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**SKILL IMPROVEMENT CENTRES AS ONE OF THE MOST
IMPORTANT EXTERNAL CONDITIONS OF THE RESEARCH
EFFECTIVENESS OF UNIVERSITY TEACHERS**

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Abstract: *The article presents the problem of the university teacher skill improvement and suggests using the experience of skill improvement of teachers in British universities.*

Key words: *social-pedagogical conditions, skill improvement, effectiveness, research, education.*

**ЦЕНТРЫ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ КАК ОДНО ИЗ НАИБОЛЕЕ
ВАЖНЫХ ВНЕШНИХ УСЛОВИЙ УСПЕШНОСТИ НИР
ПРЕПОДАВАТЕЛЕЙ ВУЗОВ**

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Аннотация: *Статья посвящена проблемам повышения квалификации профессорско-преподавательского состава вузов и предлагает использование опыта организации повышения квалификации преподавателей в вузах Великобритании.*

Ключевые слова: *социально-педагогические условия, повышение квалификации, успешность, научно-исследовательская работа, обучение.*

The research of a university teacher is a creative process, directed towards the systematization and conversion of the scientific information with the aim of its deeper cognition for the further use of the scientific knowledge in teaching and for the creation of the new knowledge. The research conduct of a university teacher is a guarantee of teaching the subject on a high level. A student can get deep knowledge on a subject and acquire a higher motivation in its learning only if there is beside a creative person, conducting scientific work. The experience of a mutual research is a real study, which gives positive results in practice. So, "Research of a teacher is considered to be the most important component of a professional activity of a university teacher, stimulating the teaching and learning activities" [1, p.103]. The successful scientific work of university teachers is a real situation, depending on the maturity of the complex of the external social-pedagogical conditions (such as: satisfactory material and technical base of a university, organizing role of the administration, the existence of the scientific idea exchange between the teachers, the availability of the skill improvement centers) and the internal psychological

conditions (like scientific directivity of a teacher, motives of a scientific work, informational demand and satisfaction with their own abilities for the research).

In our country the training of the research skill wasn't traditionally paid enough attention to: the teacher skill improvement was only conducted methodically.

The author of the present study was given the opportunity to master the language skills in the Sheffield University, in England, during which there were obtained the data of the organization of the skill improvement of British teachers.

There had been established a big center uniting the work of different universities on teacher skill improvement on the basis of the Sheffield University. A director of the centre, Patricia Luker, represented the data showing the organization of the skill improvement of the British teachers. The problem of the skill improvement of university teachers is fulfilled by the Committee of Vice-Chancellors and rectors together with the Association of the university teachers and the National Union of Students. More than 40 years ago the Committee of Vice-Chancellors and rectors suggested organising the skill improvement of the teachers – beginners not only in the field of teaching but also in the research field. In the majority of British universities there are the Committees chaired by the Vice-Chancellors, that are responsible for the teacher skill improvement. The Committee reports annually before the Senate and the Council. The Committee appoints the person, who organizes the education of teachers and determines the program of the courses according to the reports of the research committees at the departments, which in their turn, get the information from the heads of the chairs. That organizer hires experienced tutors to conduct the classes and seminars. It is recommended to pass the skill improvement course every three years. It should be noted that it is now necessary not only for the teachers-beginners, but also for the teachers, who have a great experience. The length of the skill improvement course for the beginners is 15 days, for the experienced teachers it is 9 days and for the administration – 7 days. According to the report of the Committee of Vice-Chancellors(2) training at the skill improvement centers is conducted in the following areas:

1. Training of the teachers who have recently started their work in the university regardless of their previous experience and availability of a scientific degree.

2. Training of the teachers who have a small experience.

3. Training of administration and scientific advisers.

Training of the teachers-beginners gives them the information about the university they are going to start work at, starting from the meeting with the administrative structure and the conditions of work. They are also taught to prepare and deliver lectures on their subject, to work with small groups of students, to conduct exams and assess of knowledge, conduct consultations, leadership of the students' research, write dissertation research, scientific articles, reports at the conferences, develop new theoretical courses.

Skill improvement of the experienced teachers takes into account the individual needs and interests. The following list of activities provides insight into how training of this group of teachers is usually organized:

1. Leadership of the students' research.

2. Leadership of the teachers' research.
3. Conducting own research.
4. Writing dissertation research.
5. Writing scientific articles and reports.
6. Conducting consultations.
7. Conducting lectures and seminars.
8. Individual work with students.
9. Problem-based learning.
10. Conducting laboratory works.
11. Expanding their knowledge using the computer.
12. Helping students with their study.
13. Helping students with their private problems.
14. Creation of new courses.
15. Assessment of knowledge.
16. Helping foreign students.
17. Leadership of the foreign students.
18. Interviewing and selection of students.
19. Provide training on the faculty.
20. Training of the teachers teaching at the skill improvement courses.
21. The study of intellectual property rights.
22. How to overcome stress.
23. Preparing for retirement.
24. Oratory.
25. Management officials and technicians.
26. The role of the head of department or faculty.
27. The distribution of funds of universities.
28. Introduction of innovations.
29. Communication and relationships in the team.
30. Diagnostic difficulties in the department or faculty.
31. Staff selection.
32. Self-concept.
33. Health and safety at work.
34. Inspection of a department or faculty.
35. Determination of the training needs of teachers at the faculty or department.

According to these documents it is obvious that administration of British universities plays a great role in the optimization of the skill improvement of teachers and great attention is paid to the development of the teacher skills of research work while in our system of higher education skill training of university teachers is mostly formal and theoretical and can't be used as a practical guide. The skills of research work are usually obtained independently, by trial and error. At best the aid can be expected only from the scientific leader.

Thus we can make a conclusion that there isn't any proper skill improvement for developing the skills for the successful scientific work of the university teachers in our country, which is highly important, as the scientific work of teachers shouldn't be over with getting a scientific degree, as conducting scientific work by a teacher

guarantees teaching on a high level. Studying the foreign experience in the skill improvement organization of the university teachers confirms the advisability of its use in our system of higher education. It will help raise the level of teaching and research and will promote to save time and effort.

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