

6. Федеральный государственный образовательный стандарт основного общего образования от 17 декабря 2010 года № 1897. – URL:<https://mosmetod.ru/metodicheskoe-prostranstvo/documenti/fgos-osnovnogo-obshego-obr.html>.

7. Федеральный закон «Об образовании в Российской Федерации» от 29 декабря 2012 года № 273-ФЗ (с изменениями на 30 декабря 2021 года) – URL:<https://docs.cntd.ru/document/902389617>.

## DIGITAL TECHNOLOGIES IN PHYSICAL ACTIVITY TEACHING

**MAGIN Vladimir Alekseevich**

Doctor of Pedagogical Sciences, Professor

**STRESHNEVA Elizaveta Evgenyevna**

master's student

North Caucasus Federal University

Stavropol, Russia

*The article focuses on the use of digital technology in teaching children physical activity, which maximises its effectiveness in achieving its goal. The data obtained from the study shows a significant improvement in the quality of students' mastery of physical activity. At the same time, the children demonstrate a new level of learning, increased cognition and need for learning, autonomy in mastering the learning material, an interest in learning digital learning formats and self-development.*

**Key words:** physical education, physical exercise, digital technology, learning.

## THE IMPORTANCE OF THE JOINT EFFORTS OF THE PEDAGOGICAL STAFF OF THE UNIVERSITY IN ACHIEVING THE EDUCATIONAL RESULTS OF THE FEDERAL STATE EDUCATIONAL STANDARD

**SHEKHMIRZOVA Angelika Muharbievna** Candidate

of Pedagogical Sciences, Associate Professor **GRIBINA**

**Lyudmila Vladislavna**

Candidate of Pedagogical Sciences, Associate Professor

Adyghe State University

Maykop, Russia

*The article touches upon the problem of the readiness of the pedagogical staff of the university to implement the competence model of higher education. The role of the personality of teachers in achieving the expected educational results is analyzed. The current formal, simplified approach to the design of educational results is emphasized. The significance of the joint efforts of the university staff of teachers in the formation of universal competencies with a unified structure for unified enlarged groups of specialties and areas of training at all levels of higher education, taking into account the continuity of educational programs, is revealed. The necessity of student-centered learning in the context of the implementation of the provisions of the Bologna Agreement is substantiated.*

**Key words:** personality of teachers, competence model of higher education, joint efforts of the teaching staff, educational results, universal competencies, continuity of educational programs, student-centered learning.

The socio-economic and educational changes that have taken place over the past decades in higher Russian schools within the framework of the Bologna process and the introduction of the new Federal Law «On Educa-

tion in the Russian Federation» have necessitated the development of modern federal state educational standards (FGOS) and technologies for their implementation by university teaching teams. Qualitative transformations in the activi-

ties of educational institutions of higher education become possible when the teaching staff masters the strategy of implementing the competence approach, which involves building the content of education «from the result» in the language of competencies. However, the analysis of numerous publications in recent years on the problem of the implementation of the competence approach in the educational process in accordance with the new edition of the Federal State Educational Standard of Higher Education, showed an insufficient level of theoretical and methodological and research and methodological training of university teaching staff.

Modern social expectations from university teachers are associated with high demands placed on the joint results of their professional activities. Understanding the competence approach in the form of a qualitatively new model of higher education determines the need for organizational, managerial, scientific and methodological support for the activities of individual university teachers. In this context, the professionalism of university teachers is determined through their ability to self-realization and self-development as a continuous and dynamic process of self-improvement as a subject of the implementation of the competence model of higher education. Due to the interdisciplinary, integrative and modular nature of the competence model of higher education, the demand for theoretical and methodological and research and methodological training of the teaching staff of universities is increasing. Only through the efforts of all teachers involved in the implementation of educational programs at different levels of higher education, in particular, universal competencies (CC), expected from the personality of graduates in accordance with the requirements of the Federal State Educational Standard, can be effectively formed.

The importance of joint efforts of the teaching staff of the university increases in the light of the unified structure of universal competencies, uniform in enlarged groups of specialties and areas of training and the entire level of higher education (paragraph 5 of Article 10 of the Federal Law "On Education in the Russian Federation"), requiring the principle of continuity of their formation during the development of educational programs. In connection with the

introduction of the new edition of the fourth-generation Federal State Educational Standard (FGOS 3+), universal competencies have become uniform for each level of higher education, which is reflected in the formulations established by the general list of them. CC is considered as the means of activity necessary and sufficient for the life and professional success of graduates, regardless of the direction of their training. Allowing to solve professional tasks, mastering them is a condition for the integration of a graduate who has mastered a program of a certain level of higher education and training in social and labor market relations. The list of universal competencies also corresponds to traditional Russian values, since their formation orients the graduate to understand the scientific picture of the world, to his social activity and spiritual development. A holistic vision of ways to achieve educational results excludes the traditional subject-isolated transmission of the content of education and focuses on professional, interpersonal interaction of the teaching staff of the university. The importance of a team of teachers in the formation of the criminal code of the personality of graduates within the competence model of higher education determines the need to create the most favorable conditions for their mastery in the educational process and in the course of self-development, self-organization and self-education.

The competence model of higher education involves making fundamental changes in the organization of the university educational process and in the traditional approaches to managing the activities of the teaching staff in order to achieve the expected educational results in the implementation of basic professional educational programs (OPOP). This entails a change in the position of the personality of teachers who can no longer act as carriers of objective knowledge transmitted to students using textbooks. One of their significant functional tasks is to motivate students to independent cognitive activity in the course of mastering universal competencies of self-education and self-organization, creating favorable conditions for the professional and personal development of graduates. The educational environment of the university, created by the efforts of a team of teachers, contributes to the formation of the

competencies required by the Federal State Educational Standard. OPOP IN spite of the apparent simplicity of their design has a downside. As the practice of teaching in higher education shows, the formal approach applied today to the design of educational results is not based on well-thought-out methodological principles of the development and implementation of the OPOP in, which causes their weakness. The simplified approach to educational results is a consequence of the unpreparedness of the teaching staff for joint activities within the competence model of higher education. The lack of a clear awareness of the expected systemic results of studying disciplines (modules) leads to a fascination with simplified tools for assessing the formation of the required competencies. The importance of the traditional linear organization of the educational process remains, in which there are no opportunities for students to build their own educational routes with the support of teachers. Students' motivation for active independent activity necessitates the transition to student-centered learning, which contributes to the formation of competencies necessary in a changing global labor market.

The principle of student-centricity within the framework of the Bologna Agreement makes it possible to expand the rights and opportunities of students through the implementation of a competence-based approach to teaching and learning, effective support for the ongoing reform of educational programs aimed at developing learning outcomes at three levels of higher education. Modernization of the OPOP, taking into account Professional Standards, allows us to provide conditions for the creation and implementation of flexible educational trajectories. As it was noted in the Communiqué of the Conference of European Ministers Responsible for Higher Education "The Bologna Process 2020 – The European Higher Area in the new decade" (Leuven /Louvain la Neuve, April 2009), the close cooperation of the teaching staff with students and representatives of employers makes it possible to effectively formulate educational results taking into account international guidelines in the subject areas areas [1]. At the meeting of European ministers, special attention was paid to the need to improve the quality of teaching curricula at all levels of higher professional

education on the basis of mutual cooperation of the teaching staff and students in the process of developing competencies as required educational results. At the same time, an increasing increase in the importance of orientation to international standards can be traced as we move through the levels of higher education. Thus, a high level of formation of research competencies becomes achievable during the consistent development of the content of the postgraduate educational program in the direction of training highly qualified personnel, focused on the international level of interdisciplinary research.

Taking into account the principle of student-centricity changes not only the position of teachers, but also the position of students themselves, each of whom potentially has the opportunity to participate in the development of their own programs for the development of various disciplines (modules). N.A. Labunskaya's research shows the advantages of student interaction with the educational program, optimizing the process and the result of his individual promotion [2]. In the changing conditions of interaction between university teachers and students, the former are faced with the need to master new forms of management of the educational process with elements of counseling and evaluation of educational results. As can be seen, the modern university educational process is still far from its non-linear implementation in accordance with the provisions of the Bologna Agreement. There is a lot of work to be done, primarily related to the joint efforts of the teaching staff. The university staff of teachers as a subject of the implementation of the competence model of education is united by a common activity, the results of the development of which are of particular importance for achieving uniform educational results in accordance with the requirements of the Federal State Educational Standard.

As the university teaching practice shows, the majority of teachers have mainly special competence that allows them to carry out independent pedagogical activity and solve typical professional tasks, evaluating the results of their own pedagogical work. The absence of a mechanism for managing the development of a team of teachers in the context of the implementation of the competence model of higher education does not allow motivating them to improve their professional qualifications for the effective im-

plementation of the requirements of the Federal State Educational Standard and the fundamental provisions of the Bologna Declaration. The belief in the sufficiency of one's own level of pedagogical skill causes difficulties in achieving the expected educational results through joint efforts. The management of a team of teachers as a subject of the implementation of the competence model of higher education ensures awareness of the importance of the professional competence of each of its members in the effective implementation of common joint activities. In this regard, there is a need to create conditions for each teacher to meet the personal needs of timely improvement of their professional qualifications for the effective implementation of a competent approach. For this purpose, long-term programs are being developed for organizing events to improve the professional qualifications of university teaching staff both inside and outside the walls of an educational institution, for conducting methodological and methodological seminars. Such managerial work contributes to ensuring the steady growth of the professional competence of the teaching staff on the basis of creating prerequisites for the development of a system of material incentives for pedagogical activity.

According to N.S. Makarova, the focus on competencies as the main results of higher education becomes a prerequisite for modern teachers to realize the possibility of taught disciplines (modules) in the formation of students' required competencies. In the researcher's interpretation, this is a change in the position of the teacher in connection with the transition from «knowledge of his subject and the ability to present it clearly» to «knowledge of his subject and its capabilities for the formation of competencies» [3]. At the same time, as the author emphasizes, the change of the educational strategy is a matter of time, requiring the joint efforts of the teaching staff for clarity in the implementation of the main provisions of the new educational paradigm. It should be noted here that in the modern practice of university education there are a number of serious problems, including the unwillingness of teachers to create new generations of evaluation tools, to involve students in evaluation and mutual evaluation. The issue of attracting external experts and potential employers to evaluate the effectiveness of imple-

mented educational programs also causes certain difficulties.

The formation of competencies as the main educational results occurs during the development of a number of disciplines (modules), which provides for the development by a team of teachers of related departments and different faculties of a competence map as part of the OPOP for the implementation of the requirements of the Federal State Educational Standard (FGOS 3+). To assess the levels of competence formation and specific learning outcomes through their decomposition in the form of knowledge, skills and possessions, it is advisable to use the methodology recommended by experts of the Association of Classical Universities of Russia (ACUR). Without going into details of the definition of criteria and scales for evaluating the achievements of learning outcomes and the formation of evaluation funds (FOS), we will make a generalizing conclusion.

Increasing the importance of the personality of university teachers in the implementation of the competence model allows us to consider them as a subject of quality management of higher education. Each change in the template structure of educational programs, including taking into account Professional Standards, provides for the need for regular joint efforts of a team of teachers related to the regulatory and legal support of the university educational process and the preparation of the necessary package of documents on academic disciplines (modules), in the form of a work program, a fund of evaluation funds, etc. As follows from the results of numerous pedagogical studies, confirmed by the long-term experience of the authors and updated by the Federal State Educational Standard taking into account Professional Standards, for purposeful improvement of the quality of the educational process in each discipline (module), saving time and effort of the teaching staff, it is necessary to work out the semantic chain that determines the system-forming relationships between its main characteristics. Such characteristics of the discipline (module) are the requirements of the Federal State Educational Standard for the results of the development of OPOP: the objectives of the discipline (learning outcomes), expressed in the language of competencies – educational tech-

nologies adequate to the objectives of the discipline (module), active forms of learning – the organization of students' educational activities – control and evaluation materials – certification rules – the material and technical base of the university. The relationship in this chain, the main characteristics of which vary depending on the educational paradigm, is obvious. The requirements of the Federal State Educational Standard determine the goals (learning outcomes) of academic disciplines (modules), which are implemented in the educational activities of students through educational technologies, active forms and methods of teaching, then checked by control, evaluation and certification

materials. At the same time, the success of the individual teachers and the effectiveness of the educational process as a whole is influenced by the material and technical base of the university, which provides all types of training of students (disciplinary, interdisciplinary) in accordance with the curricula.

Thus, the introduction of the competence approach determines the complexity and ambiguity of the results obtained in practice, largely determined by the efforts of the entire teaching staff. The success of the implementation of the competence model of higher education is determined by changes in the consciousness and professional activity of the individual university teachers.

#### LITERATURE

1. The Bologna Process 2020 – The European Higher Education Area in the new decade. Communiqué of the Conference of European Ministers Responsible for Higher Education // Higher Education in Russia, No. 7, 2009. – pp. 156-162
2. Labunskaya N.A. Individual educational route of a student: approaches to the disclosure of the concept // Proceedings of the A.I. Herzen Russian State Pedagogical University. Issue No. 3. – Volume 2, 2002, pp. 79-90.
3. Makarova N.S. Reflection of changes in the educational process of the university in the activity of the teacher // Theory and practice of social development. – 2014. – № 2. – URL:[http://teoria-practica.ru/rus/files/arhiv\\_zhurnala/2014/2/pedagogika/makarova.pdf](http://teoria-practica.ru/rus/files/arhiv_zhurnala/2014/2/pedagogika/makarova.pdf).

## ЗНАЧИМОСТЬ СОВМЕСТНЫХ УСИЛИЙ ПЕДАГОГИЧЕСКОГО КОЛЛЕКТИВА ВУЗА В ДОСТИЖЕНИИ ОБРАЗОВАТЕЛЬНЫХ РЕЗУЛЬТАТОВ ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО ОБРАЗОВАННОГО СТАНДАРТА ВЫСШЕГО ОБРАЗОВАНИЯ

**ШЕХМИРЗОВА Анжелика Мухарбиевна**

кандидат педагогических наук, доцент

**ГРИБИНА Людмила Владиславна**

кандидат педагогических наук, доцент

ФГБОУ ВО «Адыгейский государственный университет»

г. Майкоп, Россия

*В статье затронута проблема готовности педагогического коллектива вуза к реализации компетентностной модели высшего образования. Анализируется роль личности преподавателей в достижении ожидаемых образовательных результатов. Подчеркивается действующий формальный, упрощенный подход к проектированию образовательных результатов. Раскрывается значимость совместных усилий вузовского коллектива преподавателей в формировании универсальных компетенций с унифицированной структурой по единым укрупненным группам специальностей и направлений подготовки всех уровней высшего образования с учетом преемственности образовательных программ. Обосновывается необходимость студентоцентрированного обучения в условиях реализации положений Болонского соглашения.*

**Ключевые слова:** личность преподавателей, компетентностная модель высшего образования, совместные усилия педагогического коллектива, образовательные результаты, универсальные компетенции, преемственность образовательных программ, студентоцентрированное обучение.