

LEARNING ORGANIZATION OF TEACHERS AT SELF-LEARNING UNIVERSITY

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The Article dwells on the urgent issue of level increase of professional competence of teachers of higher professional institutions in the process of learning organization at self-learning university. As an example we took experience of Astrakhan state university.

Keywords: self-learning university, teacher's professional competence, learning organization

The present educational environment in institutions of higher education is not sufficiently promotes the solution of optimizational problems of using resources and teacher's skills. As a result, its role in the development of the educational environment of the university is decreasing in order to improve the quality of graduate's education. In this regard, the creation of learning organization system of high school teachers' training is a pressing problem for the theory and methodology of professional education; the development and the scientific study of learning organization of teacher's training at self-learning university is important and well-timed.

Analysis of higher educational institution teaching practice shows that the teacher is not fully demonstrate his/her available professional skills in various areas of educational activities. Realization of teachers' professional and pedagogical skills is often intuitive and spontaneous that shows an insufficient level of his/her professional competence formation.

Nowadays, the competence approach is considered to be a basis in solving problems of specialist's lifelong learning professional development. The priority of major competences development in the process of professional activity is also practically assured.

The formation of university teachers' professional competence requires mastering the mechanisms and methods of potential realization of self-fulfillment and creativity in its process. However, teachers are not always focused on the formation of professional and important qualities.

All these problems, in their turn, prove the necessity to create a learning organization system in order to train teachers of higher educational institutions.

The objective of the research. The main factor in improving teachers' professionalism at higher educational institutions is learning organization. In this regard, the creation of the learning organization system is an urgent issue and it has to be effective because not only level increase of teacher's skills, but also as a consequence, the quality of education depends on it.

We have many contradictions in the realization of the idea of optimization of high school teachers' activity. Especially between the created organizational conditions for the formation of high school teachers' professional competence and absence of positive effect in the process of its implementation in many institutions. It happened because traditional approaches prevail and we have insufficient orientation programs focused on specific professional and educational activities in the educational environment of a modern university.

Thus, you need to figure out ways to improve teachers' activity effectiveness by creating learning organization, which would provide steady increase of the quality of educational services and professionalism at self-learning university in the conditions of market economy.

Materials and methods of research

Self-learning university, as we understand it, is an educational organization that creates, acquires, transfers and preserves knowledge «on-line». In other words, special conditions are provided at self-learning university for the constant development of employees' skills to achieve the results they want to achieve [1].

One of the main aspects of university management is updating and providing conditions for knowledge being generated by staff-members.

Any modern university should become a learning organization. A teacher entering the university sphere should not be isolated from the outer world. On the contrary, university needs tools to choose the best of the environment, concentrate the cutting-edge knowledge and technology in the professional sphere.

Staff development by means of knowledge and educational process management promotes favourable environment in an organization, increases motivation of the staff members and their loyalty to the organization, as well as provides for implementation of the main principles of a learning organization: development, involvement, shared vision.

The experience of Astrakhan State University (ASU) is very interesting, as the university has some interesting projects, which can be used, transformed and developed to establish a learning organization in the university.

For example, the implementation of benchmarking method, which traditionally means the learning based on the experience of the leading companies, is noteworthy [3]. In particular, the experience of managerial decisions

of Toyota Company has been studied. The system of strategic planning (Program of Development of ASU) has also been developed and implemented. Besides, executive communications were set up on different levels connecting all the subdivisions («just-in-time» information exchange).

There is no doubt, that every learning organization should present the example of developed internal information space. Astrakhan State University is not an exception, having a newspaper «Vesti AGU» and web-site www.aspu.ru.

Network of electronic document management «DIRECTUM», a developed system of protocol service can also be mentioned in this connection.

However, it is not enough. The complex of these achievements still does not make ASU a learning organization, as it is necessary to create a complete system of comprehensive development, which undoubtedly includes organizational learning of the staff.

The main directions of expedient development of the university have already been defined. Firstly, it is necessary to develop a system of objective assessment of professional characteristics of the staff based on key competencies and upgrade the reward and remuneration system. It is also necessary to perform regular advanced trainings, to carry out fast and qualitative mastering of new educational technologies, exchange of oblique knowledge among the staff. All the staff members should ideally have a clear notion of their personal career path development in the university.

Results of research and their discussion

Up to that time several relatively independent factors, influencing the process of learning of the staff of an organization have been formulated. These factors include the following: adaptation to the changing conditions, process of forming shared vision of events and processes, process of organized obtaining new knowledge, process of educating top management of the organization; learning through the process of innovation; process of stage-by-stage learning on different phases (life cycles) of an organization.

Development and implementation of organizational learning principles in ASU will provide every staff-member with an opportunity to plan the career, scientific and teaching activity in a conscious manner, to get up-to-date knowledge and skills as well as implement them in professional sphere. And the leading position among the universities is promoted by the cutting-edge, advanced knowledge, modern technologies, highest professional skills of teachers.

Learning organization is a dynamic process of the spread of knowledge on production problems solving, which allows all the staff to get and implement into the work the knowledge and practical skills, permitting them adapt to the changes in the environment more successfully and efficiently, to work out new models of professional activity, creating the competitive advantage for a university. This is

the process, promoting the spread of intellectual component of qualification on the «aggregate» employee, i.e. turning the knowledge of one employee into the knowledge of the whole organization [4].

Learning organization is essential not only for the personnel's professional development, but also for building up the potential of flexibility, mobility, adaptability.

It is due to learning organization that is a part of the educational system structure that the university is able to react more efficiently to the modern processes in economic, social and technological spheres. Thus implementation of the organizational education programmes encourages the enhancement of their professional competence, ensuring competitiveness of the university in the commodity and services market. Proactive education is considered significant as well, enabling orientation to the changes in the external medium.

The current educational situation in Russia requires that the higher school should be the institution of reproduction and formation of culture as a developing system of spiritual values, technologies and creativity.

Astrakhan State University applies various methods of learning organization, including the internal educational courses which are in great demand and aiming at the increasing the level of the academic staff professional competence.

Internal educational courses are a type of learning organization that implements a complex approach to the specialized education and providing the required level of training.

Thus the current situation in the system of higher education is characterized by the decrease of the number of teachers with pedagogical education, constantly demanding requirements to the academic staff professional competence, as well as by the updating of the content of training, it is necessary to organize and hold courses which would enable to augment knowledge, to advance skills in various spheres.

The university holds on a regular basis workshops for teachers «Active and Interactive Training Methods», «Leadership in Education», «Essentials of Lean Production».

Retention of the content of the above mentioned courses enables forming of quite a high level of professional competence of the university academic staff in the sphere of designing and implementing the competence-oriented programme papers with the help of educational technologies of active and interactive training. Besides this contributes to the development of corporate culture, ensures a certain degree of cooperation between the staff of different units.

Obviously some tasks are not resolved. For example, it is important to determine the con-

ditions optimizing the teachers' involvement in learning organization, so that their participation were not formal and forced, but conscious and aiming at realization of the training results in the trained teachers' professional activity.

Conclusion

To summarize: to create a system of learning organization in a self-learning university is quite a complicated process which requires formation and implementation of certain psychopedagogical and organizational conditions. We are convinced that shifting of the focus towards solving the task of learning organization of teachers in a self-learning institute will enable, first, to increase the level of the teachers' professional competence, second, improve the quality of the training process at the higher

school [2]. Therefore the key idea of the article is the idea of the primary role of forming the teachers' professional competence in the process of learning organization.

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