

**“Approved”**

**Rector of the IUK**

**prof. Savchenko E. Yu.**



**REGULATION  
ON CERTIFICATION OF PROFESSOR-TEACHING STAFF  
OF THE ISM “IUK”**

**BISHKEK 2020**

## **1. General Provisions**

1.1. Present Regulation developed on the base of the following documents:

- Labor Code of KP;
- Law of KR "On Education" of April 30, 2003 No 92;
- Standard Regulations on the procedure for certification of employees of enterprises, institutions and organizations of the Kyrgyz Republic (Approved by the Government Decree of KR dated April 06, 2011 No 141);
- Charter of the "IUK".

This Regulation determines the procedure for attestation of teaching staff of the International School of Medicine (hereinafter referred to as ISM), holding positions of members of the teaching staff of ISM (hereinafter referred to as employees).

1.2. Attestation is carried out in order to confirm the conformity of employees to the positions they are applying for, on the basis of an assessment of their professional activities.

1.3. The faculty members include the following positions: dean of the faculty, vice dean, head of the department, chief specialist, professor, associate professor, senior lecturer, lecturer, assistant.

## **2. Formation and principles of the work of the attestation commission**

2.1. The decision to create an attestation commission and attestation of employees is made by the rector or vice-rector, who, according to the order on the delegation of powers, has been granted the employer's rights in relation to employees of coordinated structural units that carry out educational activities.

2.2. The decision to conduct certification can be made by contacting the rector, whether to the coordinating vice-rector from the head of the department to which the employee belongs, or in the absence of a department structure, the head of the structural unit that carries out educational activities, to which the worker belongs (hereinafter referred to as the head of the department / head of the department);

2.3. The personal composition of the attestation commission is approved by the order of the rector of the "IUK" or, by his order, by the order of the coordinating Vice-

Rector. The composition of the attestation commission is formed in such a way as to exclude the possibility of a conflict of interest that could affect the attestation commission's decision.

The attestation (expert) commission includes: the chairman of the commission (represented by the rector or his decision, the coordinating vice-rector), deputy chairman, secretary and members of the attestation commission. which may include the heads of departments, heads of administrative and managerial divisions, highly qualified scientific and pedagogical workers, employees of the personnel department, members of the personnel commission of the academic council of the "IUK".

2.4. The meeting is held within 6 weeks from the date of the decision to create an attestation commission.

2.5. The decision on the place and time of the certification is made by the chairman of the certification commission within a week after the receipt of the certification materials (submission of the head of the department or the head of the structural unit to the certified employees) and is communicated in writing to the employees who are subject to certification, no later than two weeks in advance 3 months before the start of certification by the HR department.

2.6. A meeting of the attestation commission is counted competent if attended by at least two-thirds of its members. The decision of the certification (expert) commission is made in the absence of the certified employee by an open vote by a simple majority of votes of the members of the certification commission present at the meeting. As a result, "Expert opinion on the professional activities of the teacher is drawn up based on the results of certification in order to confirm the suitability of the position held "(Appendix No 2). If the number of votes is equal, the employee is recognized as corresponding to the position occupied by the employee.

2.7. During the certification of an employee who is a member of the certification commission, does not participate in the voting on his candidacy. The results of certification are reported to the employee immediately after summing up the voting results.

### **3. The order of the certification**

3.1. Certification is carried out:

- in order to confirm the compliance of an employee who is a full-time staff of the “IUK”;
- when if the employee is applying for a promotion.

3.2. When carrying out certification of employees, the following should be assessed:

- the results of scientific and pedagogical activities of employees in their dynamics for the previous certification period, including the presence of scientific and educational-methodical publications, academic degrees and academic titles;
- personal contribution to improving the quality of education at the ISM “IUK”;
- personal contribution to the development of science, solving scientific problems in relevant area of expertise;
- teacher rating for 2 semesters preceding certification;
- the state of the personal page on the corporate portal;
- academic load for the current academic year;
- participation in competitions, getting scientific grants;
- participation in scientific conferences, presentations with reports.

3.3. Employees who have worked in their position for less than one year are not subject to certification to confirm compliance with the established qualification requirements for the underwritten positions; pregnant women, women on maternity leave; employees who are on parental leave until they reach the age of three.

Attestation to confirm compliance with the established qualification requirements for the positions held by the above employees is possible no earlier than two years after their release from the specified leaves.

3.4. The head of the department / head of the subdivision within a week after the decision to create an attestation commission is passed to the chairman of the attestation commission the attestation materials. In the event that the certification is initiated by the Sector or the coordinating Vice Rector, the certification materials, as directed by the chairman of the certification commission, are prepared by the head of the department / head of the subdivision.

3.5. Certification materials must be prepared on the basis of an objective and comprehensive assessment of the activities of employees, based on the qualification characteristics of the position held or the position for which the employee applies, containing job responsibilities and requirements for the level of knowledge and qualifications of the relevant categories of workers, as well as provisions on the relevant structural divisions and the Charter of the "IUK".

3.6. The list of materials required for submission to the attestation commission includes:

- representation of the department where the attested person works (if available in the structural unit of the cathedral system) or representation of the head of the structural unit carrying out educational activities (in case there is no structural unit in the cathedral system). (Appendix No. 1. Introduction);
- a list of scientific and educational-methodical publications of the employee for the last 3 years, indicating the complete bibliographic description;
- information about the teaching load for the current academic year;
- information about the academic degrees and ranks of the employee.

3.7. The list of additional documents provided to the certification commission includes:

- information about the administrative activities of the employee;
- information about participation of an employee in scientific events (conferences, seminars, symposia and other scientific events), indicating the status of the report and the level of the event;
- information on improving the qualifications of the employee;
- information about work in state attestation commissions, dissertation councils, about supervising diploma works, master's and PhD theses;
- other information that the employee or his manager considers necessary to submit for consideration by the certification commission.

3.8. With the documents received by the attestation commission, the employee must be packaged against receipt no later than two weeks before the day of attestation. The employee being aggregated also has the right to submit to the certification

commission a statement with appropriate justification about his disagreement with the submission of the department / subdivision.

With each subsequent attestation, the attestation commission is also submitted the employee's certification sheet with the data of the previous attestation.

3.9. Attestation is carried out with the invitation of the certified employee to a meeting of the certification commission. If the employee does not appear at the meeting of the certification commission without good reason, the commission has the right to conduct certification in his absence.

If the employee does not appear for a serious reason (temporary disability, paid or other leave, business trip, etc.), the attestation commission may appoint a new period for the attestation. In case of presence of written application from the employee, the attestation commission has the right to carry out attestations in his absence.

#### **4. Results of the meeting of the attestation commission**

4.1. Results of the meeting of the attestation commission is a motivated decision on the compliance or non-compliance of the employee with the existing position or position which the employee claims, adopted on the basis of an objective assessment of the results of his professional activity. The decision of the attestation (expert) commission is made by an open vote by a simple majority of votes and is documented in the minutes of the meeting and signed by the chairman of the attestation commission. If necessary, the positive and (or) negative aspects of the professional activity of the person being certified are noted in the decision, motivated recommendations on the professional activity of the employee are made, including the need for advanced training. For an objective decision-making and activity, the appropriateness of the teacher's position presents "Methodological recommendations for the design" Submissions for the attestation of a teacher in order to confirm the suitability of the position held" (Appendix No 3).

4.2. In the case an employee does not match the position held due to insufficient qualifications, confirmed by the results of attestation, the employment contract may be terminated.

4.3. During the meeting of the attestation commission, a protocol is kept.

4.4. The results of the employee's certification are entered in the certification sheet, with which the certified employee must be familiarized with receipt within three days from the day of certification. The attestation sheet and attestation materials are kept in his personal file.

4.5. The materials of workers attestation are transferred to the Rector or Vice-Rector acting as an employer in accordance with the established functional duties in ISM "IUK" no later than five working days after its completion to make decisions in accordance with the Labor Code of the Kyrgyz Republic. After the above-mentioned person makes a decision, attestation materials are transferred to the HR Department of "IUK" for the appropriate registration and their subsequent storage.

4.6. The employee has the right to appeal the results of the attestation in accordance with legislation of the Kyrgyz Republic.

## **5. Conclusion**

5.1. Changes to present Regulation are approved by the Council of ISM "IUK", and put into the effect by the order of the Rector.

To commission for the attestation the teaching staff

**REPRESENTATION**

administration (full name of the educational institution in accordance with the charter) for attestation in order to confirm suitability for the position

I. General information about the teacher:

Surname \_\_\_\_\_

Name \_\_\_\_\_

Father's name \_\_\_\_\_

Position (discipline, specialty) by which pedagogical employee certifies  
\_\_\_\_\_

Date of birth \_\_\_\_\_  
(date, month, year)

Information on Education: \_\_\_\_\_  
(higher professional education, secondary professional etc.,)

Occupied position \_\_\_\_\_ another \_\_\_\_\_

Work experience in this position \_\_\_\_\_ years.

Including in this institution \_\_\_\_\_ years.

Availability of awards and titles: \_\_\_\_\_

Date of the previous attestation according to the given share: " \_\_\_\_\_ ".

Results of attestation: \_\_\_\_\_

II. Assessment of the teacher's professional activity, his professional and business qualities:

1. Dynamics of educational achievements of students (based on the results of the current final control).

2. Results of students' participation in olympiads, competitions, scientific and practical conferences, etc.

3. Results of polls, questionnaires of students, indicating satisfaction with the organization of the educational process.

4. Condition of documentation (journals, plans and others).

5. The use of modern pedagogical technologies in the educational process, including those based on information and communication technologies.

6. Use in the educational process information educational resources of a new generation (digital educational resources, electronic educational resources and others).

7. Methodical work of the teacher:

- problems of the methodical theme, the results of work on this topic;

- participation in the work of the methodological association;

- conducting open classes (subject. level);

- speeches and messages (topics, level).

8. Information about the teacher's participation in professional skill competitions.

9. Information about the passing of the teacher of refresher courses.

10. Business and professional qualities of a teacher.

11. Other information.

III. Conclusions on the conformity (inconsistency) of the teacher with the occupied position

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III. Coordination of the terms and forms of attestation.

Agreed with the teacher: \_\_\_\_\_

qualification test in the form: \_\_\_\_\_

period of attestation \_\_\_\_\_

The submission is agreed with the labor union committee of the educational institution (for labor union members):

" \_\_\_\_ " \_\_\_\_\_ 20\_\_ Signature \_\_\_\_\_

(chairman)

(full name)

The certifying teacher is familiar with the presentation.

in “ \_\_\_ ” \_\_\_\_\_ 20 \_\_\_

\_\_\_\_\_  
(signature)

Phone numbers of the:

educational institution: \_\_\_\_\_

teacher: \_\_\_\_\_

e-mail of the educational institution: \_\_\_\_\_

“ \_\_\_ ” \_\_\_\_\_ 20 \_\_\_

\_\_\_\_\_  
(signature of the head)

\_\_\_\_\_  
(full name)

**“APPROVED”**

**Rector of the IUK**

**Associate prof. Savchenko E. Yu.**

“ \_\_\_\_\_ ” \_\_\_\_\_ 20 \_\_\_\_\_

**Expert opinion on the teacher's professional activities based on the results of certification in order to confirm compliance with the position held**

Expert group consisting of:

\_\_\_\_\_  
(full name, position of expert)

\_\_\_\_\_  
(full name, position of expert)

\_\_\_\_\_  
(full name, position of expert)

carried out an examination of professional activities

\_\_\_\_\_  
(full name, position, place of work of the teacher)

Attestation form	Results of attestation	
	Quantity of correctly solved questions	% of the correctly solved questions from the total number of questions

<p>Qualification tests in writing on issues related to the implementation of pedagogical activities.</p> <p>Number of proposed questions -32</p>		
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“Corresponds to the position held” - the number of correctly resolved questions - from 24 or from 75% of the total number of questions.

“Inappropriate for the position held” - the number of correctly solved questions is less than 24 or less than 75% of the total number of questions.

Result:

\_\_\_\_\_

(Full name of pedagogy staff)

corresponds / does not correspond to the position held \_\_\_\_\_

(underline what you need) (position)

Supervisor of expert group: \_\_\_\_\_ / \_\_\_\_\_ /

(signature) (full name)

Members of expert group:

\_\_\_\_\_ / \_\_\_\_\_ /

(signature) (full name)

\_\_\_\_\_ / \_\_\_\_\_ /

(signature) (full name)

Acquainted with the expertise results of professional activity

“ \_\_\_ ” \_\_\_\_\_ 20 \_\_\_\_\_

\_\_\_\_\_ / \_\_\_\_\_ /

(teacher’s signature) (full name)

**Methodical recommendations  
on the registration of the Submission for the attestation of a teacher with a  
chain of confirmation of compliance with the occupied position.**

**Professional competency description of pedagogical activity.**

The main purpose of the proposed methodology is to determine the level of qualifications of teachers on the basis of six competencies highlighted in the analysis of pedagogical activity. The implementation of the competence-based approach to the analysis of pedagogical activity in the certification process requires a good understanding of the essence of each of the competencies, knowledge of the indicators and parameters through which they are manifested.

Let's consider the content of pedagogical competence and its indicators in more detail.

**1. Competence in the field of personal qualities**

Competence in the field of personal qualities reflects the severity of the teacher's certain characteristics, describing him/her as a specialist who is able to effectively cope with pedagogical activities. Most often, teachers themselves and university students among such qualities indicate a general culture, the ability to organize their work, focus on pedagogical work. The results of surveys among private educational process participants made it possible to determine the general meaning, the specific content of these qualities and to reveal competence in the field of personal qualities through three key indicators: empathy and socio-reflection, self-organization, general culture.

**1.1. The empathic nature and socio-reflection**, first of all, a parameter, which reflects the personal trait of a teacher. Empathy is the term for a person who is able to put himself in the shoes of another who is capable of empathy. Empathy also includes the ability to accurately determine the emotional state of another person on the basis of facial expressions, gestures, nests, etc. To be in a state of empathy

means to perceive the inner world of another person, to understand it and be respectful of him. For the teacher, the development of this personal characteristic means that he is able to feel the joy or the pain of the student, understand the reasons for his experiences, feel what is happening with the person and other participants in the educational process. Empathy- understanding the emotional state of another person through empathy, penetration into his subjective world. Empathy is professionally necessary quality for all specialists whose work is directly related to people (officials, executives, salespeople, personnel managers, psychologists, medical workers, etc.). Especially, university professors occupy a place in this row, since they deal with the age group that is most sensitive and vulnerable.

Socio-reflection manifests itself in the desire and ability of a person to look at himself through the eyes of other people, to evaluate himself from the outside. Socio-reflection of a teacher is a desire to analyze and comprehend his actions, deeds, his/her personal qualities, taking into account the ideas of students about how he/she (the teacher) is perceived, the ability to see themselves through the eyes of students (other participants in the educational process). The reflexive position of the teacher gives him the ability to track, analyze the actions and actions of other people and his own. This position is the source of the teacher's self-development and allows him to understand the inner world of another person, resolve various difficulties in work, and think from the position of the student.

This indicator is assessed by the following parameters:

- All students fearlessly turn to the teacher for help, faced with difficulties in solving one or another problem.
- Knows how to look at the situation from the point of view of others and achieve mutual understanding.
- Knows how to support students and colleagues at work.
- Is able to identify the strengths and development prospects for each student.
- Is able to analyze the reasons for the behavior and behavior of students.

**1.2. Self-organization** assumes that the teacher is good at planning, distributing current affairs in time, internally disciplined, he has order in his papers

in the workplace, in the classroom. Such a teacher is a good organizer. A teacher with a high indicator on self-organization is well oriented in time, presupposes time expenditures and performs work on time. This personal trait assumes that the teacher is capable of self-guilt (he can work without external control and checks), independently sets the goals of the activity and is focused on achieving them. If the situation becomes difficult, then the teacher is focused on solving it and maintains the necessary emotional balance and optimism for the business, and is able to promptly make adjustments and ways to achieve the planned result.

This indicator is assessed by the following parameters:

- Knows how to organize his activities and the activities of the student to achieve all the goals of the lesson.
- The teacher's workspace is well organized
- Constructively reacts to mistakes and difficulties arising in the process of implementation of pedagogical activity.
- Timely make adjustments to the scheduled lesson plan, depending on the current situation.
- Retains composure even in situations of high emotional stress.

**1.3. The general culture**, the level of his intelligence is a combination of life attitudes and value orientations, the culture of speech and the culture of interpersonal relations, adherence to human values: goodness, beauty, freedom. The general culture of the teacher is manifested in every act and in every word. One of the leading places in the overall assessment of a teacher's personality is occupied by morality, which manifests itself in humanity and service to people. This position is fully consistent with the target setting of pedagogical activity aimed at supporting, developing, improving a person.

This indicator is evaluated according to the following parameters:

- Has a broad outlook, easily supports conversations on various topics.
- The teacher's behavior and appearance comply with ethical standards.
- Aware of major events and changes in social life.
- Possesses pedagogical tact is delicate in communication.

- The teacher's statements are constructed competently and are understandable, he is distinguished by a high culture of speech.

**2. Competence in the field of setting goals and objectives of pedagogical activity** reflects the quality of the teacher's response to each of the stages of the goal-setting process:

- selection and formulation of the goal of the lesson (event);
- reformulated lesson objectives for students;
- formulation and justification of the purpose of the lesson or task;
- creating an image of the result and explaining the system of requirements for it;
- a description of the way to achieve the result and an explanation of the requirements for it.

The teacher's competence in goal-setting is one of the main factors that ensure the success of all pedagogical activities. The goal, as an ideal representation of the future result of an activity, determines the nature and methods of a person's actions. Thus, the teacher's ability to correctly set the goal of the activity and concretize it in the tasks will not only determine the nature of their activity, but also ensure the achievement of the planned result, make the teacher's activity really effective.

This competence can be revealed through three key indicators: the ability to set goals and objectives in accordance with the age and individual characteristics of the student; ability to translate the topic of the lesson into a pedagogical task; the ability to involve students in the process of formulating goals and objectives.

**2.1. Ability to set goals in accordance with the age and individual characteristics of the student.** This indicator reflects the extent to which the teacher pays attention to the characteristics of the student, formulating a goal, setting a task for the student, suggesting ways to achieve it. If the teacher seeks to get to know and understand each student better and ensure that they accept and understand the goal, then we can talk about the presence of competence in this area. Orientation towards the student when setting goals is expressed in the fact. that the teacher knows and understands the student well. That is, the teacher can work both with a group and separately.

This indicator is assessed according to the following parameters:

- Knows how to reasonably set learning goals for a subject.
- Corrects the goals and objectives of the activity in the lesson, depending on the readiness to mastering the material to set the objectives of the lesson in accordance with the individual characteristics of the student.
- Knows and takes into account the level of training and development of the learners when setting goals and objectives of the lesson.

## **2.2. Ability to translate the topic of the lesson into a pedagogical task.**

Any goal "breaks down" into a system of tasks, understood as a really achievable result in a given period of time and under certain conditions.

The learning task, therefore, is the ability to set a goal in specific conditions. The task, being the main component of educational activity, is offered in a certain educational situation. Achieving one goal may require solving several problems, and vice versa. The teacher can go to the whole in different ways. Setting goals based on goals assumes that the teacher takes into account the real conditions of activity, the student's ability to meet the realities of social life and formulates tasks for students as follows. that they will definitely lead them to achieve the planned result.

The topic of the lesson determines the content of the material included in it, and the purpose of the lesson determines the result and nature of the activity to achieve it. The teacher in his practice operates mainly with the topics of classes. However, the teacher should clearly understand how the topic of the lesson differs from the goal of the lesson, without identifying them with each other. The purpose of the lesson is determined not only by the content of the topic, but also by the nature of the educational program that was chosen by the teacher. The ability to distinguish between the topic and the objectives of the lesson is one of the most important problems of goal setting and, as research shows, one of the most common mistakes made by teachers in the process of setting a goal is replacing it with the topic of the lesson. Each teacher is faced with the problem of translating the topic of the lesson into a pedagogical goal and pedagogical tasks.

The teacher should not just be able to translate the topic of the lesson into a goal, but also concretize it to a complex of interrelated tasks that can be solved both in one lesson and in the process of organizing a whole cycle of lessons. Regardless of the complexity of the educational material used and the nature of the topic of the lesson (another lesson), the teacher needs to carry out this activity on the basis of any topic, and not only those that are detailed in the teaching materials.

This indicator is assessed according to the following parameters:

- Is able to form goals and objectives based on the topic of the lesson.
- Knows how to concretize the purpose of the lesson to a complex of interrelated tasks.
- Can formulate criteria for meeting the objectives of the lesson.
- Is able to achieve understanding among students of the goals and objectives of the lesson.
- Is able to correlate the learning outcomes with the set goals.

**2.3. Ability to involve students in the process of formulating goals and objectives.** This indicator reflects how much the teacher knows how to make the goal of the lesson a goal for the student; how much the student accepts the goal set before him as his own and strives to achieve it. The teacher's success in solving this problem depends on how much the student is involved in the process of formulating goals and objectives. In order to involve students in the process of setting a goal, the teacher himself must be well oriented in it. A teacher who can involve students in the process of setting a goal, uses in practice such techniques as demonstrating a way to achieve a goal, describe a program of actions, signs that can be guided by control and assessed, predict changes that may occur in a way when certain conditions change activities, and even choose possible ways to obtain the intended result in accordance with the topic of the lesson. Then the activity of setting a goal turns into a joint one, and students develop the ability to independently set the goal of an activity in the entirety of its functional structure.

This indicator is assessed according to the following parameters:

- Knows how to involve students in the process of setting goals and objectives of the lesson.

- Asks students to name the result of the activity in the lesson and how to achieve it.

- Invites students to independently formulate the purpose of the lesson in accordance with the studied topic.

- Asks how the learners understood the goals and objectives of the session.

- Students take part in the formulation of the goals and objectives of the lesson.

**3. Competence in the field of motivating students to carry out academic (educational) activities** reflects the quality of the teacher's implementation of such a task as the formation of students' motivation for educational activities. The professional standard of pedagogical activity defines this task as one of the most important for the teacher. Any activity will be ineffective or generally ineffective if a person has no interest in its implementation. This interest is expressed in the subject's motivation for the corresponding activity. Motivation is intentionality, the desire of a person to do something, to be active. The function of motivation is a necessary structural element of the teaching system of the teacher's activity.

The motive of the educational activity of students is understood as all factors that determine the manifestation of educational activity: needs, goals, attitudes, a sense of duty, interests, etc. A motive is a determined intention, a desire for a certain action, etc., together with the goal constitutes an essential regulator of behavior included in the highest level of the psychological system of activity. Based on this, one of the most important practical tasks facing the teacher is to create proper motivation for learning activities among students.

This competence can be revealed through three key indicators: 1) the ability to create situations that ensure success in educational activities; 2) the ability to create conditions for ensuring positive motivation of students; 3) the ability to create conditions for student self-motivation.

**3.1. Ability to create situations that provide success in academic activities.**

The teacher is aware that to achieve the required result of academic (educational) activities, the student needs support in the form of certain conditions of activity. Such conditions can be dosage of tasks, an example of a student's experience, praise, etc. The main thing is that the context of the activity contributes to the formation and consolidation of the student's faith in their own strengths, in the possibility of achieving even a subjectively complex result. In real practice, this may consist in using the principle of "small and quick victory". Success that comes at the beginning of doing something. carries a motivational charge. If the teacher seeks to show the student that he already has definite achievements, albeit small ones, this will be evidence of the teacher's competence in this area.

A student performing an activity and even just attending a university should expect an experience. It is important for the teacher to be able to form students' habits and thoughts that lead to success. In real practice, this is expressed in the fact that the teacher, communicating with the student, uses positive statements. refuses to use words with a particle "not" or with any other form of negation. For example, a competent teacher says "good result" or "decent result" instead of phrases "not bad result". Setting a goal, the teacher indicates what needs to be achieved, not what needs to be avoided ("give a creative answer" instead of "don't give banal, stereotyped answers").

The teacher demonstrates the student's success, it takes into account their specific capabilities in assessing and always notes positive changes. Even the smallest success is noted by a competent teacher as a certain victory and movement forward.

This indicator is assessed according to the following parameters:

- Is able to arouse student's interest in his subject.
- Emphasize even the smallest student's performance.
- Demonstrates student success.
- Is able to differentiate assignments so that the student feels successful.

### **3.2. Ability to create conditions for providing positive motivation for students.**

The teacher is able to identify the leading motives of a particular student and organize the educational process in such a way as to reinforce those that correspond to the formation of positive motivation. It is important that the teacher is able to relate the proposed material to the student's personal experience. If the information received in the classroom is based on the student's experience and at the same time contains new, personally meaningful and enriching knowledge, then it itself begins to have a motivating potential. In general, this creates an active attitude towards a positive acceptance of learning activities. A teacher competent in this area allows the student to independently formulate personal goals related to the assimilation of the material, sets creative tasks requiring the application of the acquired knowledge, formulates problem tasks that can be solved only when the child has mastered certain knowledge and skills. The teacher enables the student to use self-control and self-reliance during the lesson.

The competent educator is aware that the student may not be at all in the mood to do whatever the teacher says. Therefore, instead of a priori censure of such a student, the teacher will focus on identifying his motivational resources, what the student is really interested in and what may interest him in setting and achieving educational goals. Such a teacher in his activities ensures the correction of negative motives and the stabilization of positive cognitive and socially significant motives. He compares the student not with other students, but with himself, his previous results, and evaluate him by his individual contribution to this or that achievement.

This indicator is assessed according to the following indicators:

- Builds activities in the classroom taking into account the level of development of educational motivation.
- Possesses a wide range of material and assignments, able to arouse students' interest in various topics of the taught subject.
- Uses knowledge about the interests and needs of learners in teaching.
- Is able to create a friendly atmosphere in the classroom.
- Students are satisfied with the educational activities built by the teacher: support, methods, results, etc.

### **3.3. Ability to create conditions for self-motivation of students.**

The teacher's motivating efforts are not always enough for the student to achieve the results possible for his potential. There are situations of doing homework, independent work, which can be successfully performed only if there are internal attitudes towards the implementation of educational activities. A teacher who knows how to achieve self-motivation of students, does these using techniques such as respectful attitude, emphasizing its intrinsic value, encouraging intellectual curiosity and willingness to take research risk, forming a positive attitude in the student towards the world around him, forming the habit of relying on his own strength, willingness to take responsibility for his actions; development of communication skills in different conditions and with different people.

The totality of ethical techniques applied to a specific student provides him with a sense of personal significance and his own positive social status.

This indicator is assessed according to the following indicators:

- Knows how to activate the creative possibilities of students.
- Demonstrates practical application of the studied material.
- Encourages learners' curiosity to go beyond program requirements in preparing assignments.
- Allows students to independently set and solve problems with a high degree of freedom and responsibility.
- Creates conditions for involving students in additional forms of knowledge on the subject: olympiads, competitions, projects.

### **4. Competence in the field of providing an information basis for activities**

Competence in the field of providing an information basis for activities reflects the theoretical and methodological literacy of the teacher, fluency in the subject, the amount of knowledge about professional activities that he owns, the ability to receive, process and present professionally necessary information, knowledge of the conditions of the pedagogical situation, the characteristics of students, the characteristics of the relationship between the teacher and the student.

Information is an indispensable component of pedagogical activity as a system. The more adequate, accurate and complete the information basis of the activity, the more efficiently professional pedagogical activity will be carried out.

This competence can be revealed through three key indicators: 1) competence in teaching methods, 2) competence in the subject of teaching, 3) competence in the subjective conditions of activity.

**4.1. Competence in teaching methods.** A necessary criterion for the competent work of a teacher is the ability to adequately select techniques and methods of work within the framework of one lesson or a cycle of lessons. A competent teacher is able to flexibly adapt teaching technologies to the age characteristics of the student, the level of their preparedness, their interests, changes the choice of methods, taking into account specific conditions. In her work, she uses methods that encourage children to reason. An important element of teaching is the teaching materials used by the teacher and additional sources. Each technique used by the teacher contributes to the achievement of the goals of the entire lesson.

This indicator is assessed according to the following indicators:

- Timely makes adjustments to teaching methods, depending on the current situation.
- The applied methods correspond to the goals and objectives of training, the content of the studied topic.
- The methods used are consistent with the conditions and time allotted for the study of the topic.
- Fluent in modern teaching methods.
- Reasonably uses modern information and communication technologies in the classroom.

For other categories of teaching staff, the indicator “Competence in teaching methods” is revealed through parameters that reflect the specifics of their teaching activities.

**4.2. Competence in the subject of instruction.** A competent teacher combines theoretical knowledge of the discipline with an understanding of the

possibilities of its practical application and is able to apply this knowledge. He sees in real practice examples that are able to illustrate the student's knowledge of the subject. Knowledge of the subject is essential, but not a sufficient condition for good teaching. The real problem is that sometimes a teacher, knowing his subject well, is not able to effectively organize the learning process. Competence in the subject presupposes not only the teacher's fluency in factual information, but also knowledge of basic scientific concepts, principles, and connections, research methods and unsolved problems. Teachers who have a good command of their subject, know what questions a student may be interested in, strive to achieve a deep understanding, inform students about "black holes" in this area of knowledge.

Students see such a teacher as a rich source of information on the subject. Also, the teacher can sometimes "hide" information in order to intrigue students and stimulate their independent search. When students are involved in "scientific controversy", the teacher demonstrates to them the importance of perceiving the subject as a holistic education with an internal structure and connections.

This indicator is assessed according to the following parameters:

- The teacher knows the subject *well*.
- The work program for the subject is built taking into account interdisciplinary connections.
  - In preparation for lessons, uses additional materials on the subject (self-education books, media manuals, modern digital educational resources, etc.).
  - In the process of forming new knowledge, it relies on the knowledge of students, obtained by them earlier in the study of other disciplines.
  - Achieves high results in the taught discipline.

**4.2. Competence in the subjective conditions of pedagogical activity and knowledge of students.** A competent teacher implements an individual approach to the organization of the educational process, analyzes and records in writing what methods of motivation (support, techniques and methods of work, etc.). Such a teacher considers it important to know more about the psychological and physiological characteristics and capabilities of students. He knows what personal

or intellectual limitations the student has and at the same time, realizes the capabilities, potential of the student, and relies on them, in the process of pedagogical influence. Logic, volume, the speed of presentation of the proposed material corresponds to the cognitive capabilities of the student. When setting goals and objectives, choosing the content and methodological techniques used in the lesson, the teacher is focused on the peculiarities of the process of mastering the educational material by students, distributes individualized tasks, because he is aware of the level of capabilities, knowledge and skills of each student.

The teacher is focused on providing individual assistance and psychological support to the student. The teacher creates a positive atmosphere in the group, promotes the formation of friendships.

This indicator is assessed according to the following parameters:

- Orientates in the social situation of the group, knows and takes into account the relationship of students.

- Systematically analyzes the level of assimilation of educational material and development of students on the basis of oral and written answers, achieved results and other diagnostic indicators.

- Has a "bank" of educational assignments. targeted at learners with different personality traits.

- Teacher-prepared student characteristics are distinguished by a good knowledge of individual characteristics the validity of judgments.

**4.3. Competence in the development of a program, methodological, didactic materials and pedagogical decision-making** reflects the teacher's qualifications to develop and implement a program of activities and make decisions in various pedagogical situations, realizing the full responsibility for these decisions and the consequences of their implementation.

Competence in the development and implementation of educational programs allows teaching to take into account the level of preparedness and motivation of students. Justified choice of textbooks and educational complexes, development own didactic and methodological materials are an integral part of pedagogical activity.

The key result of pedagogical activity is largely determined by how competently the teacher implements the educational program. Competence in the development of a pedagogical activity program allows the teacher to achieve high performance in teaching.

The teacher has to constantly make decisions: how to establish discipline, how to motivate students, how to generate interest in a particular student in the classroom, how to ensure understanding, etc. The solution of pedagogical problems is the essence of pedagogical activity. When solving problems, they can be used as standard solutions (decision rules). and creative (creative) or intuitive solutions.

This competence can be revealed through three key indicators: 1) the ability to choose and implement standard educational programs; 2) the ability to develop their own software, methodological and didactic materials; 3) the ability to make decisions in pedagogical situations.

**5. The ability to choose and implement a typical educational program, methodological and didactic materials** is that. that the teacher is well aware of typical educational programs, textbooks, educational and methodological complexes in the field of his pedagogical activity and is able to choose those of them that allow achieving the set educational goals.

So, a differentiated approach to teaching allows, within the framework of a single educational standard, to vary programs that differ in the level of complexity of the content ("multilevel"), volume and professional orientation. With all the variety of programs, the principle of their construction is traditional. They fulfill the main condition - to achieve educational results in accordance with the given requirements. Achievement of educational results - mastering by students of certain knowledge, skills, development of abilities, personal qualities and others in the process of implementing the program of pedagogical activity is the main indicator of effectiveness. that is, the criterion. on the basis of which the professionalism of the teacher is assessed by students, parents, colleagues, and the administration.

A competent teacher chooses programs, textbooks and educational and methodological complexes with good reason. can compare programs, textbooks and

educational-methodical complexes between himself, sees their strengths and limitations.

This indicator is assessed according to the following parameters:

- Knows the main regulatory documents that reflect the requirements I refer to the content and results of educational activities in the discipline, textbooks and educational-methodical complexes for the taught discipline.

- Can conduct a comparative analysis of curricula, EMC, methodological and didactic materials on the taught discipline, identify their advantages and disadvantages.

- Reasonably chooses textbooks and educational-methodical complexes for the taught discipline.

- The work program assumes the solution of educational problems.

- The work program is drawn up with a set of regulatory requirements, the rate of mastering the material, continuity and other points that increase its validity.

**5.1. Ability to develop your own program, methodological and didactic materials.** The teacher realizes the importance of the principles of differentiation and individualization of teaching, therefore develops its own materials to implement these principles. Teachers with a high level of development of pedagogical competence use a variety of methodological techniques.

To assess the competence for this indicator, it is necessary to take into account the extent to which the program implemented by the teacher allows to achieve high effective indicators for students with different academic performance and level of development. It is important for the assessor to remember that the activity is never carried out in a normatively approved way. The normative way of performing an activity is always individualized under the influence of the external conditions of activity and the specifics of the subject of activity, therefore anyway, each teacher contributes something of his own to the typical program during its implementation. It is important to assess how much this "own" allows you to achieve educational goals.

Thus, a competent teacher realizes the importance of developing and modifying programs, developing didactic and methodological tools, owns the technology for developing educational programs and implements it, thereby achieving high learning rates and also knows how to explain to colleagues the essence of innovations, offer them his experience, participates in competitions, publishes information about author's developments in the specialized press.

This indicator is assessed according to the following parameters:

- Introduces changes in didactic and teaching materials in order to achieve high results.
- The program, methodological and didactic materials on the subject, independently developed by the teacher, are of high quality.
- Works productively as part of teams developing and implementing educational projects, programs, methodical and didactic materials.
- Speaks to colleagues with information about new program, methodological and didactic materials, participates in competitions of professional skills.
- Conducts research aimed at proving the effectiveness of the implemented work program, new methodological and didactic materials.

**5.2. Ability to make decisions in pedagogical situations.** The teacher has to constantly make decisions and answer the questions posed by practice: how to establish discipline; how to motivate cognitive activity; how to generate interest in a particular student: how to ensure understanding, etc.

A competent teacher necessarily analyzes educational situations, understands the reasons for the actions of students. offers creative solutions aimed at achieving educational goals. He simultaneously possesses patience, endurance and understanding. what decision in what situation is most adequate to the set goals. The teacher takes into account different opinions when making decisions, knows how to justify his choice, ready to review decisions based on facts or new information.

This indicator is assessed according to the following parameters:

- Encourages students to speak up and listens to students' opinions, even if they differ from his point of view.

- Colleagues at work use the teacher's suggestions to resolve urgent issues of student life.
- Knows how to argue the proposed solutions.
- Is able to reconsider his decision under the influence of the situation or new facts.
- Takes into account the opinions of fellow learners when making decisions.

**6. Competence in the field of organizing pedagogical activities** reflects the teacher's ability to organize interaction with students, communicate with them, manage their activities and evaluate its results.

This competence is manifested in the preparation and conduct of classes, in the teacher's ability to manage a group. The teacher tries to organize the work of each student, create a working spirit and a business environment. All this increases the interest, attention, educational and cognitive activity of students. This behavior of the teacher allows you to find an approach to individual students, taking into account their individual abilities, to help them express themselves positively.

In the classroom, the teacher combines various forms of collective and individual work, organizes independent work of students, and reduces exercises of the same type. Creates a situation of active communication - not only a monologue, but also a dialogue, polylog - allowing the student to express himself, show initiative, independence in the ways of choosing cognitive activity, types of educational tasks, type and forms of didactic material.

This competence can be revealed through three key indicators: the ability to establish subject-subject relations, the ability to organize the educational activities of students, the ability to implement pedagogical assessment.

**6.1. Ability to establish subject-subject relationships.** The subject-subject relationship of the teacher with the student is manifested in mutual understanding, the establishment of cooperation relations, the ability to value the student, the willingness to help him, in a positive attitude towards him. A competent teacher is sensitive to the problems of students. In general, such an attitude of the teacher to the student can be called careful, but not conniving. The teacher realizes

the importance and effectiveness of all forms of influence, therefore, if necessary, he/she is demanding and persistent, but he/she always chooses adequate methods and implements them in the process of interaction.

The teacher seeks to understand the psychological characteristics of the interlocutor, knows how to listen, knows how to ask questions so as to be heard and get a meaningful answer, knows how to convey information in a language accessible to the interlocutor, knows how to regulate his emotions in the process of communication.

This indicator is assessed according to the following parameters:

- Is able to establish relations of cooperation with students, to conduct a dialogue with them.

- Knows how to resolve conflicts in the best way.

- Knows how to saturate communication with students with positive emotions and feelings.

- Knows how to build relationships of cooperation with colleagues, shows himself as a team member in the development and implementation of various activities, projects, programs and etc..

- Knows how to create a working atmosphere in the classroom, maintain discipline.

## **6.2. Ability to organize educational activities of students.**

The teacher knows how to organize the activities of students in the acquisition and application of knowledge, the formation of abilities, socially significant qualities, contributes to the development of their skills necessary for educational activities and further self-education. This task is much more difficult for the teacher than the simple transfer of information in the classroom. In order to solve such a problem, a competent teacher does the help that the student needs, can use a hint or leading question to activate the student's independent activity. Such a teacher does not have situations when it is clearly evident that the student is not able to cope with the task offered to him, is silent and at the same time thinks only about when they

will be "left behind." For example, a teacher knows how to lead a student to the "discovery", asks questions in such a way that the student begins to compare, analyze, and systematize information. The teacher uses examples and analogies so that the student can transfer previously acquired knowledge or methods of action to other situations. The teacher explains to the students how to better organize the assignment, from which tasks to start with. what to pay special attention to - in this way he helps students to form methods of independent search for knowledge and the desire for self-education.

This indicator is assessed according to the following parameters:

- Uses methods to encourage learners to reason for themselves.
- Forms students' learning skills.
- Expresses material in an accessible form, in accordance with didactic principles.
- Knows how to organize students to achieve planned learning outcomes.
- Is able to organize students to search for additional information necessary for solving an educational problem (books, computer and media manuals, digital educational resources, etc.).

**6.3. Ability to implement pedagogical assessment.** Competent pedagogical assessment should guide the student's development from external assessment to self-assessment. Pedagogical assessment fixes the level of education of the student, the degree of compliance of this level with the normatively approved requirements, is the basis for the control and regulation of pedagogical activity, as it reflects the degree of achievement of its goals. A competent teacher understands the assessment criteria well. explains the assessment criteria even before the students complete the assignment, can always justify why he gave this or that grade. The teacher is able to show students how their self-esteem meets the requirements for completing assignments. All this allows the teacher to eliminate possible misunderstanding, resentment or aggression of the student. At the same time, the teacher does not diminish the importance of the student's creative, non-standard solutions.

The teacher's actions related to the explanation of the assessment criteria and the rules for its presentation are important for students, since external assessment accompanies a person not only in the university, but also in other areas of life. If the teacher seeks to ensure that the student understands why he is given a certain grade and what it is necessary to make it higher, in fact, he/she contributes to the fact that the student learns social norms and rules of behavior, which is a pledge of the successful inclusion of a young person in social relations.

This indicator is assessed according to the following parameters:

- Takes into account the age and individual characteristics of students in the assessment.
- Arguments grades, shows students their achievements and shortcomings.
- Applies various methods of assessing learners.
- Knows how to combine methods of pedagogical assessment, mutual assessment and self-assessment of students.
- Promotes the formation of self-assessment skills of educational activities