Digital competence as the basis of a lecturer's readiness for innovative pedagogical activity

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Readiness for innovative pedagogical activity

Transprofessionalism

- axiological component
- neological component
- praxeological component
### Results of the digital competence development in lecturers

(For aggregate assessment of the development of digital competence components, a 100-point scale was used)

<table>
<thead>
<tr>
<th>Training stage</th>
<th>Component</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>motivational-</td>
<td>cognitive</td>
<td>activity-based</td>
</tr>
<tr>
<td></td>
<td>axiological</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>49</td>
<td>29</td>
<td>42</td>
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<tr>
<td>End</td>
<td>83</td>
<td>71</td>
<td>89</td>
</tr>
</tbody>
</table>
Some basic solutions for improving the digital competence of lecturers:

- digital transformation of the university’s educational environment centered around the study portal;
- improving the syllabus content of further professional education as an invariant component of the digital competence of lecturers;
- organizing further professional education using the electronic information-and-educational environment;
- organizing scientific, methodological and coaching support for the innovative activities of lectures.