

TEACHER COMPETENCY MODEL IN HUMAN RESOURCE MANAGEMENT: INTERNATIONAL ECONOMIC AND LEGAL EXPERIENCE IN CHINESE UNIVERSITIES UNDER DIGITALIZATION

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Abstract

Digitalization of the economy, the emergence of the global pandemic COVID-19, daily life, creativity of modern youth, the rapid development of scientific and technological progress force heads of state and successful managers to consider the process of human resource management from another angle. In fact, today the international experience of human resource management shows results in which business leaders do not act as recruits and employers, but much higher. In the context of digitalization, the range of their everyday powers of leaders around the world in various sectors of the economy are expanding, focusing on human values. It is employers while hiring employees, has already talking about human rights, thinking about the personal development of their future employees, even the health and well-being of these staff. Employees, in turn, also force employers to be aware of their social problems. In particular, the practice in Ukraine proves that such an initiative of managers from a legal point of view is voluntary and is enshrined in the corporate norms of a functioning enterprise or organization. Thus, a new corporate culture of domestic business is formed and carries this message in the environment of international relations. And the well-being of human resources is becoming a priority area of the corporate social responsibility, which determines the relevance of the chosen topic of research and development of new strategies for personnel management to improve the enterprises' efficiency. The article deals with the aim to demonstrate the necessity of the implementation the teacher competency model as the innovative tool in human resource management. The authors achieved this goal by researching the international legal and economic experience in the context of digitalization, as well as its application in the Chinese educational sphere.

Various methods of scientific research were used by the authors to establish universal scientific standards for the selection, evaluation, training and management of teachers' work. Using the survey method, the interview method and the expert survey method, the authors identified and summarized certain terms regarding the competencies of university teachers. Using the statistical research method, the reliability of the model was evaluated. Factor analysis was used to verify the certainty of the structural model. The application of the Delphi method provided the expert group with 30 important competencies. Respondents to the expert survey were teachers from the local universities in 8 provinces in the Eastern, Central and Western China. The method of factor analysis of data allowed the authors to form their own model of competence of teachers at the Chinese universities. The model proposed by the authors has: 1) four dimensions: basic qualities, pedagogical competence, research competence and competence of social service; 2) contains 22 indicators of second-level competence, which, unlike existing models, takes into account all research results and doesn't ignore the possibility of employees' professional development, even in the case of low rates of every person.

It has been determined that the competency of teachers in local universities is formed by the interaction of four dimensions: basic competency (B), teaching competency (T), scientific research competency (R) and social service competency (S) in a certain logical relationship. The B + (T + R + S) model is used. The B in this model refers to the basic moral and psychological qualities that a university teacher must possess. The teaching competency, scientific

research competency and social service competency (T + R + S) are the competencies that local universities must have in their work, which we call professional competency.

Application of the proposed model on practice will allow HR professionals not only to pay attention to the current assessment of the performance of university teachers, but also to be the effective tool for comprehensive assessment of teachers' competencies under conditions of digitalization.

Key words: *Historical Base, Comparative and International law, International Relations, Personnel, Legislation, Recruitment, Staff Motivation.*