A knowledge-oriented process: a paradigm shift to a competence-based approach to teaching at the institute

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Abstract. This article presents the concept of a professional-based approach according to the standards of educational modules in creating teaching programs for professorial-teaching staff at Law institute in the system of Ministry of Internal Affairs of Russia. The approach is aimed at studying the module method in determining professional competences of higher education instructors at Law institute. Over years higher education staff has been considered as knowledge-oriented: a new teaching paradigm shift has predetermined a strategic necessity to improve reasonable and modern standards of the educational approach to setting basic professional competences of instructors and professors at Law institute of the Ministry of Internal Affairs of Russia. The mechanism of a professional-competence methodology includes providing relevant components such as fundamental abilities of professorial-teaching staff which are based on the conceptualization of a set of cognitive categories, values and personal responsibility. The results of the research determine the constructive abilities remarkable for improving higher education instructors' proficiency in levels of pedagogical skills, professional intelligence and academic aptitude for the further teaching. The current survey includes the key findings followed by the aims of the research, methods used, and conclusion. The article is the primary endeavor to reflect the crucial directions in developing integral professional competences of professorial teaching staff at Law institute.

1 Introduction

At the present stage of the development of higher education, the focus of pedagogical attention has shifted in favor of the personality and professionalism development of professorial-teaching staff at Law institute. On the one hand, the main task in the professional activity of instructors and professors at Law institute is to improve valuable qualities of a highly qualified specialist, and on the other hand, to become a full partner in the communication process with cadets whether through a spoken discourse or social action. It's supposed that during a process of cooperative learning, mutual training and teaching future law enforcement officers professorial-teaching staff of the Ministry of

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Internal Affairs of Russia must elaborate on moral principles and necessary professional competences of real experts in the theories and methods of education. When conceptualizing this, we can say that the concept “competence” is still being disputed in the scientific community, and the criteria of forming educational paradigm of a knowledge-oriented approach need to be gradually shifted. This current issue is aimed at finding new studies in the pedagogical advancement area for defining professional competences.

In the educational system of the Ministry of Internal Affairs of Russia professional values matter and they are characterized by the personal responsibility towards the pedagogical aptitude. However being a subject matter expert at Law institute professorial-teaching staff must be sufficiently qualified in pedagogy in order to update teaching strategies and classroom activities. Moreover, higher education instructors encounter a number of difficulties such as a lack of pedagogical art of teaching which is often insufficient and ineffective. Ever-changing and digitally sophisticated technologies globally influence on higher education core and determine its crucial components. Innovative methods enforce professorial-teaching staff to critical and cognitive rethinking of traditionally theoretical and practical systems of teaching and to revise classical approaches to the educational process included in the Professional Standard of the system of the Ministry of Internal Affairs of Russia. There is an objective need for competent personnel-professional teachers who can creatively organize the educational process, easily adapt to the rapidly changing information space, and are able to continuously improve themselves [1].

Pedagogical principles on which teaching methods are based make reassess professionalism of higher education instructors and professors at Law institute, as well as, the level of their pedagogical competences, opportunities for professional growth, the understanding of their pedagogical point of view in practice which is focused on a trainee-oriented and a knowledge-based idea. All these things are aimed to determine the essence of pedagogical art of teaching staff. The new pedagogical paradigm allows a subject matter instructor to emphasize collaboration-oriented approach to the purpose of cultivating the system of social-cultural-professional values to which instructors adhere. The highest commitment of training staff at Law institute is respect for and sensitivity to all cadets and their problems, because teaching communities appreciate positive social class-room interaction along with dealing with crime, disorder, or other problem solving.

So, pedagogy is a cadet-teacher-centered process, which relies on empathy rather than training programs recognizing that police recruits not only need to learn public safety, mechanics of arrest, order maintenance, etc., but it's also important to promote the training in such aspects as personal problems solving, psychological and pedagogical support, and communication. Higher education instructors are meant to use pedagogically their unique expressive power, they have to advance constructive feedback dialogue with cadets.

In Russia in scientific works of O. Berak, A. Mudrik, Z. Nesimova pedagogical activity is defined as a personal education that expresses the professional attitude to teaching activity based on social, cultural and professional competences. V. Baydenko, V. Bolotov, E. Kogan, V. Kalney, A. Novikov, V. Serikov, S. Shishov and others have disputed a competence-based approach in education [2].

Schlesinger T. defines the term “competence” as suitable for police service, because it describes the ability to act in self-organized, promising ways in complex and dynamic situations [3]. Cox D. speaks about the professional viewpoint of higher education staff which needs to form their pedagogical outlooks.

In our opinion, this can be explained by the fact that professional activity of professorial-teaching staff is fundamental for developing their pedagogical competences which are hard to formulate and define for the further strategies in police cadets' training and encourage more flexible values-based thinking [4]. In scientific literature, the

professional viewpoint of a higher education instructors, assistant-professors and professors is considered as an integral component of professional competences and a necessary condition for the implementation of their pedagogical activity (V. Bederkhanova, I. Kolesnikova, S. Krasnov, A. Markova, V. Slobodchikov, G. Zukerman, etc.) [5]. A real educator with an appropriate professional gift facilitates to help cadets to discover all positive and implicit personal traits. That's the starting point for perceiving the designation of an empathetic pedagogue.

Sturgis Ch., Casey K. assume that in a competence-based approach educators are aimed at identifying social and professional outcomes as well as learning the ones in terms of behavior and performance, including the appropriate criterion level to be used in evaluating achievements. Experiential models of teaching process are a crucial concept based on creating competences as professionalism-and-values-oriented [6].

2 Methodology

The methodology of a professional competence-based approach in teaching recognizes that educators tend to find their unique skills or competences more sophisticated. Many traditional teaching methods use a professional competence-based learning which focuses on pedagogues' mastery of individual learning outcomes [7].

So, a professional competence-based approach depends on the subject matter and educative criteria. The pedagogical approach to the professional viewpoint of a pedagogue comprises the attitude to the professional activity and behavioral patterns that create a system of intellectual and emotional-evaluative attitudes to the world, professional reality and activity [8]. A new pedagogical paradigm of the educational process at Law institute includes a set of tools encouraging cadets to perceive the sense of their future professional activity rather than to translate knowledge in theory. The analysis of the scientific research makes it possible to determine the key components of pedagogical art of teaching in the system of the Ministry of Internal Affairs of Russia: professionalism and professional competences, including critical and cognitive thinking and abilities. The nature of teaching future law enforcement officers involves the understanding what police integrity is (partnership, its concepts, motives) and 2) individual integrity (values, attitudes and behavioral patterns). These core elements are based on axiological approach to the teaching process which defines an individual style of educators, the way they perform their duties and the competences positioning the identity of higher education instructors and professors as an example for cadets' approval and support.

Among the variety of approaches to the analysis of higher education staff's professionalism who work with the police recruits, a competence-based approach can be considered as one of the most appropriate for assessing professional potential of professors, assistant professors and instructors as a whole. There are a number of particular features of hard teaching work in the system of the Ministry of Internal Affairs of Russia, which constantly meet rigorous requirements for exercising general, cultural and professional competences, their assessment and critical analysis. Normative legal acts, the essential competences of higher education police teaching staff include the effective organization of the individual study of cadets, the implementation of digital and cognitive technologies, etc.

It's evident that at the present time an only knowledge-oriented approach is regarded as conservative and simplistic as a teaching method in the whole world. The integrity of personal characteristics as the main indicators of professional maturity and the experience of systematic drilling of professional activity set the primary vectors of personal inspiration that causes the use of new ideas in teaching. "All this is the mechanism for stimulating demands in lifelong education" [9]. Current communicative and upcoming innovative challenges have advanced teaching techniques that need new educational paradigm which

can promote learning paths. Teaching competences facilitate the fundamental values: individual liberty, mutual respect, tolerance, abiding faiths in humanity and strong beliefs contributing to a personal and professional success. Basic professional competences encourage teaching staff to develop their abilities:

- self-knowledge, self-esteem, self-confidence;
- moral responsibility for their behavior;
- professionalism career guidance;
- self-reflection of professional career in teaching;
- appreciation of and respect for their own and other cultures and religious worldview;
- tolerance and harmony professional communities;
- respect for and support for participating in social processes, etc. [9].

A professional competence-based approach is provided with cognitive competences, using theory and empiric concepts; functional competences, including social activity; personal competences, characterizing behavior in a specific situation; ethical competences, involving certain personal and professional values. It doesn't challenge the assumption that a subject matter pedagogue like a priest cannot afford to be immoral, irresponsible and unprofessional. The teaching process is supposed to be critical to building a sense of joint responsibility and to producing a defined future-oriented strategy for stimulating cadets' self-determination. The main goal of such methodology is to motivate law enforcement officers to be interested in their major and inter disciplined subjects. Professorial-teaching staff at Law institute have to promote purposefully their seminars' and lectures' structure on the basis of competent knowledge and professional-content models and compulsory or optional modules.

Instructors and professors at Law institute must be aware of their total responsibility for cadets' potential to be engaged in discussions, observations, practice classroom activities, solving problem, brainstorming, etc. Diversification of pedagogical experience is so important for the observance of practically all stages and components of the pedagogical process. The moral assessment of law enforcement reality and its weak or strong points, the police officers' behavior and career growth, their success in the service of the system of the Ministry of Internal Affairs of Russia need moral and ethical principles, exemplary ideals, norms worthy of dignity and honesty.

A paradigm shift to a competence-based approach as the most relevant for our research is meant to develop the system of the stages for professional competences growth:

- to define professional competences for professorial-teaching staff of the system of the Ministry of Internal Affairs of Russia at Law institute;
- to model the definite starting points of the educational system facilitating the advancement of personal-professional-based techniques at Law institute [10].

It is considered to be always professionally trained on the basis of broadening specific knowledge, practical skills and intellectual abilities in order to achieve professional, social, communicative and cultural competences by fulfilling complex and demanding tasks, by having internal incentives and motivation for self-development and constant self-improvement of not only higher education pedagogue, but also as a person.

To achieve quick and high-quality results in teaching activities, it is necessary to form, model, analyze and realize the ultimate goal towards which teaching staff work and strives for attaining professional acknowledgment and success in learning and teaching in the system of professional training courses. So, the additional programmes for professional qualification of higher school teachers in the system of the Ministry of Internal Affairs of Russia are designed to achieve definite vectors for a high degree proficiency of teaching staff at Law institute. When creating an educational process for increasing teaching staff qualification in the system of the Ministry of Internal Affairs of Russia, a person-centered and professional competence-based approach is of great importance, aimed at the

development of communicative and interpersonal interaction with cadets and post-graduates taking into account a number of important patterns:

Table 1. The model of professional competences of professorial-teaching staff at Law institute

Professional competences	The abilities of professorial-teaching staff at Law institute
Module 1	
1.1 Value-based trajectory	The ability to analyze the main stages and patterns of the axiological development of higher system educators. The stable internal motives for serving in the professional area which generate an active and positive strategies, patriotism and a highly responsible attitude to the performance of civil and professional duty.
1.2 Motivational orientation	The ability to reasonably study conceptual outlooks, social, personal problems in order to form valuable, ethical foundations of professional activities.
Module 2	
2.1 Professional activity based on inter-disciplined subjects	The ability to exercise the matter subject by implementing inter-disciplined theories and concepts.
2.2 Professional activity focused on critical evaluation	The ability to interpret and analyze general definitions, categories, norms and evaluate facts or circumstances in theory and practice.
Module 3	
3.1 Professional competency	The ability to draw up professional documents, to strengthen the teaching materials, to identify and classify learning resources, etc.
3.2 Professional awareness	The ability to implement professional regularities taking into consideration the generally accepted principles and the particularities the educational process.
Module 4	
4.1 Cognitive thinking	The ability to interpret and perceive cognitive information which is available for self-actualization.

1) modeling the educational process is not a fragment matter process, but a specific event in the life of an educator, which forms an integral life experience, in which knowledge and competences play a significant role;

2) designing the educational process is a better activity for the cooperation between a pedagogue and a cadet, while their social and professional communication acts not as a planned situation in the classroom activity, but as a way of the establishment successful partnership;

3) the teaching process must include such components as sociability in a group, a search for constructive and original ideas as well as useful and broad concepts, personal experience, etc.;

4) the educational process means the use of ongoing life experience which correlates with real social and professional demands;

5) the interaction of all participants of educational activities isn't more regarded as formal: the relations "a teacher-a cadet-education" must be created in the form of interpersonal communication taking into consideration the inner world of both co-partners of the learning process;

6) the reasonable "Ego" goes through an ability to come to a compromise and hold a constructive dialogue, "copy strategies" [11], case-study forms for embodying and discussing life situations in educational classroom activities.

These proposals of above competences have been deeply analyzed in the light of principles to develop a framework of professional competences at Law institute. Taking the theoretical frameworks for the foundation we offer the module program designing and connecting the levels of professional competences. They are grouped in categories as the spectrum that educators use as a guide in the learning process.

Professional competences are defined by the institute based on Professional Standards relevant to the educational norms of the teaching process. Federal state institutes preparing officers for Law enforcement and order maintenance in the society elaborate a set of professional competences according to qualification programs for the legislative bodies. The Law and Law enforcement educational establishments set the own indicators for achieving professional competences. The scope of the accepted results from teaching different subjects according to the modules and practical activities must guarantee and provide a high level of professional competences planned in the educational programs.

3 Results

Constructing models of the teaching process at Law institute to assess professional competences gets meaningful outcomes to move towards a competence-based approach to creating professionalism of educators.

We suppose that professional competences of higher education staff at Law institute or Police academy comprise some kind of a system of special knowledge, skills and abilities, professional activities and personal qualities that determine effective methods and techniques which develop the following actions such as "to know", "to be able", "to possess" [12].

The assessment of the effectiveness of professional competences of teaching staff at Law institute is based on general approach to understanding professional competences through new experience. Their key components include actualization, renewal and own life experience directly related to the implementation of pedagogical, communicative and organizational competences, which undoubtedly differ significantly from each other.

As for professional competences include individual particularities that allow educators to successfully solve communicative tasks: to establish and maintain psychological contact with various categories of people, to express thoughts orally and in writing in a logical sequence; to be able to listen carefully and explain clearly the structure and principles of the subject, to evaluate objectively necessary information; to perceive and transmit information without distortion; to adapt to the psychological characteristics (age, rhythm) of the interlocutor; to be tolerant and knowledgeable enough; to be highly qualified for creating communicative strategies for overcoming conflict situations, etc. [12].

Fig. 1. The structure of professional competences of professorial-teaching staff at Law institute

On above mentioned the modeling of the educative process on the basis of a competence-approach to teaching at Law institute means the instrumental conceptions such as *argumentative reasoning* (a convincing reason for constructive disputing), *reflective thinking* (deep thinking), *situation-assessment* (the analyze of coming and extra cases or events), *good management* (systematic planning classroom activities and teaching trajectory of the course), *setting and developing values with colleagues and cadets* (an obligatory component of teaching activity and the educational process), *psychological and pedagogical support* (a considerable activation of personal resources and successful adaptation to internal and external challenges) .

All these conceptions allow creating the asset of crucial competences of teaching staff at Law institute which determine professional, specific-purpose, motivational, psychological, communicative abilities of a professional-competence approach to teaching.

So, a high level of proficiency of professorial-teaching staff is valuable because it's characterized by the combination of professional, communicative, organizational and psychological particularities. Higher education instructors and professors in the system of the Ministry of Internal Affairs of Russia are real specialists as they always must achieve serious training in pedagogy and psychology. In general, this category of educators has deep knowledge in pedagogical psychology and teaching methods. The methods of pedagogical interaction used by them are highly effective, which affect the quality of training and responsible mission for teaching future law enforcement officers.

Fig. 2. The most important competences of professorial-teaching staff at Law institute

Professional competences of teaching staff at Law institute of the Ministry of Internal Affairs of Russia form specific professional levels of their career growth:

Fig. 3. Particularities of professional activity of professorial-teaching staff at Law institute

This figure demonstrates different stages for teaching promotion at Law institute which define professional and pedagogical competences and activities for self-realization and self-advancement. This system creates a specific image of a modern educator in the Ministry of Internal Affairs of Russia. To obtain efficient results for setting professional competences it is necessary to create an organizational and pedagogical model of educational process that would allow elaborating unique directions for implementing the program of additional training for instructors.

To sum up, a professional-competence approach to teaching cadets at Law institute is a very complex process along with ever-changing challenges and social demands. Professorial-teaching staff at Law institute is remarkable for their peculiar competency and multifunctional consistency based on morality; personal self-regulation; pedagogical, cultural and cognitive engagement to all procedures in education. The models of the educational programs at Law institute encourage teaching staff to promote their cognitive awareness and professional responsibility in the system of the Ministry of Internal Affairs of Russia.

In this case, a professional-competence approach makes form steady pedagogical viewpoint, which determines the crucial tasks of teaching staff and expand the efficiency of

their educative activities. The aim of the professional learning and training is to provide educators with the underpinning knowledge related to all components of the educational system. A professional-competence approach helps professorial-teaching staff at Law institute to understand if teaching is their real aptitude as they are expected to have gained sufficient skills and have applied their knowledge in practical situations.

4 Discussion

Probably the most critical need in any law training program is capable instructors. Teaching is an art and a profession. No matter, educators, how capable they may be, will not be good instructors unless they are trained in that activity, take all pedagogical stages into the mind and deeply engross their complex area of academic interest and empirical research. There are some pedagogues whose temperament, educational background, interests, enthusiasm and general attitude make them ideally suited for the work of teaching and training. Such qualified expert would not require a limited amount of instruction in teaching methods [13].

A professional-competence approach is integral for teaching and developing personal qualities and internal abilities which enrich their inner world and professional identity with highly responsible attitude to all activities related to professional education. "Professional conceptualizing teacher knowledge is a complex issue that involves the understanding of underlying phenomena of the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the classroom" [14].

A professional competence-approach to teaching staff at Law institute is oriented to a paradigm shift to the new changes in education based on proactive engagement into the flexible world of innovations, sophisticated techniques in social-professional communication; the world which keeps up with the time and its updated society, and professional communities. Just a knowledge-based approach hasn't worked any more in teaching because of everyday brainstorming effects in teaching and growing perception which generate a wide range of ideas for finding solutions to problems, for urgent questions, etc.

The structure of developing professional competences of professorial-teaching staff at Law institute discovers the principles for self-determination, personal and communicative interaction. A professional-competence approach is essential for the modernization higher education in the system of the Ministry of Internal Affairs of Russia and it creates the methodological foundation for professional qualification and development of educators.

By comparing the scientific works of the Russian researchers with the international ones we should state that N. Efremova, I. Zimnyaa, F. Chutorskoy determine a competence-based approach as the combination of skills, abilities, integral knowledge, professionalism and fundamentalism of educators activities in the process of personal regulation [15]. As for Greenhill, Metz, Standet, they consider the learning practices as assessments, curriculum and instruction, professional development, and learning environments. A competence-based approach is focused on cadets' success, effective and advanced teaching techniques, specific learning outcomes, etc. [16].

We suppose that a competence-based approach plays the role of shifting modern educative vectors towards new social, professional and axiological paradigm in forming professional aptitude of higher education instructors at Law institute. Teachers' standards of ethics, moral and spiritual values, the impressive professionalism of the staff, etc., are the paradigmatic strategies in teaching matter subjects.

5 Conclusion

The attempt of the theoretical research based on the basic components of a professional-based approach allows to state that educational standards of the core professional competences modeling for the teaching staff encourage them to follow and promote professional qualification that requires permanent assessment of teaching tools in their area and proficiency. The competence framework in teaching at Law institute is oriented on sustainability from the perspective of the Federal Law “On education” (2012) and the state Standard for creating all types of competences, skills and abilities of higher education instructors in the system of the Ministry of Internal Affairs of Russia. The theoretical contribution of the research directs professorial-teaching staff to a long-life development of their professionalism, competency and aptitude.

The proposed methodological project by the authors recommends educators at Law institute or Police academy to exchange experience in further survey for finding new strategies in the assessment of professional competences.

A professional-based approach is designed to improve the quality of the teaching process and educators' competences by incorporating the complexity of teaching advancement in the system of the Ministry of Internal Affairs of Russia. The most integral components of a professional-competence paradigm comprise scientific studies, creativity, critical and cognitive thinking, ethics, innovative challenging, rationalism and constructive analysis along with the individual self-development and self-determination.

The current research responds to multiple problems in moderating and upgrading programs aimed at future challenges and complexity to the existing competency-based standards of higher education at Law institute. However, the optimal implementation of the academic instruments for needs to be examined more deeply in the framework of spotlighting aspects of the teaching activity and classroom practice.

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