

THE ROLE OF A TEACHER'S PROFESSIONAL COMPETENCE IN IMPROVING THE QUALITY OF STUDENT LEARNING

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Abstract. The improvement of the teaching quality is crucially important for the nation that strives for the economic prosperity and social stability. Taking into consideration of this point of view, the article considers the significance of certain professional qualities of university teachers in accordance with students' perception of the quality of learning. The aim of the research was to study the students' opinion about the role of teacher's qualities in improving the quality of student learning. The methodological part contains the main results of the students' survey conducted at the International University of Tourism and Hospitality in the city of Turkestan, Kazakhstan. The survey conducted among students revealed differences in the answers of respondents depending on the level of academic performance and gender identity. The article also presents the results of the analysis of international publications on the role of teacher's professional qualities in the learning process and students' perception of the teaching process, which revealed the dependence on gender identity. Thus, the results of the study indicate the importance of customizing the teaching parameters by teachers according to the portability and individuality of each learner. The data analysis of this study and subsequent findings have implications for teaching in higher education institutions.

Key words: teacher, students, university, competence, education, professional qualities, emotional connection, impact

Introduction

An increasing number of researches on improvement of quality of higher education teachers show that the modernization of the university systems and applying the innovative methods in preparing the competitive and high-quality students is in great demand. While the developed countries education system is heavily focused on the quality of teachers by providing the financial and pedagogical conditions, the higher education systems in RK seem to lag behind the counterparts, that is the reform or modernization is very slow. This research treats teacher quality as a measurable capacity of teacher in contributing to the achievement of student, rather than teacher attributes or credentials that are brought to the classroom by the teachers, paying attention to the position that the quality of teacher ought to be comprehended of as particular to the framework in which a teacher is educating. An increasing number of studies confirm that highly qualified teachers contribute to improving student academic performance. In fact, it seems that it is teachers who play a key role in education and have the greatest impact on student achievement.

Teacher quality has been assumed in a variety of ways over time as teachers serve as role models in the teaching space. Teacher quality has been identified with personal traits such as high moral personality and intellectual interest [1]. With regards to the

quality teacher, educational organizations such as the interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS) claim that teachers ought to comprehend the process through which the student learn and improve, and show commitment to fostering students learning. Should have profound knowledge of the discipline they teach and possess the ability to impart the knowledge to students in such a way that students can interview them [2].

Some people may agree with the comprehensive teaching standards above, but there is significant disagreement about how teachers can demonstrate their proficiency in applying them. Moreover, while the quality of the teacher can be considered as an indisputable characteristic, it is quite possible that the teacher who is extremely efficient in one situation could be ineffective in another. This study goes on later to discuss which characteristics seem to predict teacher quality. The way students notice the teaching and learning environment greatly impacts their emotions, thoughts, and actions during academic activities. This kind of perceptions can significantly affect their learning outcomes. For instance, both Biggs, J. and Mooney, M. [3], [4] underline the importance of various learning conditions, including how students view their teachers, the methods used in teaching, the assessment strategies, and the structure of the curriculum.

Some researches in this area suggests that a qualified teacher should not be completely limited by scientific competencies, but should have the ability to learn, motivate and communicate with his students. Pedagogical studies emphasize the importance of teachers effectively clarifying and communicating information to enhance students' understanding of course material. Equally important is the teacher's role in motivating students by strengthening essential motivation, promoting self-regulation in their learning, and encouraging the development of strategies that involve critical thinking, leading to deeper, more lasting retention of knowledge. [5].

Furthermore, several studies point to the socio-emotional dimension of teaching, stressing the consequence of teachers forming a sense of closeness with students through purposeful discussions [6]. According to several research, bright or gifted students might do much better when they are in an environment that supports their professional development. Heller and Viek claim that it is difficult to select relevant, personalized support measures without fully understanding the impact of contextual factors, such as the role of teachers in the talent advancement process. [7]. Kudarova N.A. highlights the enhancement of teacher quality in universities, which plays a key role in the development of human capital and is an essential factor in expanding student enrollment. Moreover, education is increasingly recognized as a vital element in improving the overall quality of human life. In general, the potential of students will dynamically develop within the educational community and this actively helps students to increase their capital and improve their competencies [8].

The works of a number of researchers on gender stereotypes and their influence describe that learners depending on gender (men and women) may favor different professional qualities of teachers due to differences in approaches to learning. For example: women often value emotional connection and a supportive environment more

than men because it is related to their tendency towards collectivism and empathy. men may focus more on the competence and ability of instructors to structure and transfer knowledge, which is related to their outcome orientation. Women tend to be collectivistic and empathic while men are result oriented. This is supported by studies on gender differences in cognitive and interpersonal approaches to learning in labor Meece, J. L. and Crawford, M. [9].

Women may be more likely to emphasize qualities such as emotional support or motivation, as these aspects are traditionally associated with feminine roles. Men, in contrast, may place more emphasis on professionalism and competence, which are associated with masculine traits. Stereotypes that associate emotional support with femininity and competence with masculinity are discussed in research Eagle, A. H. and Wood, W. [10]. Research shows that women tend to perceive and value emotional connection as the basis for successful interactions. Men may perceive motivation differently, seeing it as the result of personal initiative rather than teacher interaction. Gender differences in socialization affect students' perceptions. For example, women are taught from childhood to be more emotionally and interpersonally oriented, whereas men are trained to solve problems independently, which affects their learning priorities [11].

Materials and methods

To estimate the performance of higher education institutions, it is essential to use a range of information sources, such as statistical data and expert surveys. Though, it is important to acknowledge that statistics may not always fully take the qualitative dimensions of the issue being examined, and expert surveys can be influenced by personal biases. Regardless of these challenges, the collected data can help identify issues within the university's educational environment and influence the demand for its services. Public access to the results of such assessments is crucial for ensuring transparent and objective oversight of the institution's activities. Estimation research can be presented in various formats, including reports, summaries, or informational statements, which provide details on the university's academic and research efforts, its students and faculty, infrastructure, and achievements related to strategic objectives. In relation to a market economy, there has been an important rise in the number of higher education institutions, increasing competition within the educational sector.

The educational process in modern universities is a complex multifaceted activity. It includes not only the transfer of knowledge, but also the tasks of education and social adaptation of students. A teacher should have not only deep knowledge in his field, but also skills in organizing the educational process, as well as be able to communicate effectively with young people, which requires him to have high competence in the field of pedagogy and psychology. The teacher plays a key role in establishing positive relationships with the audience and creating an atmosphere for productive learning. To improve the quality of education, it is important to analyze the educational process and establish effective interaction between teachers and students. This is possible only if such relations are based on psychological and pedagogical principles and norms. Interactive communication methods, such as regular surveys, tests and questionnaires,

help to evaluate the teacher's work, identify problems in learning and interaction and develop measures to correct them. Surveys allow students to express their opinions more openly and suggest improvements, which contributes to improving the quality of the educational process.

To assess the students' opinion about the role of teacher qualities in improving the quality of teaching, we conducted a survey of students online, in an open form, through the Survio platform (<https://www.survio.com/survey/d/D9B6W9F5O9H5P8B7Y>). The survey covered 100 students of different courses: students of 3 groups of the first year, and students of 3 groups of the second year (1st year - 56 students, 2nd year - 44 students) were surveyed. Out of 100 students, 72 were female students and 28 were male students. According to the level of academic performance, out of 100 students - 19 students study on “excellent”, 67 students on “good”, 14 students on “satisfactory”. Students’ performance is evaluated within the Bologna Process - the grading system is based on a percentage scale or points, which are then converted to a generally accepted rating: 90-100%: Excellent (A-, A); 70-89%: Good (C+, B-, B, B+); 50-69%: Satisfactory (D, D+, C-, C); Less than 50%: Unsatisfactory (FX/F).

Students were asked the key question - “Which of the professional qualities in teachers in your opinion affect the quality of teaching?”. Three answer options were offered: Which qualities do you believe are important for a teacher to possess in order to be a high-quality teacher?

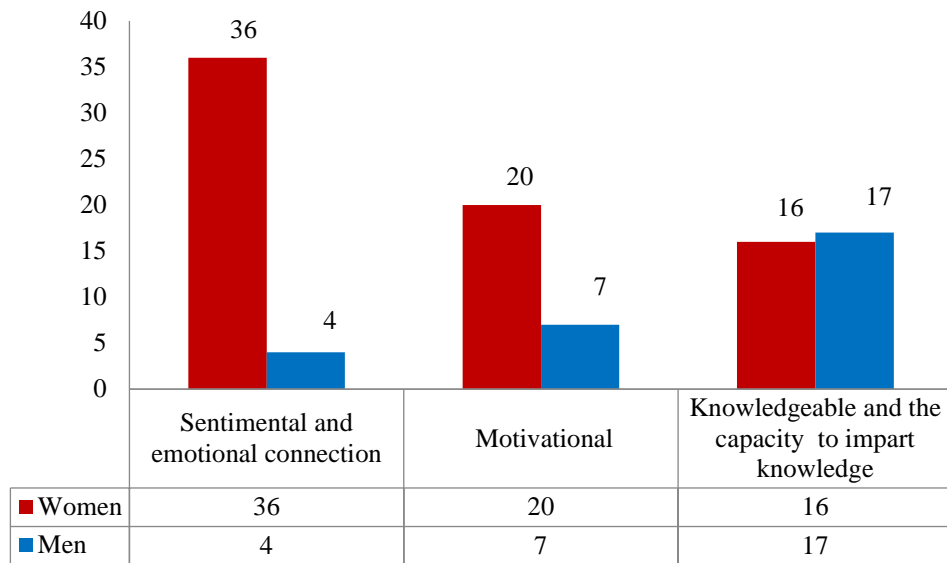
The following were the available answers:

1. *Sentimental and emotional connection.*
2. *Motivational.*
3. *Knowledgeable and the capacity to impart knowledge.*

Results and Discussion

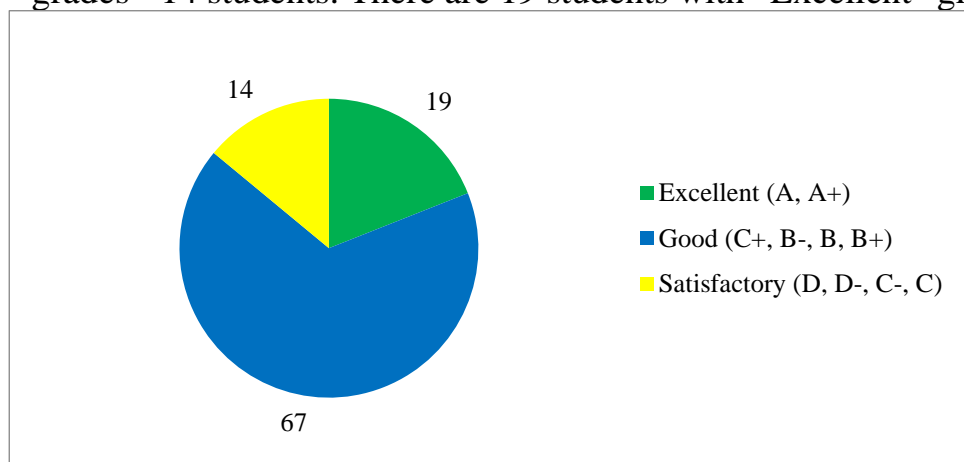
The purpose of this study was to determine which of the categories of teacher quality indicators most attract students. The analysis of the questionnaire results in the structure of students' gender showed that female students give more preference to emotional connection - 36 answers - 50%, motivation - 20 students (28.8%), and to a lesser extent value knowledgeable and ability to impart knowledge - 16 students (22.2%) (Picture 1).

And at the same time, male learners value competence (knowledgeable) to a greater extent - 17 students (61%), with less emphasis on motivation - 7 students (25%) and emotional connection - 4 students (14%) (Picture 1).



Picture 1 - Distribution of preference for professional qualities of teachers depending on students' gender identity

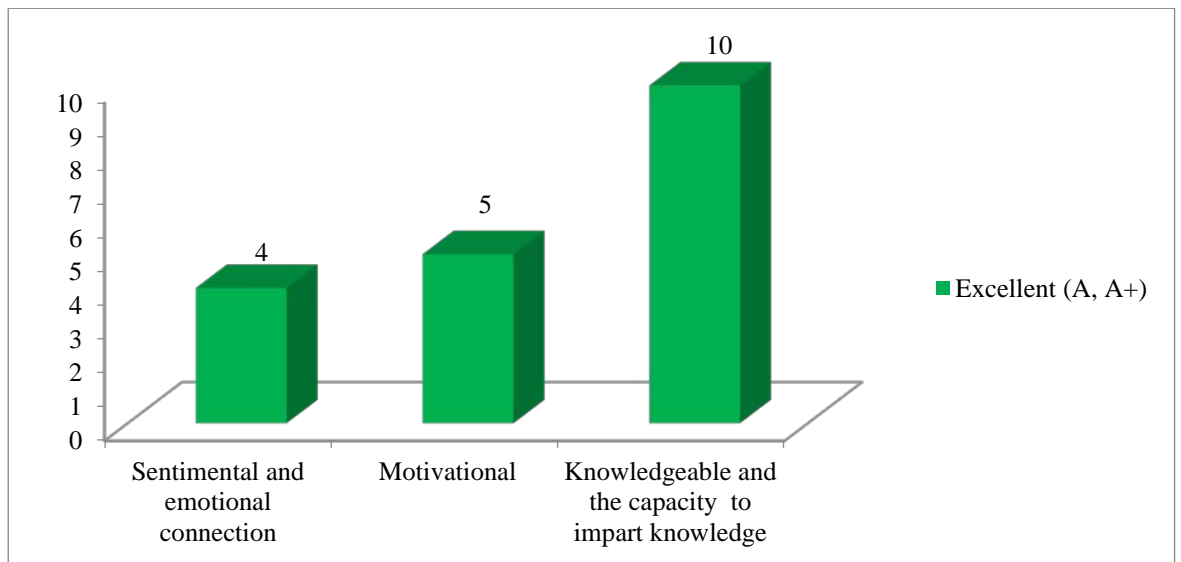
Picture 2 shows the ratio of surveyed students depending on the level of academic performance. The largest number of respondents are students with “Good” academic performance - 67 students (67%), while a smaller proportion of students have “Satisfactory” grades - 14 students. There are 19 students with “Excellent” grades.



Picture 2 - Structure of respondents by grade level

Out of 19 students who are “Excellent” 4 (21%) chose “Sentimental and emotional connection”, 5 (26.3%) chose “Motivational”, 10 (52.7%) students chose the option “Knowledgeable and the capacity to impart knowledge” (Picture 3).

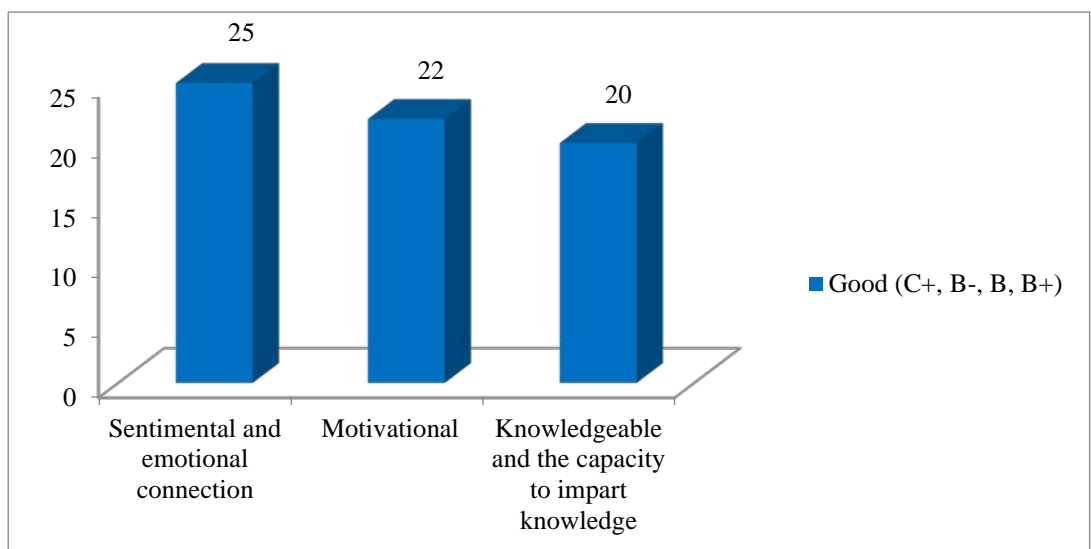
It was found that students with excellent academic performance are more likely to choose instructor competence because they value instructors who structure the material effectively and inspire high achievement. It is important for them that the teacher is a professional who is able to explain complex topics.



Picture 3 - Distribution of preferences of students who study for “Excellent”

As can be seen in Picture 4, out of 67 students who learn well (Good), 25 (37.3%) students chose “Sentimental and emotional connection”, 22 (32.8%) students chose “Motivational” and 20 (29.9%) students chose the option “Knowledgeable and the capacity to impart knowledge”.

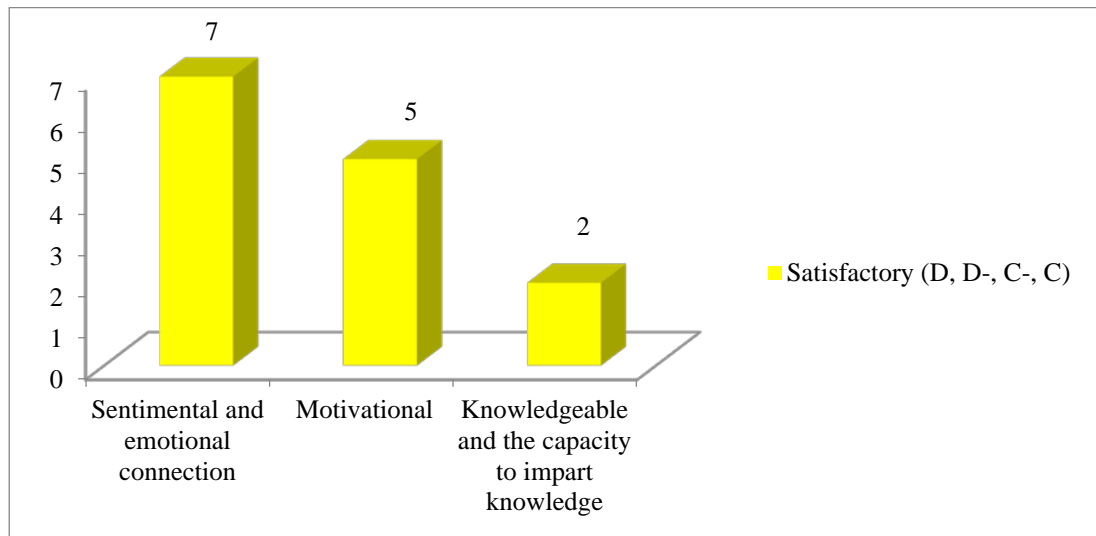
This group of students demonstrates a more balanced approach to the selection of professional qualities of teachers. Support in the learning process is important to them. They emphasize emotional connection as it helps to keep interest in learning, and they value motivation and competence equally.



Picture 4 - Distribution of preferences of students who study for “Good”

Out of 14 students who are performing satisfactorily, 7 (50%) students chose “Sentimental and emotional connection”, 5 (35.7%) students chose “Motivational” and 2 (14.3%) students chose “Knowledgeable and the capacity to impart knowledge” (Picture 5).

Students with satisfactory academic performance are more inclined to choose emotional connection as they need support and understanding from teachers. Motivation is important for them as an external stimulus to learning, while competence is in the background due to difficulties in learning the material.



Picture 4 - Distribution of preferences of students who study for “Satisfactory”

The discussion of these results confirms that the emotional connection and motivation of instructors play an important role in shaping students' academic engagement. This is in line with the findings of Paris & Turner and Martens & Witt, who emphasize the key role of the instructor in creating conditions for developing students' interest and engagement [12], [13].

According to theoretical assumptions, teacher motivation includes criteria such as stimulating interest, using a variety of strategies, and helping students overcome difficulties. Emotional connection is formed through openness, accessibility, and the ability to take into account individual characteristics of students. Although professional competence of teachers for good and satisfactory students (in-depth knowledge and pedagogical skills) remains an important component, it is perceived by students as less important compared to motivation and emotional engagement. This finding is consistent with Savery, J.R., Duffy, T.M. and Skinner, E.A. researches, emphasizing the role of the instructor as an organizer of students' active participation in the educational process [14].

Conclusion

Since the survey was conducted with the indication of full name, each student, answering the questions, could give a true assessment without hiding their attitude to the qualities of teachers.

The analysis of the results of the questionnaire of students in the structure of gender affiliation confirmed the conclusions of the works of a number of scientists who found that women often value emotional connection and supportive environment more than men, because it is associated with their tendency to collectivism and empathy. In

this paper, it is found that female learners have a greater preference for emotional connection with 36 responses - 50%.

61% of male learners value the competence of the teacher to a greater extent, which also confirms the researchers' data that men may focus more on the competence and ability of teachers to structure and transfer knowledge, which is related to their orientation to the result.

The analysis of students' answers depending on the level of academic performance revealed that students with “excellent” academic performance more often choose competence of teachers, as they value teachers who effectively structure the material and inspire to achieve high results. While for students with “satisfactory” performance, emotional connection is important, i.e. they are more in need of support and understanding from instructors. For students with “good” academic performance all three investigated qualities of a teacher are important: support in the learning process is important for them, they emphasize emotional connection as it helps to keep their interest in learning, and they value motivation and competence equally.

It may be possible to develop methodological recommendations on methods and individual approaches to teaching depending on gender and grade level when conducting further questionnaires with the inclusion of questions related to specific pedagogical and personal qualities of the teacher.

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СТУДЕНТТЕРДІҢ ОҚУ САПАСЫН АРТТЫРУДАҒЫ ОҚЫТУШЫНЫҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІНІҢ РӨЛІ

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Андатпа. Экономикалық өркендеу мен әлеуметтік тұрақтылыққа ұмтылған ел үшін оқыту сапасын арттыру өте маңызды. Осы көзқарасты ескере отырып, мақалада студенттердің оқыту сапасы туралы түсініктеріне сәйкес университет оқытушыларының кейбір кәсіби қасиеттерінің маңыздылығы қарастырылады. Зерттеудің мақсаты – студенттердің білім сапасын арттырудағы оқытушы қасиеттерінің рөлі туралы студенттердің пікірлерін зерттеу. Әдістемелік бөлімде Түркістан қаласында орналасқан Халықаралық туризм және меймандостық университетінде студенттер арасында жүргізілген сауалнаманың негізгі нәтижелері берілген. Студенттер арасында жүргізілген сауалнама нәтижелері респонденттердің жауаптарында оқу үлгерімі деңгейі мен жынысына байланысты айырмашылықтардың бар екенін анықтады. Мақалада сонымен қатар оқыту процесінде оқытушының кәсіби қасиеттерінің рөлі және студенттердің гендерлік байланысқа қатысты оқыту процесін қабылдауы туралы халықаралық жарияланымдарға талдау нәтижелері келтірілген. Осылайша, зерттеу нәтижелері оқытушылардың оқу параметрлерін әрбір студенттің қажеттілігі мен даралығына сәйкес реттеудің маңыздылығын көрсетеді. Осы зерттеудің деректерін талдау және одан кейінгі тұжырымдар жоғары оқу орындарында оқытуға әсер етеді.

Тірек сөздер: оқытушы, студенттер, университет, құзыреттілік, білім беру, кәсіби қасиеттер, эмоционалдық байланыс, ықпал

РОЛЬ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПРЕПОДАВАТЕЛЯ В ПОВЫШЕНИИ КАЧЕСТВА ОБУЧЕНИЯ СТУДЕНТОВ

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Аннотация. Повышение качества преподавания имеет решающее значение для нации, стремящейся к экономическому процветанию и социальной стабильности. Принимая во внимание вышесказанное, в статье рассматривается значимость определенных профессиональных качеств преподавателей вуза в соответствии с восприятием обучающихся качества обучения. Целью исследования явилось изучение мнения студентов о роли качеств преподавателя в повышении качества обучения студентов. Методологическая часть содержит

основные результаты анкетирования студентов, проведенного в Международном университете туризма и гостеприимства в городе Туркестан, Казахстан. Опрос, проведенный среди студентов, выявил различия ответов респондентов в зависимости от уровня успеваемости и гендерной принадлежности. В статье также представлены результаты анализа международных публикаций о роли профессиональных качеств преподавателя в процессе обучения и восприятии студентами процесса преподавания, которые выявили зависимость от гендерной принадлежности. Таким образом, результаты исследования указывают на важность настраивания параметров обучения преподавателями в соответствии с потребностью и индивидуальностью каждого обучающегося. Анализ данных этого исследования и последующие выводы имеют последствия для преподавания в высших учебных заведениях.

Ключевые слова: преподаватель, студенты, университет, компетентность, образование, профессиональные качества, эмоциональная связь, влияние

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