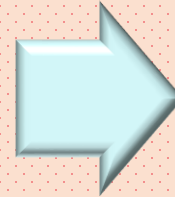


Digital competence as the basis of a lecturer's readiness for innovative pedagogical activity

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**Readiness for
innovative
pedagogical
activity**

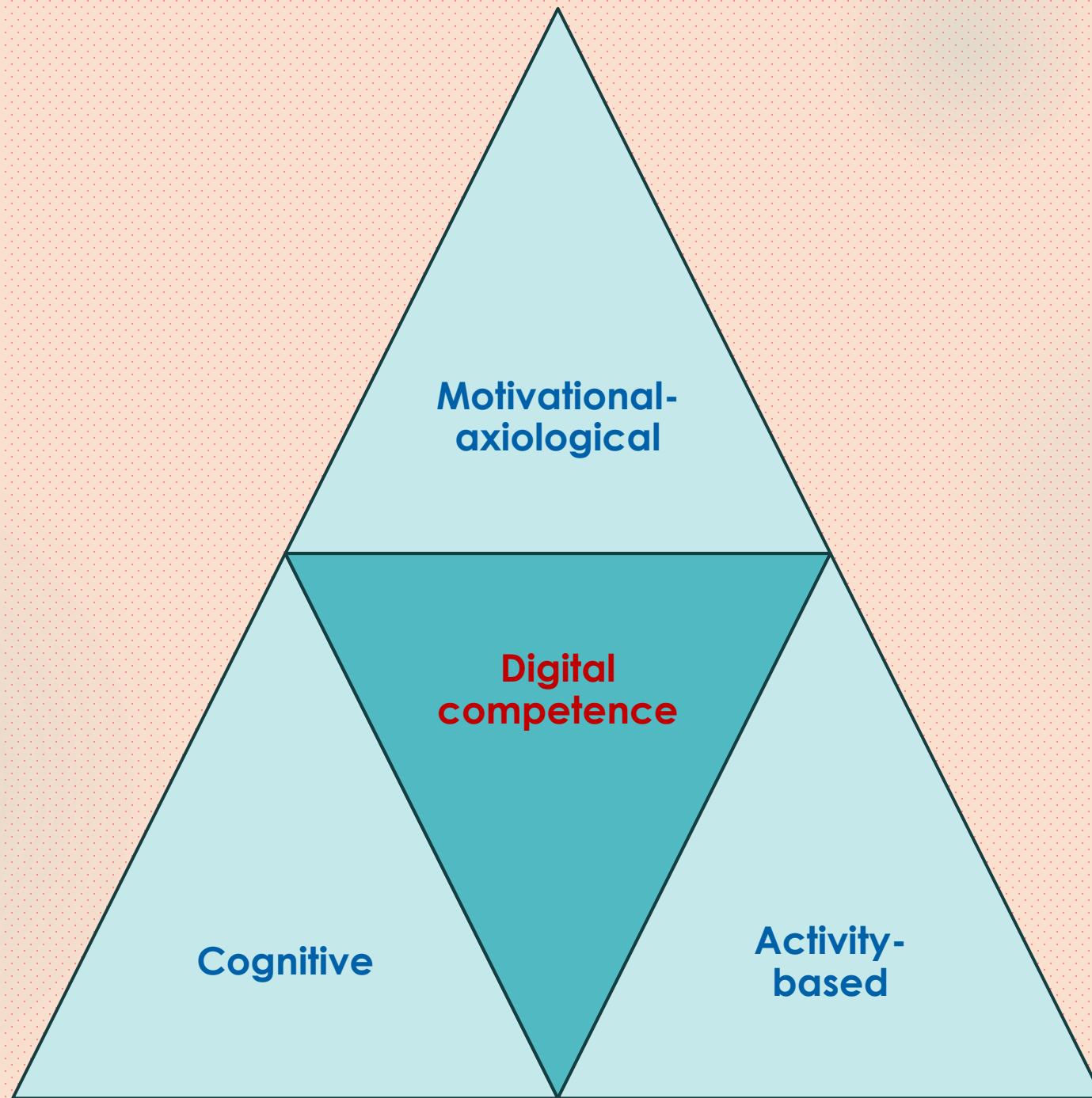


Transprofessionalism

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)

Training stage	Component		
	motivational-axiological	cognitive	activity-based
Beginning	49	29	42
End	83	71	89

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.