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*T.Kharlamova,*

 *lecturer (National Aviation University, Ukraine)*

**ACADEMICS COMPETENCES FOR DEVELOPMENT OF THE TRAINING TECHNIQUES WITHIN THE CONTEXT OF HIGHER EDUCATION**

*This aim of this article is to provide a framework for development of the training techniques within the context of higher education. The quality in higher education research report listed a set of generic or core skills and attitudes which academics should demonstrate. The list of roles and their associated competences to become a competent academic is introduced.*

No doubt there is the major shift in the discourse of higher education over the recent years. The move towards a mass rather than elite system, structural changes in the labor market, political and economic regime that emphasizes the links between education and economic competitiveness have played a part in the increased focus on higher education as, at least in part, preparation for an employment.

Approaches to the training process need to be transformed in response to the rapid developing and extending of the aviation sphere. Lecturers at the university are being challenged to graduate students that are competent rather than just knowledgeable. They need to teach in a manner of enabling students to be involved into profession with the knowledge they got at the university rather than simply to memorize information. Students need to develop higher order of skills like critical thinking, analysis, problem solving and so on. To achieve this outcome, lecturers need to be supported and enabled to shift their teaching practice to an outcomes-based approach, strengthen their curriculum development skills and slowly fill the roles set out in the Norms and Standards for Educators [2].

The policy like this describes the roles, their associated set of applied competences (norms) and qualifications (standards) for the lecturers’ development. It also establishes key strategic objectives for development of the training programs, qualifications and standards.

The list of roles and their associated competences below is meant to serve as a description of what it means to be a competent lecturer. It is not meant to be a checklist against which one assesses whether a person is competent or not. The roles and competences must be integrated in the training program and should inform the exit level outcomes of qualification and their associated assessment criteria. Ultimately, the qualification should reflect an applied and integrated competence of the future specialists of the aviation area. This demonstrates ability to integrate theory and practice in training and must be assessed within all lecturer qualifications.

These seven roles are considered to be the following:

*Learning mediator*

The lecturer mediates learning in a manner which is sensitive to the diverse needs of the students, including those with barriers to learn; construct learning environment that is appropriately contextualized and inspirational; communicate effectively showing recognition and respect for the differences of others. The lecturer demonstrates sound knowledge of the subject content and various principles, strategies and resources appropriate to training*.*

*Interpreter and designer of learning programs and materials*

The lecturer understands and interprets provided learning programs, design original learning programs, identify the requirements for a specific context of learning, select and prepare suitable textual and visual resources for learning. The lecturer also selects sequence and pace the learning in a sensitive manner to the differing needs of the subject area and students.

*Leader, administrator and manager*

The lecturer makes decisions appropriate to the level, manage learning in the classroom and carry out classroom administrative duties efficiently. These competences might be performed in the ways which are democratic, support learners, colleagues and demonstrate responsiveness to changing circumstances and needs.

*Scholar, researcher and lifelong learner*

The lecturer achieves ongoing personal, academic, occupational and professional growth through the pursuing reflective study and research in their learning area, in broader professional and educational matters and in other related fields.

*Community, citizenship and pastoral role*

The lecturer practices and promotes a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The lecturer upholds the constitution and promotes democratic values and practices at the university and society. Within the university, the lecturer demonstrates an ability to develop a supportive and empowering environment for the student and respond to the educational and other needs.

*Assessor*

The lecturer understands that assessment is an essential feature of the training process and knows how to integrate it into this process. The lecturer understands the purposes, methods and effects of assessment and is able to provide helpful feedback to the students. The lecturer designs and manages both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of the accrediting bodies. The lecturer keeps detailed and diagnostic records of assessment. The lecturer understands how to interpret and use assessment results to feed into the processes for improvement of the training programs.

*Learning area/subject/discipline/phase specialist*

The lecturer is well grounded in knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, professional or occupational practice. The lecturer knows about different approaches to the training process (research and management) and the ways of usage which are appropriate to the students. The lecturer has a well-developed understanding of the knowledge appropriate to the specialism.

Thus, all of these roles are seen as constituting a picture of the knowledge, skills and values that are the hallmark of the competent and professional lecturer. The roles will also be linked strongly to the developmental appraisal, career pathing, grading and performance management. They will be used to identify the strengths and weaknesses of an educator and indicate the exact kind of training that is needed to improve the performance. Either way, the lecturer maintains is a certain level of authority through the depth and breadth of the subject matter he teaches.

Paulo Freire says that as lecturer needs to clearly understand that their job is to facilitate. Furthermore, as lecturers, they are placed in a position of power, must own that power and use it responsibly [1].

**Conclusion**

Thus, the lecturer’s role is to provide direction – there is no education without direction – educational practice always points to an objective/outcome to be reached. Training can never be non-directive. The lecturer has responsibility to plan and structure the learning experiences; mediate learning by using facilitation techniques that “smooth the training process”.

Lecturers are required to manage their classes and not abrogate responsibility for the students. The pedagogy is tasked with creating opportunities for an active training of the students; this is not at all the same as thinking that it is alright to leave students to “get on” with training on their own.

The main roles identified above, show that a competent lecturer must have more than just subject knowledge, more than just the ability to manage other people. Current policy says, that the competence is not merely performance, meaning that competence is more than simply doing an action such as planning the lesson, writing the lesson onto the board, making a worksheet for the lesson or setting and marking the project.

**References**

1. Freire, Paulo; Macedo, Donaldo: Pedagogy of the oppressed. New York, NY, Continuum, 2007. 183 p. 30th anniversary edition
2. <http://academic.sun.ac.za/mathed/>