



# Psychological Conditions for the Formation of Expert Competence and Training of Experts in the Field of Higher Education and Management

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## Abstract

One of the directions of modern higher education, based on a competent approach, is training of experts in management. Ability and readiness to organize, plan, monitor and estimate individual components of the educational system are becoming an important part of their professional activity. Within the framework of management activities in education a certain interest has recently been paid to a widespread practice of expert assessment. The relevance of our research is based on the necessity of formation of the competence of expert assessment of educational environment of experts, which is manifested in the originality and novelty of the process and the results of expert assessment of educational environment and is determined by managerial nature of their activities.

**Keywords:** expert competences, pedagogical conditions, competence formation, FSES (Federal State Education Standards), higher education, management education

## 1 Introduction

In the field of education expert assessment of educational environment manifests itself in two basic qualities. On the one hand, it finds itself as a specific method, being an effective and often the only possible way to study the functioning and development of educational environment of an educational institution. On the other hand, expert assessment of educational environment is increasingly clearly becoming one of the certain types of professional training of an expert in a higher education institute.

Currently, the quality of professional training of students in higher institutions and, therefore, its result is determined by many factors, among which the level of competence of personnel potential of a high school plays a leading role. There is no generally accepted definition of competency, and almost all competencies can be interpreted in different ways. In many works, the term "competency" refers to: mental actions, personal qualities of a person, motivational tendencies, value orientations, practical skills, etc (Ashanin, 2015).

In our article we stick to E. F. Zeer's point of view, who considers competence as a generalized mode of actions, ensuring productive performance of professional activity and includes a motivational sphere in the competence structure, considering experience to be an important competence component, as well as professionally important qualities of individuals which provide full implementation of professional activity.

In our article we emphasize the importance and relevance of formation of the competence of expert assessment of educational environment of students which was defined as an element of professional readiness of a student in SES HPE (State Educational Standard of Higher Professional Education) at the initial stage of our research.

Under the competence of expert assessment of educational environment of students we mean the integrative property of a person, including the system of knowledge, skills, motives, practical experience, providing readiness to carry out expert assessment of educational environment and its structural components, development of recommendations to improve its quality in an educational institution.

Thus, under the formation of competence of expert assessment we mean educational environment of students as systematized accumulation of positive quantitative and qualitative changes in the content of this competence, allowing to carry out expert assessment of educational environment in any educational institution.

So, the competence of expert assessment of educational environment combines the following main components: professional (motivational aspects-reasons for success, reasons to achieve the goal, motives of professional self-development; gnostic aspect - knowledge in the field of expert assessment; operational aspect – skills and practical experience of expert assessment of educational environment); socio-pedagogical, defining communicative ability, level of sociability; organizational and managerial component that reflects the knowledge of work organizational rules, organizational skills; scientific-research component, including predictive, engineering, research skills, ability to organizational and managerial reflection activity (Gubin, 2014).

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## 2 Methodology

The necessity of descriptive description of components of the competence of expert assessment of educational environment was pointed to determine the level of students' mastery of studied competence out and the descriptors for each of them were proposed.

It should be noted that learning results can be specified as descriptors (the description of essence) - a set of special knowledge, skills, skills that are evaluation criteria and determining level of mastering by students of master's degree professional learning competence.

Descriptive description of the components of the competence of expert assessment of educational environment of students is, from our point of view, a logical transition from the traditional educational model (knowledge, skills and abilities) to the practical orientation of modern education (description of the possession instead of private skills). Thus, the highlighted structural and content components of expert assessment competence of educational environment of students form an organic unity, under which a set of personal qualities, motives and practical experience, determining the effectiveness and success of the process of expert assessment of educational environment turns up to be a systematizing factor.

The study of the selected problem state in theory and practice of professional master's education was the basis for development and approbation of the model of preparation of master's students to expert assessment of educational environment. A modeling process of formation of this competence requires the consideration of basic definitions such as "model" and "simulation". The term "model" comes from the Latin "modulus" – measure. The model is called sample, the standard of anything (Zaitmetov & Lufov, 2016).

In its turn, by modeling a method of indirect studying of the object is meant during which the object we are interested in is not explored or mastered, but only the intermediate model system.

It is necessary to keep in mind the fact that shifting of the results, obtained during the study of models, to the original has a limited character (Ivasyuk, 2015).

It is supposed that the model displays the main characteristics of the investigated reality, inevitably introducing some possible simplifications into the image of this reality.

Today, due to the fact that the competence approach is considered to be a preferred orientation to the goals of education, creation of a competence model has become very popular in pedagogy as the tools which have new educational constructs – competences.

We emphasize that the competency-based learning model was laid down in the basis of the development of federal state educational standards of the third generation, as it allows you to estimate the results of education, considering modern requirements to the quality of training of a graduate student, and enables the young specialist to realize his professional capacities effectively.

The implementation of the model of preparing students for expert assessment of educational environment in the university was being carried out in real educational process. The purpose of the formative stage of the experimental work was in testing of the developed model and checking of the need and sufficiency of a set of conditions of its effective functioning. While developing a model for preparing students for expert assessment of educational environment, we aimed to create the educational conditions to form the competency of expert assessment of educational environment as the basis of professional self-improvement of students.

The implementation of the developed model was carried out by stages, in the process of mastering of the pedagogical module, aimed at the formation of competencies of an expert assessment of educational environment of students, providing the development of the components that make up the study our competencies, as part of the study of the elective course "Expert Evaluation educational environment", in the process of performing individual work by students, reflected in the guidelines for students' individual work for the elective course "Expert assessment educational environment", as well as in the process of preparing of an individual "Methodological portfolio of the expert."

A leading role in the process of implementing the students' preparation model master's programs for expert assessment of educational environment was paid to the author's elective course "Expert assessment of educational environment", aimed at the development, concentration and deepening of knowledge, skills in the areas of expert assessment of educational environment and professional student development. The purpose of the elective course is the formation of students' complete view on expert assessment of educational environment and theoretical and practical development of the technology of expert assessment.

Elective course objectives:

- contribute to the formation of motives for expert assessment of educational environment, motives for achieving goals, for success;
- expand representations in the field of expert assessment (the (knowledge of expert activity, the role of the expert assessment method in it);
- contribute to the development of skills and professionally important qualities of student as an expert (Kazantseva, 2017).

The structure of the content of the elective course "Expert assessment of educational environment" includes thematic planning, the program of elective courses, reflecting the content of lectures, seminars and practical training, guidelines for self-study works of students, requirements to knowledge and skills of master students according to the course under study, the bibliographic list of recommended literature. Elective course "Expert assessment of the educational environment" was planned for 186 hours.

A distinctive feature of this elective course is the fact that its content:

- 1) strengthen the professional training component of the future masters; creates attitude to the assimilation of knowledge of expert assessment of educational environment;
- 2) is integrated: the content is a specially selected system of tasks of individual work, providing the formation of the competence of expert assessment of educational environment and contributing to enrichment and systematization knowledge of students in the field of expert assessment of educational environment, acquisition of necessary skills, professionally important qualities, motives and experience of expert activity in the context of professional self-development of future experts (Kovshova, 2017).

The logic of the course "Expert assessment of educational environment" suggested a combination of acquisition of theoretical knowledge on the problem of expert assessment of educational environment with mastering of practical skills. So various forms of organization were used in the process of its implementation training sessions: lectures, workshops and seminars, individual work, etc. Lectures contributed the expansion and deepening of theoretical knowledge of students about various aspects of expert assessment. Practical classes were devoted to the direct mastery of techniques, tools and technology of expert assessment of educational environment.

Being a part of the educational material in the classroom students were mastered the following basic concepts: self-education, self-improvement, reflection, self-realization, competence approach, competence, expertise, expert method, expert assessment, educational environment, expert assessment of the educational environment, expert activity, expert technology, expert, etc. The elective course "Expert assessment of the educational environment" used various innovative forms of education realization: a problem lecture, a group discussion, a round table, business games, a workshop, training, brainstorming, a symposium, forum, a workshop, a problem diagnosis, joint viewing and discussion of problematic videos, case-method, portfolio, development and presentation of projects with the purpose of effective formation of the competence of expert assessment of educational environment of students in the process of studying.

### 3 Conclusion

To analyze the effectiveness of our work on formation of the competence of expert assessment of educational environment of students in professional education, we conducted re-diagnosis to identify changes in the levels of formation of components and indicators of expert competence assessment of the educational environment (Mazeina, 2014).

The study of diagnostic methods used at this stage of the study were identical to those of the ascertaining stage of the experiment.

Quantitative data obtained in the study of gnostic and operational aspects of the professional component of the competence of expert assessment of educational environment of students through the questionnaire based on the principle of unfinished sentences differ qualitatively (Maklakov & Pavlova, 2017). Statistical analysis of data obtained during the application of this questionnaire and designed to define the notions "expert assessment", "educational environment" allowed us to conclude that that 96.07% of students in the experimental group understand the "expert assessment" and "educational environment" at a high level.

Repeated carrying out of the didactic test focused on determination of the level of theoretical knowledge of students in the field of expert assessment of educational environment indicates adequate changes in the level of knowledge of the students of the experimental group. We have established that students of the experimental group have the idea about distinctive features of the educational environment of the school, give the definition to the method of expert assessment.

When answering the question related to the means of expert evaluation, students identify the main stages and methods of expert assessment of educational environment of the school.

Comparing the results of the students of the experimental group on ascertaining and control stages of the study qualitative changes of motivation aspect of professional component of expert assessment of educational environment of students were revealed, determined by the method of "Study of motivation for success" (T. Elers), it may be noted that in comparison with the experimental group the results of diagnostics in to the control group by this method have changed slightly.

Determining the ratio of motivational indicators aspects of the professional component of the control and experimental group, it should be noted that in the experimental group significant changes occurred in the quantitative ratio of subjects demonstrating a low level of motivation for success (from 41.16% to 9.8%), and in the control group, it remained at the same level. Significantly the number of subjects demonstrating high and too high level of motivation to

succeeded. It is worth noting that there is a significant increase of indicators of motivational aspect of professional component of the competence of expert assessment of educational environment of students in the experimental group.

During the implementation of these educational programs practically, it was possible to avoid presenting students with preformed (certain authors, developers or training providers) of educational objectives, content and methods (organizational forms, methods and means) its development and ensure transformation into the content of the educational process of personal professional and life experience of students, updating and conversion (addition, enrichment, "acculturation") which according to the developed functional model was considered as essential characteristics of the expert training process, its systematically important component (Yarichev & Tsamaeva, 2014). Thus, as well as relying on the highlighted principles the implementation of the main organizational and pedagogical conditions of the effectiveness of the process of training of experts in the system of additional professional education, the main hypothesis was put forward at the beginning of the study:

- Disclosure and (self) analysis of the content and sources of personal professional and life experience of students based on active approach to learning;

- Focus on the development of standardized methods and methods of development and practical application of individual expert means adequate to the object of expertise (specific expert situation);

- Students can choose organizational forms and methods training taking into account their educational needs and achieved level of individual development;

- Enrichment of reflexive-critical and constructive attitude to their educational, professional and expert activity (Khutorskoy, 2015).

The selected pilot plan (organizational chart experiment), based on the creation of control and experimental group and single measurement at the end of the experimental impact, provided reliable scientific results, relevant goals and objectives of this study.

Taking into account the state of education, significant changes that occurred in education under the influence of intensive changes in politics, economy and other spheres of social life of the country during the period of time, covered by this study, and considering these factors as having a significant impact on consciousness and behavior of not only the task group of training experts in education, but individuals organizing experimental educational impact and assessing its results, it is necessary to recognize the experimental plan to be optimal for the purposes of this study.

The results of the performed experiment give us grounds to assert, what the process of training experts in an educational institution of additional professional education under sticking to selected organizational and pedagogical conditions, are really effective and ignoring at least one of these conditions leads to a decrease in the effectiveness of the considering process. This allows us to accept the hypothesis put forward at the beginning of the study, in other words, consider it to be confirmed.

### Ethical issue

Authors are aware of, and comply with, best practice in publication ethics specifically with regard to authorship (avoidance of guest authorship), dual submission, manipulation of figures, competing interests and compliance with policies on research ethics. Authors adhere to publication requirements that submitted work is original and has not been published elsewhere in any language.

## Competing interests

The authors declare that there is no conflict of interest that would prejudice the impartiality of this scientific work.

## Authors' contribution

All authors of this study have a complete contribution for data collection, data analyses and manuscript writing.

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