of other pedagogical competencies in the designed complex. It should be emphasized that the key components of all systems (including social ones) are interconnected by various dependencies that perform certain functions. The combination of these dependencies reflects a specific aspect of social structure. Based on the foregoing, we come to the conclusion that the professional activities of teacher and student are implemented in a social system whose component composition is determined by the specifics of the main activity types (including professional) and the interdependence and intersectionality of public spheres. Thus, the effectiveness of educational performance activity depends on how complete and cohesive is the complex of pedagogical competencies built by teachers of higher and secondary professional educational institutions⁵. Moreover, the success of this system is associated with the relative effectiveness of a teacher as the part of educational and professional environment, integrated into a larger social system.

Result Analysis

Russian educators identify the following key pedagogical competencies (hereinafter - PC)⁶: the development of professional self-identification of students, the implementation of interpersonal interaction, modeling of pedagogical activity, interpretation of pedagogical reality and their place in it, the implementation of the educational performance, introspection, social organization, prevention and resolving conflict situations.

Based on the study, we identified the following areas of professional activity of teachers of higher and secondary professional educational institutions for building PCs:

1) modeling of educational performance, its implementation, as well as reflection of the process and learning outcomes with their further correction according to the observed dynamics along different career stages;

2) integration into pedagogical collaboration with participants in the educational process to compare and share pedagogical principles, methods and tasks, as well as to enrich each other with professional experience, which helps to compensate for its deficiency, inevitable in case of a separate, introverted functioning in the profession;

⁵ M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotnikov y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development", *Revista San Gregorio* Vol: 30 (2019): 1-8.

⁶ V. V. Kolchina y M. G. Sergeeva Formation of innovative and entrepreneurial competence among university students - future managers (Kursk: Regional Financial and Economic Institute, 2016).

DR. MARINA GEORGIVNA SERGEEVA / DR. ALEXANDROVA EKATERINA ALEXANDROVA

DR. MIKHAIL IVANOVICH MUKHIN / DR. ANNA KONSTANTINOVNA ORESHKINA

DR. DMITRY VLADIMIROVICH LUKASHENKO

3) creation of educational environment for constructive interaction between teachers and students, focused on smoothing out idiosyncratic, age-related and socially determined difficulties.

The proposed model is universal, as it could be implemented in the educational environment of all or most educational institutions of the professional education system (Figure 1). The model is the basis for the development of pedagogical competency of teachers of the professional education system. It is important to note that, provided the program is developed on the basis of the presented model, favorable conditions could be created for the professional and pedagogical development of the teacher, the formation of his/her pedagogical awareness, and primarily for the development of pedagogical competency.

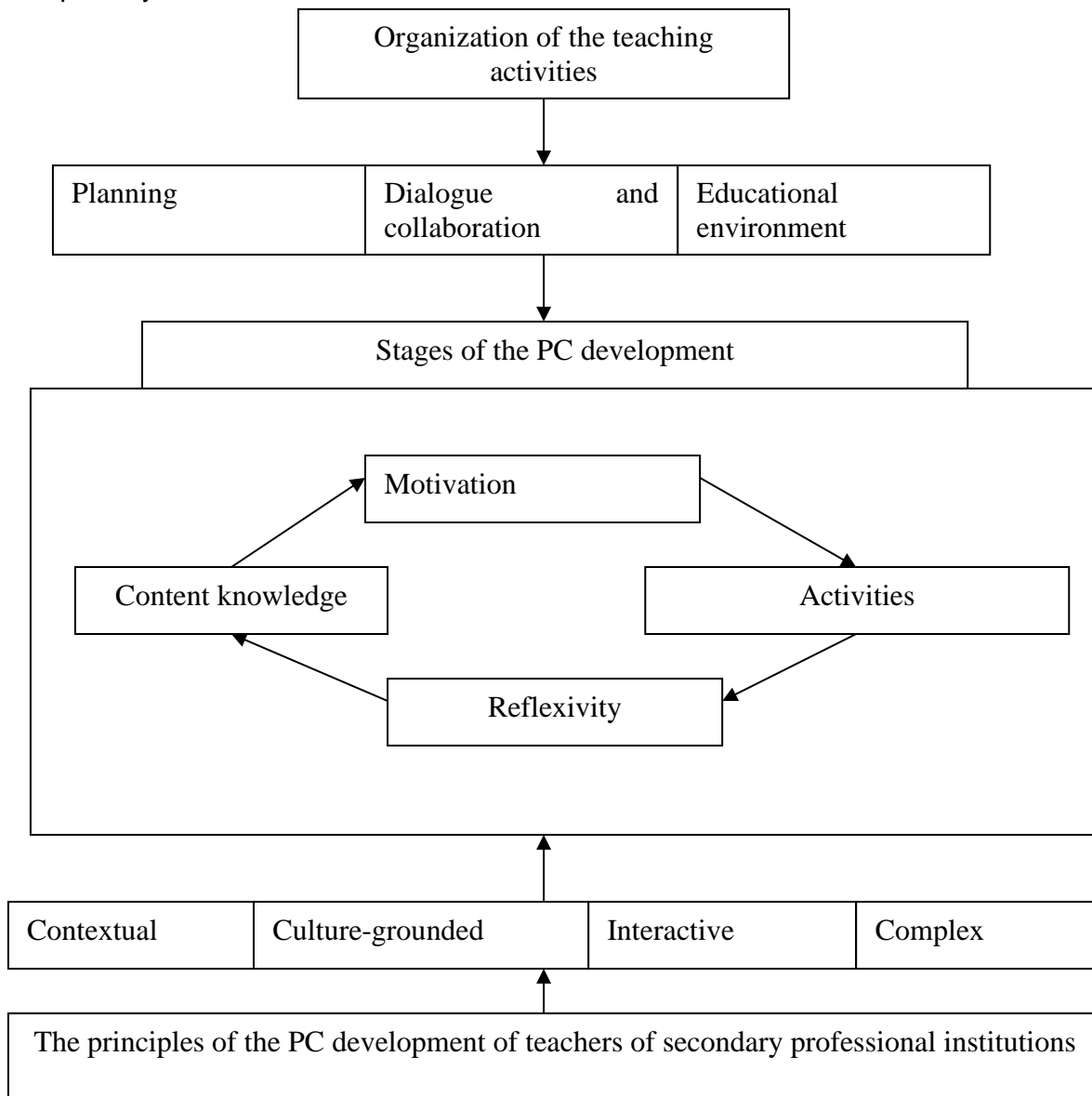


Figure 1
Model for the development of the PC system of teachers of secondary professional educational institutions

The results obtained allow us to formulate the following conclusions related to the effectiveness of the implementation of the PC building scenario, based on the suggested model.

Firstly, the effectiveness of building teachers' PC is determined by the degree of awareness of this complex phenomenon and its essence as a combination of theoretical knowledge and empirical ability to pedagogical work.

Secondly, the PC level is largely determined by the personal and professional position of the teacher with respect to the general goal pursued by higher and secondary professional educational institutions, as well as regarding the significance of their own contribution.

Thirdly, awareness of the peculiar characteristics of the target audience - students, who often have a low level of educational motivation, social naivety, lack of some basic knowledge and skills, and lowered self-esteem, - plays a huge role.

Fourth, an important place in the development and improvement of teachers' PC is given to the system of regulating the educational process, the participants of which should not only use administrative powers, but also be an example of pedagogical and organizational competencies for their employees.

Fifth, one of the key prerequisites for the PC building is the establishment of the interaction of all subjects of the educational environment, on the basis of cooperation, collaboration and mutual respect.

In this case, we should consider the potential risks of implementing the program of building the PC by teachers of higher and secondary professional educational institutions. In our research, we examined the possible negative effects of PC on the personality of a teacher. First of all, it is necessary to take into account professional failures that are destructive for the psyche and moral self-awareness, which are inevitable in the absence of adequate conditions for a productive critical analysis of pedagogical activity. Teachers need to have critical, evidence-based attitudes to their own practices. In addition, such individual characteristics of the teacher as excessive emotionality, immunity to critical remarks, a tendency to justify one's own mistakes and wrong actions, etc. seem to be undesirable. For positive self-identification in the context of the formation of this competency, the dogma of conservative pedagogy, based on subject-object relations between the administration of educational institutions and teachers, between teachers and students, implies considerable risks. The building of the educational process on the basis of the concept of subject-subject relationships favors a significant complication of educational performance and an increase in the time lag of its outcomes. Finally, we need to be aware that students are more often faced with a conventional, authoritarian-knowledge pedagogical approach, which is related to the social circumstances in which their personality was formed. Therefore, as a rule, they perceive traditional methods and technologies much more easily than modern individualized ones. In some cases, students interpret the teacher's desire to establish a subject-subject relationship as a demonstration of insecurity, timidity, generated, in their opinion, by insufficient competence. Such students often associate an authoritarian approach with professionalism and pedagogical mastery.

Conclusion

Building PC of teachers of higher and secondary professional educational institutions includes the complex development of interrelated, interdependent components. Its structure and component composition is consistent with the logic of the PC building and contains the following systematically implemented stages: motivational, activity, reflective-analytical and substantive.

The main areas of teaching performance, which allow to effectively develop pedagogical competency, include planning, organization of pedagogical dialogue, gaining experience in the development of educational environment. Moreover, the process of PC development should be based on the principles of contextuality, culture, interactivity, complexity. A significant component of the suggested PC model is the criteria for assessing the success of the process.

The model could be considered as the theoretical basis for the development of the corresponding CPD program, which defines the range of fixed assets, the conditions for its implementation, as well as possible pedagogical risks for the teachers of secondary and higher professional education institutions.

The model is universal in nature and could be used in programs for the development of pedagogical competency in a wide range of educational institutions of professional education.

References

Book

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

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

Kolchina, V. V. y Sergeeva, M. G. Formation of innovative and entrepreneurial competence among university students - future managers. Kursk: Regional Financial and Economic Institute. 2016.

Journal articles

Bírová, J.; Kružík, P.; Kalimullin, A.; Sokolova, N.; Haroun, Z.; Králik, R. y Vasbieva, D. "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).

Gorev, P.; Telegina, N.; Karavanova, L. y Feshina, S. "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.

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

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

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

Sergeeva, M. G.; Bondarenko, N. G.; Shebzuhova, T. A.; Solovyov, B. A.; Parinov, D. V.; Shvedov, L. A. y Ovchinnikov, A. P. "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.

Sergeeva, M. G.; Flyagina, V. Yu.; Taranenko, I. V.; Krasnova, E. V. y Vilkova, A. V. "The interaction of labor market and educational services market considering social partnership mechanism and specificity of the regional educational policy". Ponte Vol: 73 num 12 (2017).

Sergeeva, M. G.; Gubarkov, S. V.; Zhigalov, K. Yu.; Kurmaeva, I. I. y Tolmachev, A. V. "Quality management of services of the higher education". Ponte Vol: 74 num 1 (2018): 34-47.

Sergeeva, M. G.; Stepanyan, T. M.; Spector, A. A.; Komov, M. S.; Latysheva, N. A.; Okhotnikov, I. V. y Shvedov, L. A. "Formation of economic competence of the head of the educational organization in terms of professional development". Revista San Gregorio Vol: 30 (2019): 1-8.

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

Utemov, V.; Khusainova, R.; Sergeeva, M. y Shestak, V. "Full Packaged Learning Solutions for Studying Mathematics at School". Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018).

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

Pedagogical competency of teachers of professional educational institutions: challenges and assessment pág. 451

Wang, S.; Gorbunova, N.; Masalimova, A.; Bírová, J. y Sergeeva, M. “Formation of academic mobility of future foreign language teachers by means of media education technologies”. Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 3 (2018): 959-976.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo
Puede hacerse sin permiso de **Revista Inclusiones**, citando la fuente.

DR. MARINA GEORGIVNA SERGEEVA / DR. ALEXANDROVA EKATERINA ALEXANDROVA
DR. MIKHAIL IVANOVICH MUKHIN / DR. ANNA KONSTANTINOVNA ORESHKINA
DR. DMITRY VLADIMIROVICH LUKASHENKO