



# ORGANIZATION AND COORDINATION OF METHODOLOGICAL ASSISTANCE IN THE MANAGEMENT OF TEACHING PERSONNEL IN THE FIELD OF HIGHER EDUCATION

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## ABSTRACT

*This article explores the organization and coordination of methodological assistance in managing teaching personnel in higher education. It emphasizes the importance of continuous professional development, highlights key strategies for effective implementation, and discusses the challenges involved in sustaining these initiatives. By reviewing relevant literature, the article identifies best practices for providing structured support to educators, ensuring they are equipped to meet the evolving demands of modern education. The findings underscore the significance of tailored training programs, collaborative learning environments, and the integration of technology in enhancing teaching quality.*

**KEYWORDS:** *Methodological assistance, higher education, professional development, teaching personnel, educational quality, instructional methods, peer mentoring, technology integration, collaborative learning, continuous improvement.*

## INTRODUCTION

The landscape of higher education is constantly evolving, driven by advancements in technology, changing societal needs, and the global demand for quality education. In this dynamic environment, the management and development of teaching personnel are crucial for maintaining and enhancing the quality of education. One key aspect of this process is the organization and coordination of methodological assistance. This article explores the significance, strategies, and best practices for effectively managing methodological assistance in higher education.

In the contemporary world, higher education institutions face multifaceted challenges that require a robust and adaptive approach to teaching and learning. With the rapid pace of technological advancements, educators are now expected to integrate digital tools and innovative pedagogies into their teaching practices. Moreover, the increasing globalization of education has led to a diverse student body with varied learning needs, necessitating personalized and inclusive teaching methods. These factors underscore the importance of providing comprehensive methodological assistance to teaching personnel.

Methodological assistance goes beyond mere training; it involves a systematic approach to enhancing the pedagogical skills of educators, ensuring they are well-prepared to deliver high-quality education. This assistance includes ongoing professional development, access to up-to-date instructional resources, and opportunities for collaborative learning and peer support. Effective methodological assistance can lead to improved teaching outcomes, greater student engagement, and overall academic success.

Furthermore, the role of teaching personnel extends beyond the classroom. They are also involved in curriculum development, academic advising, and research activities. Therefore, the need for methodological assistance is not limited to teaching techniques alone but also encompasses other aspects of academic responsibilities. By providing structured support and resources, higher education institutions can empower their teaching staff to excel in all facets of their roles.

The organization and coordination of methodological assistance require careful planning and execution. It involves identifying the specific needs of educators, designing relevant training programs, and continuously evaluating the effectiveness of these initiatives. A well-coordinated effort ensures that all teaching personnel have access to the necessary tools and resources to thrive in their professional roles.



## LITERATURE REVIEW

The organization and coordination of methodological assistance in the management of teaching personnel in higher education have been subjects of extensive research and discussion.

Several studies underscore the critical role of methodological assistance in enhancing teaching quality and professional development. According to Knight, Tait, and Yorke (2006), continuous professional development is essential for maintaining high standards in teaching and ensuring that educators remain current with new educational practices and technologies. Similarly, Biggs and Tang (2011) argue that professional development programs that include methodological assistance are pivotal for promoting reflective practice and improving instructional effectiveness.

The literature presents a variety of strategies for the effective implementation of methodological assistance. Boud and Solomon (2001) highlight the importance of creating learning communities within higher education institutions where educators can share best practices and collaboratively develop their teaching skills. Additionally, Garrison and Vaughan (2008) emphasize the integration of technology in professional development programs, suggesting that online platforms and digital resources can significantly enhance accessibility and engagement.

Peer mentoring is another strategy widely discussed in the literature. For example, Showers and Joyce (1996) advocate for peer coaching models, where experienced educators provide guidance and support to their colleagues, fostering a culture of continuous improvement and collaborative learning. This approach not only enhances teaching practices but also builds a supportive academic community.

Despite the recognized benefits, coordinating methodological assistance presents several challenges. One significant challenge is the alignment of professional development programs with the specific needs of teaching personnel. According to Villegas-Reimers (2003), effective professional development requires a thorough needs assessment to tailor programs to the unique contexts of different educators and institutions.

Another challenge is the sustainability of these initiatives. Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) point out that while many institutions implement professional development programs, maintaining their effectiveness over time requires ongoing commitment and resources. This includes continuous funding, administrative support, and regular evaluation to adapt to evolving educational needs.

Best practices for organizing and coordinating methodological assistance are well-documented in the literature. Fullan (2007) outlines several principles for successful professional development, including the importance of building capacity within institutions, fostering leadership, and promoting a culture of learning and innovation. Case studies from various institutions provide practical examples of these principles in action.

For instance, a study by Desimone, Porter, Garet, Yoon, and Birman (2002) examines the impact of professional development on teaching practices and student achievement. Their findings suggest that professional development programs that are content-focused, incorporate active learning, and provide opportunities for collaboration are more likely to be effective.

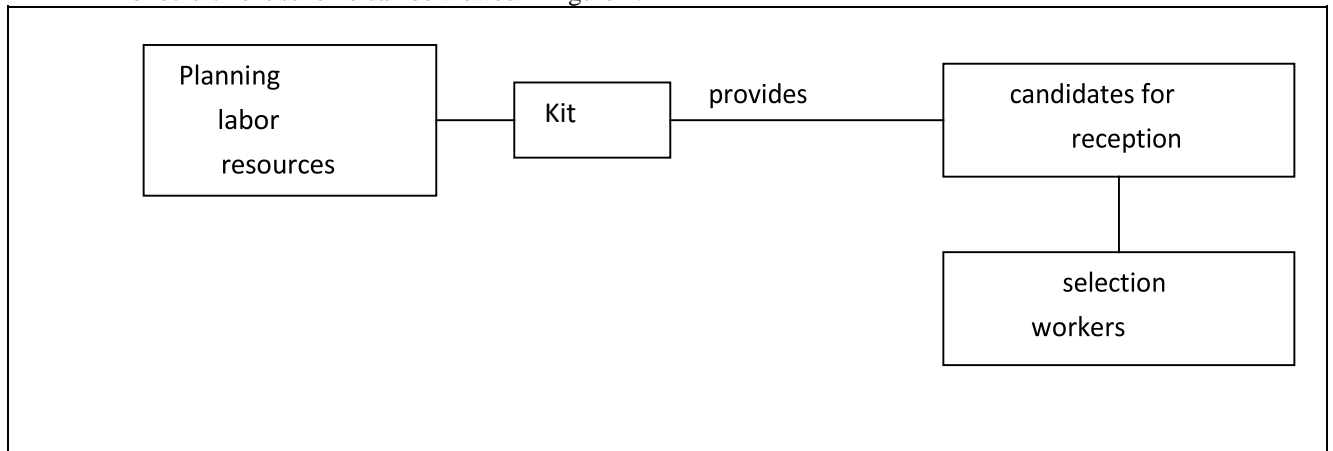
## ANALYSIS AND RESULTS

Once the organization needs to hire new employees, there come two questions: where to look for potential employees (sources) and how to notify applicants of available jobs (methods). There are two possible sources of recruitment: internal (from employees of the enterprise) and external (people who had not previously been associated with the enterprise in any way). The chart in Appendix A shows estimates of the effectiveness of various sources of recruitment, obtained through a survey of employees in the relevant services.



There is a distinct difference between recruitment and selection.

The recruitment scheme can be viewed in figure 1.



**Figure 1. Recruitment process**

The recruitment process is the first step in the job filling process and involves examining the characteristics of the vacancy, considering the conditions for attracting suitable candidates, establishing contacts with these applicants and receiving a completed application form from them.

The recruitment process is creating necessary reserve of candidates for all positions and specialties, from which the organization subsequently selects the most suitable employees for it. This work is carried out literally in all specialties - clerical, industrial, technical, administrative. The amount of recruitment work required is largely determined by the difference between the available labor force and the future need for it. This takes into account factors such as retirement, turnover, layoffs due to the expiration of the contract of employment, expansion of the scope of the organization.

However, most vacancies are formed as a result of the departure of employees from the company and the need to replace those who leave, or as a result of a sequential chain of transfers and career advancement of employees as part of the reorganization. In these cases, the following points should be considered:

- whether it is possible to fill vacancies at the expense of the company's employees;
- a vacancy can be filled by workers of different categories, for example, a school graduate or a part-time worker;
- revision of qualification requirements and requirements to the worker may be required.

A workforce plan is developed to calculate the number of employees that an organization will need and the professional structure that will be needed in a given period. Decisions should also be made on the sources of potential recruitment, and contacts established and maintained to ensure that the needs of the organization and potential rewards for work, monetary or moral, are known to the future composition of employees. It is very important to create a reserve for the recruitment of highly qualified personnel in order to attract high-class specialists to vacant vacancies.

Most organizations prefer to recruit primarily within their organization. Promoting your employees is cheaper. In addition, it increases their interest, improves morale and strengthens the attachment of employees to the firm. According to the expectations theory regarding motivation<sup>1</sup> it can be assumed that if employees believe in the existence of a dependence of their career growth on the degree of their work efficiency, then they will be interested in more productive work.

Filling vacancies with company employees has a number of advantages:

A higher level of motivation is achieved, since the capabilities of the company's employees are already known and appreciated, and they have real opportunities for advancement;

- the potential of employees is better used, since the company in which they work can use their capabilities more effectively;

<sup>1</sup>Tyurina, A. *The use of Internet resources in the recruitment* // HR Handbook, 2007. No. 4. - P. 107-113.



- this is a more reliable way to fill vacancies compared to attracting applicants from outside, since in-house employees are better known to the personnel department than newcomers;
- someone who has been with the company for some time is less likely to leave than someone who has just joined;

Internal recruitment is much faster and cheaper than external recruitment.

A possible disadvantage of approaching the problem solely through internal reserves is that new people with fresh views do not come into the organization, which can lead to stagnation.

A popular method of recruitment through internal reserves is to send out information about an opening vacancy with the invitation of qualified employees. Some organizations have a practice of notifying all their employees of any open position, which gives them the opportunity to apply before applications from outsiders are considered. A great method is to ask your employees to recommend their friends or acquaintances for work.

Even in conditions of high unemployment, certain categories of workers with rare skills and abilities may be in short supply, forcing the employer to resort to more expensive ways to attract staff. On the contrary, low-skilled workers, unskilled workers are almost always in abundance in the labor market; to attract them, you can limit yourself to the cheapest ways. Here the main problem is the error-free selection of the right candidates from a very large number of applicants<sup>2</sup>.

When recruiting personnel from the outside, the following can be used: publishing announcements, organizing a job fair, the services of various recruiting agencies, and so on.

#### **Posting ads in media**

Job advertisements are published to attract job seekers. The most common is the publication of advertisements in newspapers such as "Wanted ...". To publish such announcements, you can also use special publications, bulletin boards, radio and TV broadcasts, and print media.

#### **Recruitment Agencies**

Recently, the State Employment Service has been very active, but along with it, private recruitment agencies are being created. This is a fairly effective way to recruit staff, as there is immediately a selection based on professional qualities.

#### **Recruitment in Educational Institutions**

Using this method, the organization sends a worker, called a "recruiter", to the educational institutions, who conducts interviews with candidates, at the same time describing to them the life of their organization. After preliminary conversations, the recruiter invites the selected candidates to pay a visit to the firms at a later time. Further, the same work goes on with the student as with ordinary candidates<sup>3</sup>.

Recruitment sources vary in terms of cost and effectiveness. Evaluation of sources and recruitment methods can be done in a variety of ways. Appendix B compares the results obtained by several methods.

An organization can calculate the cost of each recruitment method and divide it by the result that method brings to it (ie, the number of employees hired).

Another aspect of recruitment activities that can also be assessed can be the so-called "quality of recruitment", that is, an approximate assessment of the level of invited and hired workers, which is calculated as follows:

$QRP = (QR + PR + HR) : H, (1.1)$  where QRP is the quality of recruited workers, %;

QR – average overall rating of the quality of work performed by recruited employees;

PR - the percentage of new employees who are promoted within one year;

HR = % of new hires that are retained after one year of employment

<sup>2</sup> Armstrong, M. *The Practice of Human Resource Management. – 8th edition / Per. from English. Ed. S.K. Mordovin / M. Armstrong - St. Petersburg: Peter, 2004. - 832 p. (Series "Classic MBA")*

<sup>3</sup> Armstrong, M. *The Practice of Human Resource Management. – 8th edition / Per. from English. Ed. S.K. Mordovin / M. Armstrong - St. Petersburg: Peter, 2004. - 832 p. (Series "Classic MBA")*



H - the total number of employees of the organization.

Even if an organization is able to attract new employees, there are many difficulties in finding the right person for the right job. Some people think that they can immediately appreciate others: "I could tell what he was like as soon as I saw him." In fact, this is a kind of prejudice. Others do not devote enough time to this difficult task or rely on only one source of information, usually the interview. However, it cannot provide them with all the necessary information, even if they have good skills in conducting such events. The most dangerous thing is that recruiters don't know what they want and this makes the selection process inefficient.

In small firms where there is no personnel department, the decision on the selection of personnel is made by the manager of the appropriate profile. In large and medium-sized firms, the future boss of the employee and the hiring manager are involved in the selection decision.

## CONCLUSION

The organization and coordination of methodological assistance in the management of teaching personnel are vital for maintaining and enhancing the quality of higher education. By adopting a structured and collaborative approach, institutions can ensure that their educators are well-equipped to meet the challenges of modern education. Continuous professional development, supported by effective methodological assistance, not only benefits teaching personnel but also enhances the overall learning experience for students. As the educational landscape continues to evolve, the importance of methodological assistance in higher education will only grow, making it a key focus area for academic institutions worldwide.

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