PROFESSIONAL COMPETENCIES OF THE TEACHER IN THE CONTEXT OF UNIVERSITY DIGITAL TRANSFORMATION

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Digitalization processes in higher education act as a catalyst for change, leading to the modernization of university strategies in the context of global competitive dynamics and adaptation to the social differentiation of students. At the same time, the active use of network technologies in the production and transfer of knowledge can lead to the transformation of classical academic institutions, which creates a risk of changing the traditional role in the educational environment.

The development of digital technologies forces universities to structural and substantive transformations, to rethink methodological and pedagogical, communicative, and organizational approaches to knowledge transfer, and to form new requirements for the professional qualities and content of the teacher's activities. According to the researchers, one of the key challenges of higher education in the coming years will be the formation of a new image of a digital university teacher with relevant digital competencies [1;2;3].

Considering these challenges, the article discusses the problem of forming new professional competencies of a teacher of a higher education institution in relation to the academic development of a digital university.

It is important to note that the study of academic development is focused on changing professional practices and identifying key agents of influence - initiators of innovative transformations. Such changes are divided into first- and second-order transformations. First-order changes relate to adjustments to individual or group practices, are of a point nature, do not become widespread in the professional community, and do not provoke deep organizational changes. Second-order changes occur at the structural and behavioral levels, are formed under the influence of requests from the educational organization, and encourage teachers to change traditional approaches to teaching and research.

Agents of influence create and/or spread new professional practices through the formation of relevant competencies, which at the same time affects the institutional mechanisms of the university. The interdependence between the agents of change and the structure is manifested in the fact that, on the one hand, teachers are active subjects (agents) of building professional competencies, and on the other hand, the university forms an environment for the disciplined reproduction of the professional competence system. At the same time, the university remains a space in which the boundaries of the competence field are constantly being revised and deconstructed.

Taking into account the dialectical nature of the interaction between the university structure and change agents, academic development can be viewed as a process of intra-organizational transformations that are formed as a result of the mutual influence of the university environment and the professional activities of teachers.

In the context of the competence-based approach to assessing university activities, the quality of human resources is determined by the level of professional competencies, the totality of which is considered as "academic capital" [4, p.79]. It can be interpreted as an individual characteristic of the teacher or as a collective property of the academic community.

Thus, the digital transformation of higher education is accompanied by the integration of digital competencies into the structure of academic capital, which includes the skills of teaching and research in the digital environment [5, p.48]. These competencies acquire an independent value and form a methodological basis for the professional development of teachers.

A universal approach to defining a teacher's digital competencies is to integrate them into basic professional competencies. These include:

– scientific and subject competence, covering the ability to conduct research in a digital environment;

– psychological and pedagogical competence that ensures the effective implementation of digital learning;

– communication competence, which includes digital interaction and collaboration;

– managerial competence, which involves the use of digital technologies for organizational activities;

– creative digital competence related to the development of media products and the use of digital tools to enhance the educational process [6;7;8].

Digital competence models are developed in response to social demands and transformations in higher education. At the same time, dynamic socio-

technical changes necessitate constant adaptation of existing models and the search for universal approaches to assessing academic development [9, p.53].

The academic capital of a teacher is a complex concept that reflects their ability to grow professionally and influence changes in the educational environment. It is formed under the influence of three key factors:

– Institutional level defines the framework of academic normativity and competence according to the university's mission and functions of higher education in specific social conditions.

– Organizational and environmental level provides mechanisms for stimulating the competence development and influences the professional dispositions of teachers.

– Personal level includes the internal motivation of the teacher and their guidelines for professional development [10;11].

Academic capital determines the ability of teachers to initiate first-order changes that manifest themselves in changes in individual practices. Their transformation into second-order changes occurs in the presence of appropriate organizational and structural conditions that affect the university education system as a whole.

Digital competencies are an integral part of a teacher's academic capital, the formation of which is conditioned by the influence of institutional, managerial, and personal factors. The institutional level is considered in the context of the labor market transformation under the influence of digitalization, which requires a flexible and individualized approach to education [12, p.90]. Flexibility and personalization of educational processes are becoming a new value of the digital age. Another important aspect of the institutional dimension is the scientific activity of teachers, for whom digital competencies are becoming a necessary tool for integration into the global academic community through digital communication and international cooperation.

Among the key management factors, a special role is played by the policy of the university administration aimed at implementing digital technologies in the learning process [13, p.362]. The use of digital tools is stimulated by updating the requirements for professional qualifications of teachers, as well as mechanisms for motivating and regulating labor relations. The reaction of teachers to these changes varies from full approval to resistance, due to different levels of readiness for digital transformation.

Personal factors are manifested in teachers' attitudes towards digital tools and their experience of using them. One of the defining criteria is the category of convenience, which affects the level of involvement in the digital

environment [14, p.229]. According to the level of perception of digital technologies and participation in the implementation of innovative educational practices, teachers can be divided into several categories.

The group of innovators consists of teachers who actively adapt to digital changes, initiate new educational approaches, and see digitalization as an opportunity for professional and personal development. They demonstrate a high level of digital competencies, confidently use specialized programs, and actively integrate digital resources into the educational process [15, p.805]. This category mostly includes teachers of technical specialties for whom working with software is an integral part of their professional activity, although there are also representatives of the humanities who quickly master new digital tools and adapt them to their teaching practices.

The system of professional guidance of teachers shows the influence of three main factors of academic capital formation. Innovators are the first to respond to structural transformations, actively implement new digital practices in teaching and research, and are responsive to student requests. Their development of digital competencies is largely stimulated by the university environment [16, p.1224]. Most commonly, they work in institutions with a strong material and technical base, where the digitalization of the educational process is implemented systematically. The administration of such universities supports digital transformation by updating qualification requirements and encouraging teachers to use digital technologies. Therefore, innovators initiate both first-order changes, adapting digital technologies in their own teaching and research activities, and second-order changes, integrating new approaches into the university's educational ecosystem with the support of the administration.

Popularizers are teachers who quickly adapt to changes and actively respond to new structural requirements. They make up the majority of the academic community. Thanks to the support of the university administration, the popularizers promote the spread of digital educational practices, which ensures the implementation of second-order changes. In their motivation system, managerial and organizational factors play a more decisive role than personal or institutional ones. At the same time, their attitude to digitalization is ambiguous: they recognize the benefits of digital technologies in the learning process, but also point to risks, including insufficient live communication with students, dependence on technical means, potential reduction of teaching staff, and a decrease in the level of socialization of students. Popularizers mostly master digital technologies independently and effectively, considering the

ability to quickly adapt and learn as an integral part of the teaching profession.

Routineers are teachers who demonstrate a low level of adaptation to digital innovations and actively resist structural changes [17, p.110]. They are characterized by a skeptical or negative attitude to the digitalization of the educational process, and the level of digital competence is average or low. They have only basic computer skills and are reluctant to integrate digital technologies into their professional activities. Whenever possible, they try to avoid using digital educational tools, considering them unnecessary.

The high level of rejection of digital innovations in this group is observed not only at the personal level, but also at the institutional and organizational levels. They oppose reforms in higher education, in particular, the implementation of new organizational forms (open education, interdisciplinary research groups), active involvement of teachers-practitioners, and deny the need for more flexible interaction between the university and the labor market. An important factor in their resistance is the insufficient technical equipment of the university, as well as the lack of administration initiatives to digitally modernize the educational process.

The results of the analysis of academic capital demonstrate its effectiveness as a conceptual model for studying the academic development process of a digital university, which is revealed through the analysis of educational practices and key agents of influence. The study of teachers' digital competencies suggests that their possession correlates with the ability to initiate first- and second-order changes in the presence of favorable conditions of the educational environment.

Therefore, the academic development of the university is directly related to the volume and structure of the academic capital of its teaching staff. A high level of digital competencies combined with stimulating managerial factors contributes to the formation of a group of innovators who initiate and implement new educational practices. The sustainability of the academic development process is ensured by the academic capital of popularizers - teachers who quickly adapt to digital transformations and promote the spread of new digital competencies. It is they who should form the basis of the university's human resources for the effective implementation of digital development strategies.

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