

## PROFESSIONAL CONCLUSION

on the quality of diagnostic tools methodology and contents of the system of academic personnel competencies, developed within the project № 21720008 “Higher School Lecturer`s Competencies in the Epoch of Changes”, implemented by partner countries funded by the International Visegrad Fund and Ministry of Foreign Affairs of the Kingdom of the Netherlands,

by LIUDMYLA VASHCHENKO,  
Director of the Centre for Educational Reform Expertise,  
Ph.D. in Pedagogy, professor

The object of the professional expertise are the following materials of the project № 21720008 “Higher School Lecturer`s Competencies in the Epoch of Changes”:

- The questionnaire for students «A Study of the Complex of Academic Personnel Competencies» (e-form);
  - The questionnaire for academic personnel «A Study of the Complex of Academic Personnel Competencies» (e-form);
  - The methodology of the research (printed form);
  - The methodology of statistical processing (e-form);
  - The integrated matrix of competence profile analysis of academic personnel (e-form).
- 1) To reach the aim of the project determining a complex of professional competencies of the higher school, authors of the project prepared a concept of the research. Its main idea is coordination of contradictory social and technological challenges with changes in professional activity. The role of higher school academic personnel as a «creative, intellectual, spiritual elite of society, requiring the development of standardized approaches to assessment of professional competencies – the quality of education index».
  - 2) It is important to note, that an English concept of a «competence» in Ukrainian scientific discourse is used in two lexical constructs - «компетенція» and «компетентність», having different notional meaning. «Компетенція» means «terms of reference of any organization, institution or person; range of issues, a person has some *authority*, knowledge or experience in»<sup>1</sup>. «Компетентність» is considered as knowledge, erudition, the competence of a person, in a wider context, acknowledging appropriate knowledge and readiness (ability) to use them.<sup>2</sup> Considering Ukrainian vocabulary has no single approach to interpreting the concept, there is a necessity to identify it within educational systems of the research participant countries. Authors should clarify and dwell on the notion of «*professional competence of higher school lecturer*» in the descriptive part of the research. The notion of “academic personnel” has to be defined as well, since managers (a rector, a vice-rector, a dean, a head of the department etc.) of an educational establishment can also fall into this category, but due to their official authority, has to possess professional competencies of a different range.
  - 3) The structure of *professional competence of academic personnel*, suggested by authors, consists of a professional and pedagogical (PPP), social and personal (SPP) and academic profiles (AP). It is consequent, as it comprises all types of teachers` professional activity.

---

<sup>1</sup> Словник іншомовних слів /за ред.. Ю.Мельничука. – К., 1975. – С. 345.

<sup>2</sup> Національний освітній глосарій: вища освіта /за ред..Табачника Д.В., Кременя В.Г. – К., 2011. – С. 32.

*PPP competencies* are unconditional and categorical: professional self-perfection, processing the information, interacting with students and managing the educational process. At the same time, in our opinion, the competence regarding the attitude of a teacher towards reforms is inaccurately defined. According to authors' formulation, there is an idea of unambiguous assessment of reforms and declination of alternative points of view, resulting in a negative professional quality of a teacher during the assessment. Apparently, it is necessary to dwell on having innovative culture and innovative teachers' competence. Its indicators would allow eliciting the ability of professionals to act within the formation of a new educational environment.

Regarding the *SPP competencies*, authors defined the main ideas of the profile as follows: pedagogical culture and ethics, professional decision-making, responsibility for its consequences, leadership skills, and civic attitude. In our opinion, these formulations are not felicitous enough. Probably, «general cultural competence» and «civic competence» as definitions that can be characterized and represented in indicators, later on, would fit more.

The same recommendations we would give to the group of *AP competencies*: implementation of research into practice, an internationalization of education and science, a popularization of own scientific research, knowledge of scientific methodology and research tools, academic quality.

- 4) We would like to mention, authors have thoroughly chosen indicators of each competence: they are not only important considering an unbiased analysis of teacher professional activity, but also easy to comprehend and measure. So, the essential part of indicators is justified, trustworthy and measurable. At the same time, we find individual definitions, either insufficiently important in teachers' professional activity or quite generalized, and, as a result, minimizing possibilities of their objective assessment. For instance, the indicator «shows ... entrepreneurial initiative» (9) does not regard to a principal function of higher school lecturer. Besides, the indicator «positively regards reforms and changes in higher school» generally sounds politically affiliated (13). We find indicators 11, 19, 30 insufficient as well. Moreover, indicators representing real positive changes, such as forms of teachers' advanced training, their frequencies etc. are not offered.
- 5) During the research, authors designed a questionnaire «A Study of Complex of Academic Personnel Competencies» according to which they surveyed students and teaching staff. The methodology of statistical data processing meets the demands of social and pedagogical researches of this type. A considerable amount of similar advantages in both groups of participants was found out. It proves professional competencies of academic personnel determined by authors are suitable for the research.

Conclusion:

The analyzed diagnostic material we consider as a tool to select optimal professional competencies and indexes; determine procedures of statistical response for the maximally unbiased description of a standard of professional activity of a higher school lecturer as a background for correlation of derived results with results of participating countries.

LIUDMYLA VASHCHENKO,  
Director of the Centre for Educational Reform Expertise, Ph.D. in Pedagogy, professor

