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Teacher of a Modern University: Real Portrait and Requirements in the Context of Expectations of Results of its Professional Activity[1]

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Abstract. The article describes the results of a large-scale research in the framework of the international project "Fostering Competencies Development in Belarusian Higher Education"[2] which was implemented in 2017–2019. In the course of the research, more than 3,000 teachers from various Belarusian universities were interviewed. The data obtained in the course of the survey made it possible to form a holistic view of the specifics of a modern higher education teacher and directions for improving his competences.

Keywords: *High school teacher, university, teaching competencies, continuous professional education.*

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[2] Erasmus+ Key Action 2 Capacity building in the field of higher education, Fostering Competencies Development in Belarusian Higher Education (FOSTERC) Ref. 574087-EPP-1-2016-1-ES-EPPKA2-CBHE-SP.

Introduction

Scientific problem

The lecturer is one of the key subjects of the university educational process. The success of forming a competitive specialist of this or that profile (and the development of they professional competences already) depends on his or her professionalism and competence to a high degree. Analyzing the main problems of transition from knowledge to competence approach, modern researchers Ph. Garner, (2016); A. Ghani Siddiqui (2007); F. Henard and D. Roseveare (2012); A. Sursock (2015); V. N. Vedenskiy (2019); O. B. Dautova and **A**. V. Torkhova (2014); A. N. Zholudova and O. V. Polyakova (2016); A. A. Zhuravleva (2017); A. I. Zhuk (2018); I. S. Sabatovskaya (2014); Ye. K. Shibanova (2015) and others note that they mainly refer to the personal and professional qualities of a higher school teacher. It is pointed out that "reasonable caution and a simultaneous desire to move forward based on positive tendencies is a reasonable innovative characteristic of a modern teacher" (Vedenskiy, 2019).

In this relation the problem of definition of the basic characteristics of the modern teacher of the higher school, his readiness for development taking into account changing educational situation, revealing of directions of improvement of his professional competences is topical.

Relevance and originality

In the article are used the original data obtained as a result of the survey of the graduates and teachers of 8 Belarusian universities. The poll was conducted from September 2017 to January 2018 in the scope of the international project FOSTERC ("Fostering competencies development in Belarusian higher education"). The poll results allowed obtaining a significant amount of data on various aspects of the educational process in modern Belarusian universities. We analyzed 3.140 responses from teachers and 5.443 responses from graduates.

In general, it was important to find out how relevant the competency-based approach in education is to the participants in the educational process (teachers and students) and to what extent it is applied in training practices.

The sample size of the survey made it possible to analyze with a high degree of reliability the evaluation by graduates and teachers of the real level of formation of a wide range of competencies, to identify "bottlenecks" in the training of specialists with higher education, to note the key competencies that are in demand on the labor market today, but are not sufficiently developed in the process of obtaining higher education.

Aim and objectives

The aim of the study, the results of which are presented in this publication, is to characterize a modern higher education teacher in the context of the transition of the Belarusian higher education to a competent approach.

Methods and methodology

The results of a large-scale survey of university teachers are described, sociological characteristics of the teaching department of Belarusian universities are given, the survey data are analyzed and generalized, and perspective directions of development of teachers' professional competence are formulated in the context of the main tendencies of modern continuous professional education.

The main text

Let's define the main tendencies of modern continuous professional education, which determine the requirements to the teacher of a modern university.

The first tendency is determined by the growing role of information in today's world, which is now used as a means of organizing activities and not the goal of learning. The digital transformation of education is the most important trend of our time. The teacher is faced with the task of teaching students to work with information flows, with modern digital devices and technologies. Accordingly, he or she must himself or herself have sufficient knowledge of the ways of effective work in this field and be able to form the students' readiness to gain, critically acquire and use information throughout their lives.

The advantages of such competence are obvious. Firstly, it facilitates access to the information necessary in the process of education at the university, provides an opportunity to move away from the traditional lecture system as much as possible, and secondly, it ensures the fundamentality of training specialists in terms of reducing the time for training (from 5 to 4 years).

The second tendency can be defined as a transition from teaching to learning, connected with the increasing role of students' independent work, actualization of subjects and independence in general, and the necessity of "lifelong learning". Consequently, the teacher is faced with the task of finding ways to involve students in this activity, the maximum use of an individual approach to learning, the organization of metacognition activity of students, the organization of educational activity at an individual pace, the stimulation of independence of the student, a phased control of achievements, regular feedback, reflation.

The third tendency implies a change of tasks of continuous professional education due to its knowledge-intensive nature. This is related not only to the need to update the content of education and the development of academic disciplines "at the forefront of science", but also to the formation of students' readiness for research, project and creative activities. In this case, the teacher himself demonstrates the competences of the teacher-researcher, applies the research approach in teaching (project method,

technology for organizing creative activity, technology for organizing search and scientific-research activities). As a result the interdisciplinarity in training, development at students of system thinking, ability to solve nonconventional problems, to act in the conditions of uncertainty, to be engaged in project activity is provided.

The fourth tendency is conditioned by the necessity of teamwork when solving professional tasks already in working life. This competence – ability to work in a team – is the key one in the XXI century. Skills necessary for this are acquired and developed in educational communications of various types. Thus, a modern teacher should be able to provide constructive communication, interactivity, the possibility of learning in the community through the use of dialogue technologies, technologies of group interaction organization, moderation, and others.

The fifth tendency is related to the applied orientation of continuous professional education, which determines the practical orientation of the educational process. This trend can be realized by increasing the share of practical classes, maximum involvement of students, starting from the first course, in the environment of their future professional activity, using for this purpose the opportunities of practical training bases, resource centers, etc.

During the questionnaire survey of Belarusian university professors, which we were able to conduct within the framework of the FOSTERC project, we received a lot of data allowing us not only to make a real portrait of a modern university teacher, but also to define the requirements in the context of expectations of the results of his professional activity.

So, what is the portrait of a modern Belarusian university teacher?

1. General Data

Teachers of 8 universities of the Republic of Belarus, different localizations and types, took part in the survey. Thus, 5 classical universities and 3 specialized universities, 3 metropolitan and 5 regional universities are represented in the sample, which allows us to speak about the relevance of this sample. The total number of teachers who participated in the poll was 3 140 people.

The majority of those surveyed (65.4%) were women, and the number of men who took part in the poll was 34.6% (the women's majority is not critical, i.e. we can also say that there was no gender bias in the survey).

Though ageism (the problem of age in the context of professional wellbeing and age discrimination) is nowadays condemned everywhere, at the same time it is always interesting to have an idea of the age characteristics of the group under study. Participants in our survey have been working as a teacher since 1940!! and at least since 2017, while the average age of those polled is 44.32 years.

Respondents are mainly teaching: a quarter (24.4%) teach humanities, then economic and business administration (19.5%), pedagogical sciences (16%), natural and mathematical sciences (13.9%), art, design, music – only 1.7% (Fig. 1).

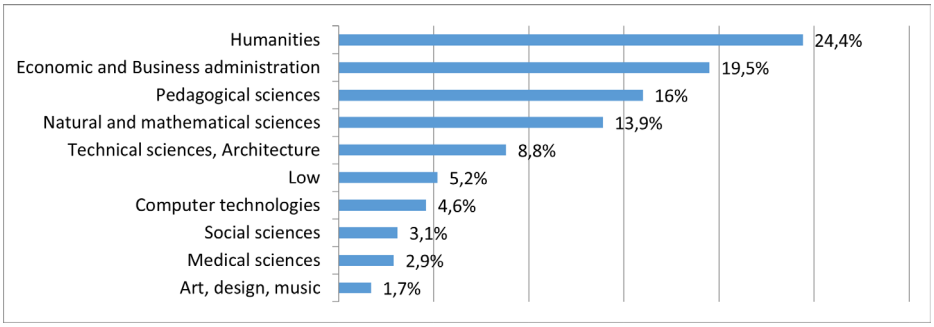

Fig. 1. Distribution of teaching activities by discipline

2. Educational Background

The survey resulted in data on the education of university teachers. The question was the following: "What is your highest qualification diploma?" So, we found out that 42.3% have a candidate's diploma (Ph.D.), 5.4% a doctoral diploma (Full Doctor), 30.4% a higher education diploma (Bachelor) and 21.9% a master's diploma.

Thus, almost half of the teachers are highly qualified scientists (47.7%). It means that these specialists are able to organize the process of students' education according to the research type, can skillfully manage projects, coursework, diploma, master's works of students, organize scientific student conferences, etc. This category is distinguished by its breadth of views and knowledge on the subject and related areas, systemic and critical thinking, courage in activity, and at the same time, responsibility for results. They are themselves trained in the research approach to professional activities and can teach this to others.

Among those surveyed, one third (34.1%) indicated as their main place of work the position of associate professor, 29.1% – senior lecturer, 12.4% – lecturer, 10.3% – assistant, 7.3% – head of department, another position – 6.7%. That is, in general, all the main categories of faculty are represented among the participants of the survey, which makes the sample quite relevant: different age groups are sufficiently balanced and strong. They are the best in terms of continuity, combining tradition, healthy conservatism and bold projects and innovations.

An internship or study abroad during or after higher education had 31.5% of respondents, 68.5% of teachers neither during nor after education had an internship or study abroad.

Conclusions: on the one hand, for our country, which not so long ago had an opportunity to get acquainted with the world's educational practice not by articles, but in reality, one third of the teaching staff, who have already visited the internships, is a very good indicator. Considering that not everybody knows foreign languages to communicate fully. Internships, study abroad provide an opportunity for a professional, on the one hand, to get out of the comfort zone, to compare his work practice with others, to get to know other systems, people, views, techniques, and so on. On the other hand, to rethink, to re-evaluate their professional life, competences, attitudes, to see their advantages and growth points.

At the same time, let us pay attention to the two thirds of respondents who have never had experience of dealing with higher education institutions in other countries in person. This is a reason for our education system, as well as for the countries of Europe and Eurasia, to improve and expand exchange programs and make them more accessible through a variety of requirements to participants, duration, etc.

3. Work experience

Throughout their careers, almost half (47.2%) of those surveyed had worked exclusively in higher education, and 52.8% had worked in other fields (areas). We shall reflect on these data. Is it good that almost half of the teachers have no work experience in the real economics sector? It turns out that even just after graduation, these people immediately began their careers in the university. I think that these teachers may lack an understanding of the areas, enterprises, and institutions for which they train students. It's just a guess. Here we see the need for a separate interesting research. On the other hand, more than half of the respondents have work experience, practical experience that can be used in their teaching will help them better understand what competencies students need for their future work.

At the time of the poll, most of the interviewed teachers worked exclusively in higher education (84.4%), and 15.2% combined teaching with work in another field. The data is reasonably understandable, because given the difficult teaching schedule, it is quite problematic to work in a different field. Thus, if a teacher did not have any experience as a specialist, he or she cannot be expected to appear while working at the university.

On the other hand, today it is a question of maximum practical orientation of the majority of specialties of higher education, we know enough world and domestic examples when the student audience comes to high-class practicing specialists: economists, teachers-methodologists, designers, engineers who are able to give a lot of their experience.

Without belittling the dignity of trained professional teachers of higher education, it is still necessary to pay attention to achieving some balance through the wider involvement of teachers with experience in the real production sphere, particularly in special disciplines. It is also necessary to promote among high-class authoritative practitioners the desire and opportunity to share their achievements, success stories, secrets of excellence in the profession with the student audience.

The following question made it possible to assess teachers' labour costs by main activities. The question was: what percentage of your work is dedicated to the following tasks, provided that the total work effort is 100%?

The answers of the respondents were distributed as follows: the largest number of working hours is devoted to teaching – 61 %, the second place with almost one fourth of working hours (24.2%) is occupied by research, innovation and knowledge transfer – 13.9 %, management activities – 11.5 % on average, and other activities – 9.1 %. Unfortunately, the survey participants were not asked to indicate which types of activities they categorize as other, perhaps this point can be taken into account when refining the questionnaire.

Therefore, we see a fairly even distribution of all basic labor functions of teachers (Fig. 2). We are glad to see that he or she has enough time for research and innovation activities. Together, our teacher can afford almost 40% of his working time for these activities. This is a very positive indicator, which shows the conditions for constant development and growth of our teacher. It means that he or she does not stand still, learns new things all the time, is in search of productive methods, is included in scientific research, maybe within the framework of a scientific-pedagogical school, and so on.

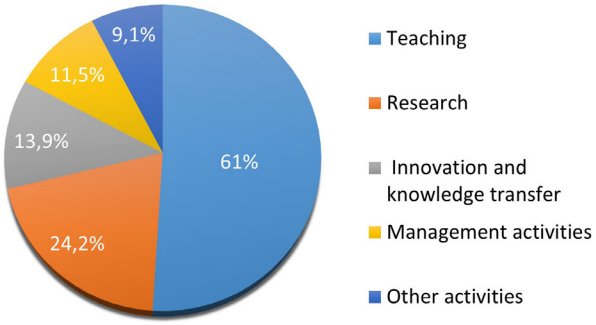

Fig. 2. Distribution of all basic labor functions of teachers

4. Teaching Activity

Also during the survey, teachers were asked the following question: What importance do you attach to the following ways of learning and teaching from a teaching point of view? And it was suggested to evaluate each of the points from 1 to 5, where "1" is the least important, "5" is very important (Fig. 3).

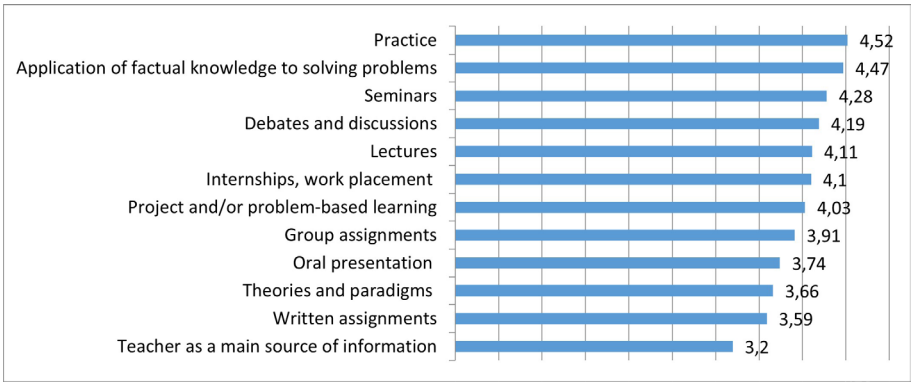

Fig. 3. Teachers' assessment of the importance of teaching methods

As we can see, the maximum number of points was given to fairly practice-oriented, competency-based methods of teaching and learning: practice (4.52 points), application of factual knowledge to solving problems (4.47 points), seminars (4.28 points), debates and discussions (4.19 points).

At the same time, when comparing the data obtained in the teachers' answers with the assessment of the methods of learning by the graduates, it can be seen to what extent the practice-oriented and innovative methods of learning are presented in the real educational process and whether the conditions for a partnership between students and teachers are created.

The question that recent students (graduates) answered was: Evaluate to what extent the following learning and teaching methods were used during your studies at the university?

Teachers' responses showed acceptance and understanding of the importance of the competency-based approach, but not sufficient implementation of it in practice (Table 1). Thus, the average weighted assessment of the importance of the 'practice' teaching method by teachers was 4.52 points out of 5 possible, which means a sufficiently expressed understanding of the importance of practice for educational results. On the part of students, the weighted average assessment of the importance of using this method of teaching was 3.37 points. The gap of 1.15 points is quite indicative.

A similar situation with a significant difference in weighted average scores up to 1.79 is observed in most of the methods of learning characteristic of the competency-based

approach: “Internships”, “Application of actual knowledge to solving problems”, “Project/problem-oriented learning”, “Debates and discussions”, “Group assignments”, etc.

However, teachers do not consider it important enough for the teacher to be the main source of information (3.20 points), but according to student observation this happens more often (3.67).

Table 1

Weighted average assessment of the significance of teaching methods by graduates and teachers across the whole data set

Methods of learning	Graduates	Teachers	Lack of learning methods
	Use in teaching process	Significance	
Lectures	4.34	4.11	–0.23
Seminars	4.06	4.28	0.22
Group assignments	3.46	3.91	0.45
Internships	2.31	4.10	1.79
Practice	3.37	4.52	1.15
Application of actual knowledge to solving problems	3.37	4.47	1.1
Use of theories, concepts and paradigms	3.27	3.66	0.39
The teacher was the main source of information	3.67	3.20	–0.47
Project/problem-oriented learning	3.11	4.03	0.92
Written assignments	3.73	3.59	–014
Verbal (oral) presentations	3.73	3.74	0.01
Debates and discussions	3.25	4.19	0.94

This allows us to trace a certain pattern that is currently emerging in the Belarusian universities: higher school teachers understand the need to strengthen the practical and personal orientation of the existing methods of education, they are ready to go beyond the knowledge paradigm, but a certain inertia of the established educational traditions and rigid framework of educational and program documentation slows down the process of implementation of the competence approach.

These data correlate with the data we obtained in the survey of the subjects of the cluster of continuous pedagogical education in our country (Fig. 4). This cluster brings together educational institutions belonging to different levels of education, scientific and scientific-methodological organizations, public associations involved in the formation and implementation of innovative approaches to teacher training. A survey in

the cluster was conducted in January 2019. A total of 21 educational institutions took part in the survey.

As a result of the evaluation of the effectiveness of the forms of organization of the educational process of training future teachers, the minimum number of points received such forms of work as lectures (3.6), distance learning (3.6), webinars (3.8), the maximum – practical classes and trainings (4.55 each) and teaching practice (4.8).

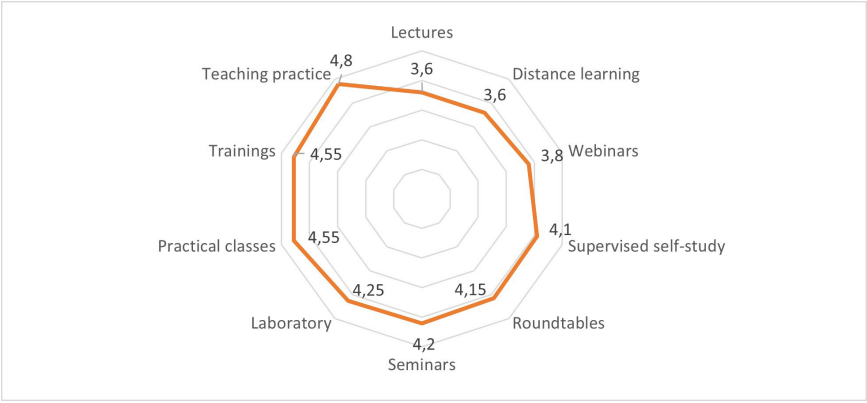

Fig. 4. Evaluation of the efficiency of forms of training of future teachers at Belarusian universities

The results obtained, as well as during the survey within the framework of FOSTERC, show the understanding of the advantages of using exactly practice-oriented forms of educational process organization. In fact, we see that the heads of various types of educational institutions have also realized the need to increase the share of hours for practical, seminar and laboratory classes.

Hence, our higher education institutions need to pay primary attention to the formation of teachers' competences in organizing the practice-oriented educational process (i.e., not just knowledge and understanding that practice-oriented forms of work with students are good, but skills and willingness to do so).

5. Competencies

Among the most graduates' required competencies in the labour marked teachers referred to "Mastery of your own field or discipline" (4.73 points), "Ability to rapidly acquire new knowledge" (4.70 points), "analytical thinking" (4.55), "Ability to comprehend complex problems as a whole" (4.43), "Alertness to new opportunities" (4.42), "Ability to use information and communication technology" (4.39). Rating was also carried out on a scale of 1 to 5, where 1 = "Not needed"; 5 = "Very needed" (table 2, column Graduates' requiered).

The least popular teachers consider "Ability to write reports, memos or documents" (3.74), "Ability to assert your authority" (3.83), "Ability to mobilize the capacities of others" (3.87), "Knowledge of other fields or disciplines" (3.88), and "Willingness to question prevailing ideas" (3.88).

On the one side, we are pleased with the range of competencies that teachers consider important and are therefore willing to form with their students. The mentioned competences are indeed significant for the professional life of young specialists. At the same time, there is not enough understanding of the importance of the interdisciplinary approach in the formation of a modern specialist (knowledge in other areas), while today most sectors of the real economy are developing at the intersection of different fields of knowledge. It is a pity that many professors do not consider it very important for students to form such soft skills as critical thinking (willingness to question existing ideas), leadership skills (ability to inspire others, perform leadership responsibilities) and others.

At the same time, teachers assessed to what extent (1 = "very low"; 5 = "very high") the study programs offered by your university help students master the competencies on the proposed list. It should be noted at once that the maximum assessments of the significance of the formation of certain competencies among students (see the previous question) is 0.5 points higher than when answering the question about the effectiveness of existing programs.

Teachers believe that existing programs primarily contribute to the formation of competencies such as "Mastery of your own field or discipline" (4.23), "Ability to rapidly acquire new knowledge" (4.13), "Ability to use information and communication technology" (4.11), "Ability to present products, ideas or reports to an audience" (3.94), "analytical thinking" (3.93).

The least developed in learning are "the ability to negotiate effectively" (3.53), "Ability to mobilize the capacities of others" (3.52), "the willingness to question existing ideas" (3.51), "the ability to take decisive action in a situation of uncertainty" (3,50), "the ability to perform the duties of a leader" (3.43) (Table 2, column Contribution of the study programs).

Comparing the data on the last two questions, we observe the difference between the demand for competence in the labor market and the degree of its formation among university graduates (Table 2, column Difference). This allows us to assess the lack of competencies, which shows which of the competencies significant for future professional activity are not sufficiently formed during the university studies. The maximum (and, in our opinion, significant) lack of competencies was 0.75 points for "Ability to take decisive action in case of uncertainty". A significant lack of competence is evident in the following positions: "Ability to use time effectively" (0.72), "ability to communicate in a foreign language" (0.68), "Ability to diagnose new problems" (0.67), "ability to negotiate effectively" (0.65), "analytical thinking" (0.62), "ability to plan, organize and coordinate activities" (0.62) and others.

Table 2

The difference between the assessment of demand for competence at the labor market and the degree of its formation in the educational process

COMPETENCE	GRADUATES' REQUIERED	CONTRIBUTION OF THE STUDY PROGRAMMES	DIFFE-RENCE
Ability to take decisive action in case of uncertainty	4.25	3.50	0.75
Ability to use time effectively	4.37	3.64	0.72
Ability to communicate in a foreign language	4.30	3.63	0.68
Ability to diagnose new problems	4.34	3.66	0.67
Ability to negotiate effectively	4.18	3.53	0.65
Analytical thinking	4.55	3.93	0.62
Ability to plan, organize and coordinate activities	4.37	3.75	0.62
Alertness to new opportunities	4.42	3.83	0.59
Ability to comprehend complex problems as a whole	4.43	3.84	0.59
Ability to adapt to changes	4.28	3,69	0.59
Ability to rapidly acquire new knowledge	4.70	4.13	0.56
Ability to perform well under pressure	4.16	3.60	0.56
Ability to come up with new ideas and solutions	4.28	3.74	0.54
Mastery of your own field or discipline	4.73	4.23	0.50
Ability to find new ways and areas to apply existing knowledge	4.27	3.77	0.50
Ability to make your meaning clear to others	4.26	3.76	0.49
Ability to work productively in a team	4,27	3.85	0.42
Ability to assert your authority	3.83	3.43	0.40
Willingness to question prevailing ideas	3.88	3.51	0.37
Ability to mobilize the capacities of others	3.87	3.52	0.35
Ability to use information and communi-cation technology	4.39	4.11	0.28
Ability to present products, ideas or reports to an audience	4.12	3.94	0.19
Knowledge of other fields or disciplines	3.88	3.77	0.10
Ability to write reports, memos or docu-ments	3.74	3.72	0.03

This is the very bottleneck we have been constantly talking about in recent years: there is an objective need to update educational programs and methods of implementation of their content.

6. Value of the study programme

Teachers were also asked to evaluate from 1 to 5 how important studying under university educational programs is for future professional activity. Respondents believed that university education is a good basis for students to improve their professional prospects (4.21), improve their personal development (4.18), learn at work (4.17), and perform the tasks of the current work (4.16). The lowest number of teachers believe that higher education develops entrepreneurial skills (3.45) (Fig. 5).

It is gratifying that higher education is steadily associated with professional growth, career opportunities and increased competitiveness. Insufficient focus of higher education programs on the development of entrepreneurial competencies of students attracts attention. However, the structure of these competencies can include self-management, project and startup skills, co-working, selection of like-minded people to promote their products, including intangible ones, as well as services on the market, and others.

Fig. 5. Assessing whether the higher education program implemented by the teacher is a good basis for students to ... (1 = "Very low"; 5 = "Very high")

In this regard, teachers' answers about the field of professional activity in which the graduates of the university, in the preparation of which the respondents took part, can work require reflection. The vast majority of faculty (85.1%) answered, "In what field of professional activity do you think graduates of your institution in which you have participated can work successfully?" This may indicate that with the reduction of the period of study in higher education institutions in our country from 5 to 4 years, the policy of practical orientation of studies at the first level of higher education has not yet been fully implemented. In the circumstances when the Master's degree has not

acquired a mass character in our country, and Master's degree is not yet in demand in the labor market as advanced specialists, it remains a transitional stage to postgraduate studies. That is why the bachelor's degree is the main burden for training specialists in a particular specialty.

In the answers of respondents, and this is, let us remind, more than 3 100 people, we see a completely different picture: teachers do not know what particular specialty their students are studying, it turns out some general higher education. The data of the survey of teachers clearly demonstrate this: so only 7.5% of respondents believe that a graduate can work exclusively in a specialty, 4.9% assumed that a graduate can successfully work in a completely different specialty and 2.5% – in a specialty or something close to it.

Thus, it is very important to ensure that the teacher understands the place and role of his or her discipline in preparing the future professional.

It is worth speeding up the process of consolidation of specialties at the bachelor's level. These are standards 3+, which have been discussed in Belarus for the last 3 years. This will allow universities to rely on labor market conditions and employers' demands to determine specific specializations, while also increasing teachers' awareness and understanding of preparing specialists for a specific professional activity.

Conclusions

So, thanks to the project we have received very important and valuable information about the status of higher education system in the Republic of Belarus, especially about the impact on the learning outcomes of innovative forms and methods of teaching and about the key competencies (soft skills) necessary for a graduate to be successful in his or her professional life in modern conditions. Your attention was mainly drawn to one of three points of view, namely, teachers' opinion about the demand for certain competences, their attitude towards student-centered education, competent approach to education, etc.

The analysis of the received data allows to ascertain that the teaching staff of the Belarusian universities has rather high professional level, works in a mode of development, understands and supports positive educational trends of the present. This is ensured by a high scientific qualification, among other things. Expansion of professional horizons through foreign trips and academic mobility, etc.

At the same time, the professionalism of a modern teacher is assessed not only by his knowledge of the subject area, but also by his ability to train a new generation of competent specialists. Taking into account the trends indicated at the beginning, whose relevance we clearly saw in the answers we received, we can offer several directions for further improvement and development of professional competencies of a modern higher education teacher.

So, *the digital transformation of education* makes the issues of preparing teachers to work with the new "digital" generation of students particularly relevant, a modern teacher must be able to help students to use information and communication technologies for successful cooperation, solving emerging problems, mastering educational skills, etc., to eventually take place as a professional. This will be facilitated by the creation and use of virtual educational environments for teacher and student (Personal Learning Environment, Personal Teaching Environment), development of new formats of educational resources, including open ones (MOOC), both for students and teachers, mobile learning (m-learning), creation of a convenient indexing and search system for materials, Web-portfolio as a new scheme for evaluating educational achievements, etc.

Enhancing the role of *independent work of students, cultivating subjectivity and independence, and learning the principles of "lifelong learning"* can be provided by the teacher, who himself is constantly improving. Here it is important to have flexible and mobile, timely responding to the requests of the teachers, educational programs of their professional growth.

We all learn through the activity, so only a teacher who knows the methods and techniques of team building can *teach to work in a team, to be a part of it*. The development of such qualities in a teacher takes place in the process of academic and informal interaction of teachers, for example, as a form of sharing successful practices with colleagues based on the model of educational co-working, the use of networking and self-organization, and others.

The development of Belarusian universities as research centers, the creation and functioning of scientific and pedagogical schools in them, the actualization of science for young people allows our teachers to fully ensure *the scientific intensity of the subjects* taught, to form students' *readiness for research, project and creative activity*, to use *the research approach* in their teaching. Further development in this area is facilitated by teachers' participation in scientific research, experimental and innovative projects, scientific internships, etc.

It is possible to ensure real *practice-oriented training* of future specialists only if a teacher reconstructs the content and organization of his or her discipline as an environment for applying the knowledge gained.

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Šiuolaikinio universiteto dėstytojas: tikrasis portretas ir reikalavimai profesinės veiklos lūkesčių kontekste

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Santrauka

Straipsnyje aprašomi didelio masto tyrimų, vykdytų įgyvendinant tarptautinį projektą „Fostering Competencies Development in Belarusian Higher Education" (FOSTERC), rezultatai. Tyrimas, kurio metu apklausta daugiau nei 3 000 dėstytojų iš įvairių Baltarusijos universitetų,

buvo įgyvendintas 2017–2019 m. Gauti duomenys leido susidaryti holistinį šiuolaikinės aukštosios mokyklos dėstytojo portretą ir jo kompetencijų tobulinimo kryptis.

Esminiai žodžiai: *aukštosios mokyklos dėstytojas, universitetas, mokymo kompetencijos, nuolatinis profesinis mokymas.*

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