

Pedagogical Competence of Sustainable Aesthetic Cosmetologists

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Abstract: Development of self-care in cosmetology goes hand-in-hand with development of the public society. Nowadays, large increase of innovative hardware technologies, more sophisticated procedures for skin care and treating of skin problems are entering the field of Aesthetic Cosmetology. There is an increasing need for highly qualified professionals in the Aesthetic Cosmetology industry who are able to perform these complex procedures professionally and educate their client awareness. The cooperation between the Aesthetic cosmetologist and the client in health care is a mandatory condition, so the specialist's pedagogical is essential in order to inspire and motivate the client for a healthier lifestyle. This is particularly relevant in the context of sustainable development, which focuses on the sustainability of humanity as a whole. Pedagogical competence is already developed during the study course. Student already learns to correctly and professionally transfer his professional knowledge and skills to his clients through healthcare. Professional higher education contributes to improving the pedagogical skills of prospective specialists. At the University of Latvia P. Stradins Medical College, the students are prepared for professional work and attitude of an Aesthetic cosmetologist during their studies in the course "Aesthetic cosmetology". Self-motivation of Aesthetic cosmetologists to develop themselves is important throughout their professional work, so they can provide quality and modern healthcare. The aim of the study to find out the views of aesthetic cosmetologists about pedagogical competence. The research methods such as questionnaires, self-evaluation, discussions and experiment were used in the current investigation. The place of the research: Riga, Latvia. Altogether 28 respondents take part in this investigation. The study results demonstrated different results before and after approbation the study course "Pedagogy in Aesthetic Cosmetology". After the study course, more and more respondents demonstrate the need for pedagogical competency in the field and plan to educate their clients and transfer professional knowledge. Most of the respondents (98 %) self-assessed their pedagogical competences very high –completely sufficient and almost sufficient.

Keywords: aesthetic cosmetologists, pedagogical competence, vocational education, sustainability.

Introduction

Nowadays Aesthetic cosmetology professional deals with important and serious issues within client healthcare. Their activities directly concern human health and safety. On the other hand, it is important for a person as an individual to obtain education on health improving and enhance activities, therefore regular cooperation with healthcare professionals is important. Successful collaboration requires highly skilled and qualified professionals who understand a modern approach to communication and health care. In recent years, there has been a tendency for increasing numbers of clients with chronic skin diseases, which in most cases results from incorrect care for the skin and insufficient information on skin care before and after receiving different skin care procedures. Clients have insufficient knowledge of the health of their skin and proper care of it.

Health is individual's first priority which affects the quality of their life. According to scientists E. Ahmetshina and V. Husnutdinova, the concept of 'quality of life' in scientific literature appeared at the end of the 1960's and has various concepts and definitions around it, the concept has evolved and improved over time. Assessment and understanding of quality of life contributes to the wellbeing of the individual and public society as a whole (Ahmetshina, Husnutdinova, 2014).

The World Health Organization has defined quality of life as the perception of an individual in terms of his position and goals in life, as well as the ability to evaluate and make decisions (Čolovič et al., 2017). Scientist K. Tulza has defined the quality of life as an understanding of living conditions and public wellbeing (Tulza, 2017). Quality of life is an integral and important part of health in order for the individual being able to manage his or her life and maintain both mental and physical health throughout

his or her life (Levterova et al., 2017). Applying individually matched therapy for a patient is a great challenge and a priority for contemporary medicine to achieve a satisfying quality of life for a client. Cosmetology is in deep connection with patient's mental condition and it becomes a part of psychodermatology, becoming an important topic of public health (Chilicka, Maj, Panaszek, 2017).

In the field of healthcare, the Aesthetic cosmetologist holds a preventive role to minimize cases of skin sicknesses. Very important is the involvement of Aesthetic cosmetology professionals in the treatment process by cooperating with the client's doctor. In this collaborative process, the Aesthetic cosmetologist shall perform procedures appointed by the doctor and explain to the patient needs of it, progress, self-care before and after the procedure. Scientist K.A. Cameron concludes that to change a patient's behaviour, familiarity with theories of persuasion may lead to the development of novel communication approaches with existing patients (Cameron, 2009). Aesthetic cosmetologist should perform activities within the scope of his or her competence.

Strengthening health of a human, which can be seen from different aspects, is closely related to sustainable development. The concept of sustainable development has become a comprehensive regulative idea that is consistently spreading in our contemporary world. Different kinds of professional have to learn how to apply it in their sphere of activity. Communication across disciplinary boundaries, between representatives of different sectors may also be problematic (Raudsepp, 2006). This is an important case for professional education and self-development of Aesthetic cosmetologist. Cooperation with professionals from different healthcare sectors is a prerequisite for the professional competence of Aesthetic cosmetologists in the context of sustainable development.

The research about the seriousness of occupational health in the context of sustainability has been conducted by D. Brizga and L. Peks, who emphasize the importance of workplace wellness and attitude concepts at work. They pointed out that well-being is influenced by processes in the social, professional, mental, physical, intellectual and emotional dimensions (Brizga, Peks, 2014). Another research (Norlien et al., 2017) done about cosmetologists' occupational health and safety, where 46 % of respondents reported about symptoms of respiratory illness.

In the context of this study, the authors believed that health care professionals should pay attention to the design of their workplace aesthetically so that both the clients and the cosmetologists feel well and be healthy, thus providing the ability to operate in the long term with high quality. Vocational education ensures practical and theoretical preparation for work in a particular profession allows obtaining professional qualification and ensures further professional development. The characteristic feature of vocational education is specialization in the particular professional area in order to acquire the corresponding profession (Vocational Education, 2014).

One of the priorities of Latvian Presidency of the Council of the European Union (EU) is to promote competitiveness to generate jobs and economic growth in the EU. This requires encouraging entrepreneurial mindsets and stimulating the innovative capacity of industry and service sectors. Vocational education and training (VET) policy is part of this process. VET provides people with the skills and competences they need to be able to succeed in the labour market (Vocational education, 2015).

Competence -ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). or ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. Comment: competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values (Terminology of European education, 2014).

A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating (The Definition and Selection..., 2005).

The characteristics of healthcare professionals on pedagogical competence firstly relates to the qualities and skills of the educator. They have been described by the scientist D.E. Hamachek (1985), who has

divided all characteristics and skills into four groups: personal characteristics; behaviour in the classroom; self-perception and self-assessment; social perception. Scientists S. Nyström, J. Dahlberg, S. Edelbring, H. Hult, M Abrandt-Dahlgren had explored simulation as a pedagogical practice for the health care professionals as continuing professional development (Nyström et al., 2017).

During the professional activities, the structure of pedagogical competence of healthcare specialists is characterised by the following components: knowledge of pedagogical theories, skills to apply them when dealing with problems, attitude in the form of responsibility, ability to make decisions, ability to manage and socializing (Council Recommendation on Key..., 2018; Key Competences for Lifelong..., 2019).

The pedagogical competence of healthcare professionals is considered to be a part of professional competence, which is not only the knowledge, skills and attitude learned and acquired over time, but also the ability to use them and improve effectively in professional activity (Puķīte, 2012). The pedagogical competence of an Aesthetic cosmetologist is part of professional competence, which includes knowledge, skills and attitude. Cosmetologists have to have the ability to listen and to evaluate clients' skin health problems, to explain potential causes of the problems, to inspire the clients to lead a healthier lifestyle and to motivate them to take responsibility for their own health and participate in the treatment results.

The development of pedagogical competence of Aesthetic cosmetologists nowadays is seen in the context of lifelong education. Scientist M. Puķīte emphasizes that a new culture of learning, communication and cooperation is being developed due to the awareness of the value of lifelong education, availability of information technologies, the development of a joint areas for new ideas and discussions on the quality of other people's activities, which altogether contributes to the development of individual personal competence (Puķīte, 2012; Pukite, Pukitis, 2011). Pedagogical strategies about clinical supervision is described - how clinical teaching is carried out in a clinical environment with medical students (Skyvell-Nisson et al., 2010).

Nowadays digital skills are very topical in the process of professional development. The digital skills are one of the most necessary preconditions for a productive cooperation in society of information. In Latvia, the digital skills of health care specialists are important and urgent, especially in association with the e-health system implementation (Rasnacs, Vitins, 2018). Formation of information competence health professionals in development digital economy requires constant change content and teaching methods that should include such technologies and directions: processing large amounts of data; artificial intelligence; digital identification and authentication of objects and subjects of exchange information; cloud technology; information security (Ovsyanitskaya, 2018).

As personal competence of individual develops, the pedagogical skills as a healthcare professional also develops, which, as part of professional competence describes professional experience of the individual, skills acquired during professional work, as well as academic knowledge (professional courses, seminars, foreign language and computer skills) and its role in the process of professional development.

Professional development can be seen as a diverse process in which experience and self-reflection plays significant role for further professional activity. The professional attitude of students during different stages in studying are important and emphasis is placed on the importance of openness, responsibility, cooperation and empathy (Johnston et al., 2011). On the other hand, scientist W. F. Hill concluded that learning is a process of developing relatively sustainable behaviors, skills, knowledge and attitudes, which are the result of individual's, experience (Hill, 2002).

The aim of the study is to find out the views of aesthetic cosmetologists about pedagogical competence.

Methodology

The scientific research was carried out in Riga (Latvia) during 2018-2019. Students from University of Latvia P. Stradins Medical College took part in this investigation. 24 respondents from the 2nd year (age 19 - 26) of the study program "Aesthetic Cosmetology" and 4 experts were invited to participate in this research.

The question of the research – What is the opinion of aesthetic cosmetologists about the need for pedagogical competence?

The research was organized in three parts: 1 - the first survey; 2 - approbation of the study course "Pedagogy in Aesthetic Cosmetology", 3 - the second survey.

In both surveys the main questions were similar in order to find out the respondents' change of opinion before and after approbation of the study course "Pedagogy in Aesthetic Cosmetology".

The research methods such as questionnaires, self-evaluation, discussions and experiment were used in the current investigation. The data was processed using the statistical data processing program SPSS for statistical analysis. The results have been summarized and the relevant ones are presented graphically using calculations of percentage.

Results and Discussion

University of Latvia P. Stradins Medical College is one of the educational institutions which emphasizes active role and involvement of students. In the study program "Aesthetic cosmetology", students are getting prepared as aesthetic cosmetology professionals and after graduation, receive a first-level professional higher education diploma and qualification –Aesthetic cosmetologist.

Study program ensures theoretical and practical knowledge, skills and professional attitude to comply with professional standards and requirements of labor market.

As part of the study program, students develop professional ethics, communication skills in their independent and team work, as well as self-motivation for students to continue education and professional development. Aesthetic cosmetologist acquires the status of a medical practitioner and are therefore trained to provide first emergency assistance, organize and maintain a safe working environment, and develop contact skills with the customer. When the new specialist has graduated the study program, he/she is prepared for the management and financing of a cosmetology salon, and is well-oriented on the legislation requirements for professional activities (LU P.Stradiņa medicīnas..., 2017).

A new study course "Pedagogy in aesthetic cosmetology" was developed to improve the pedagogical skills within students. During the scientific research, approbation of this study course was undertaken.

Five survey questions were analysed during the research.

Figure 1 visualizes answers to question 1 – "Do you think the public is not sufficiently informed on the improvement of skin and overall health?"

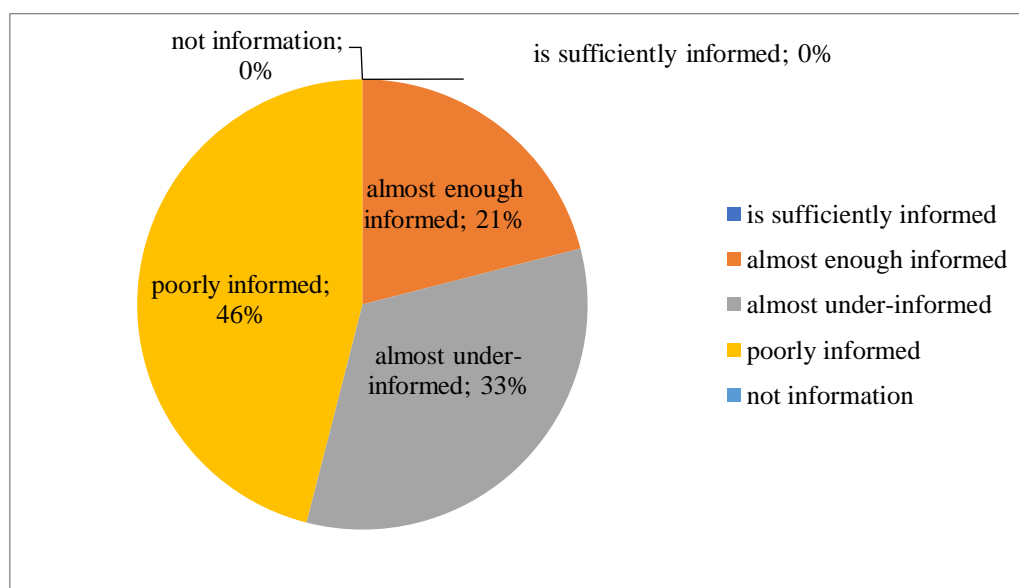


Figure 1. Respondents' opinion on public awareness in improving and preventing skin and health conditions.

The results show that none of the respondents have indicated that the public is sufficiently informed, while the majority of respondents (46 %) point out lack of awareness in the public. Part of the

respondents (33 %) believe that the public is informed moderately about the awareness in improving and preventing skin and health conditions. Five respondents (21 %) think that there is almost enough awareness.

Figure 2 visualizes answers to question 2 – “Do you have need for pedagogical competence in your specialty?”

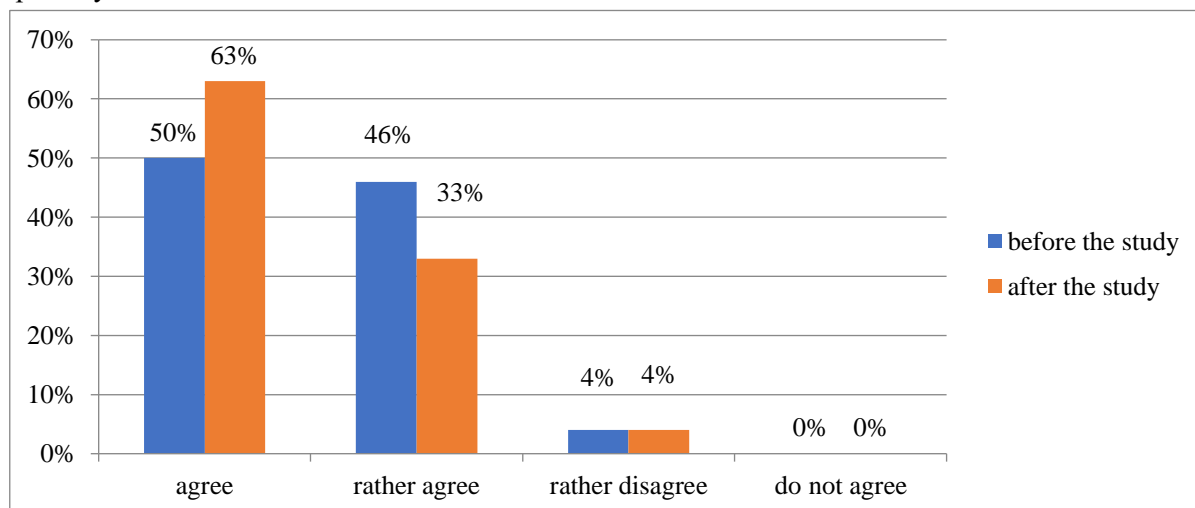


Figure 2. Respondents' opinion on the need for pedagogical competence in the specialty.

The results show unequal views on the need for pedagogical expertise in the specialty. The need for pedagogical competence is shared by half of respondents (50 %) prior to study and 63 % after the graduation. The authors emphasize on fact that 4 % of respondents, both prior and post-graduation ‘rather disagree’. The author points out none of the respondent answers, both prior and post-graduation, that there is no need for the pedagogical competence at all. This indicates that respondents have assessed the need of pedagogical competence in their specialty.

Figure 3 visualize answers to question 3 – “Do you plan to educate your client in their professional work?”

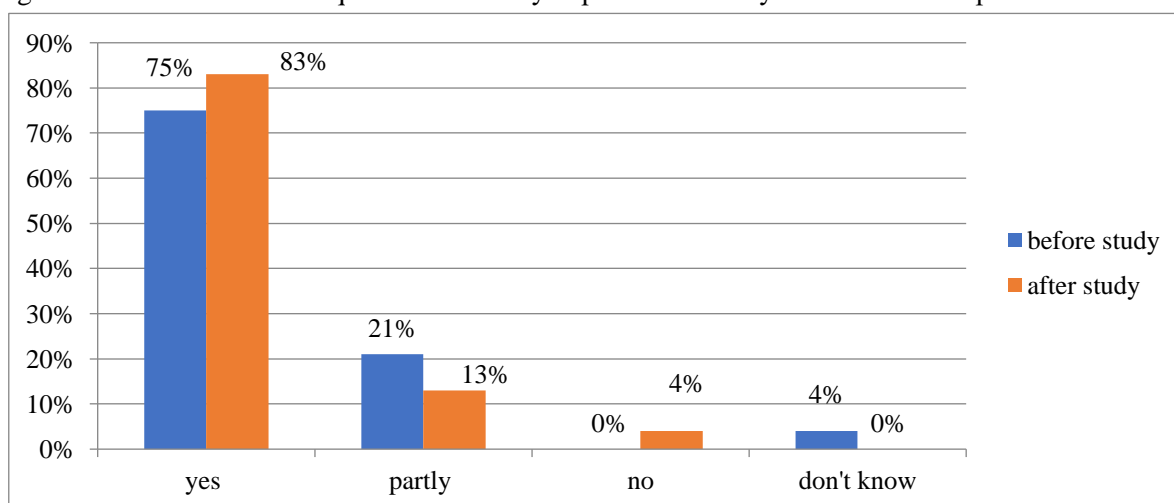


Figure 3. Respondent's opinion on educating the client in their professional work.

Currently aesthetic cosmetology professionals are dealing with important and serious issues in client care and client education. The author emphasizes that it is important that the prospective aesthetic cosmetology professional understands the importance of educating the client in the professional field of aesthetic cosmetology and is aware of the importance already during the study process.

The results showed that the majority of respondents plan to educate clients both before and after studies. However, their views have stabilized, before the study process - 75 % of respondents planned to work on client education in the professional work, 21 % partly; but after the studies, 83 % and 13 %,

respectively. During the course of studying Pedagogy in Aesthetic Cosmetology, 4 % of respondents have changed their minds compare with prior opinion when there were no point in educating the client in the professional work of aesthetic cosmetology. This can be justified by a lack of understanding the specific nature of the chosen profession as well as a lack of professional competence. However, after the graduation, these 4 % of respondents do not plan to educate their clients at all.

After assessment of the results, the author concluded that the majority of respondents plan to educate their client in the field, which is an important aspect of the professional field of aesthetic cosmetology.

Figure 4 visualizes answers to question 4 – “Would you be able to transfer your professional knowledge to the client?”

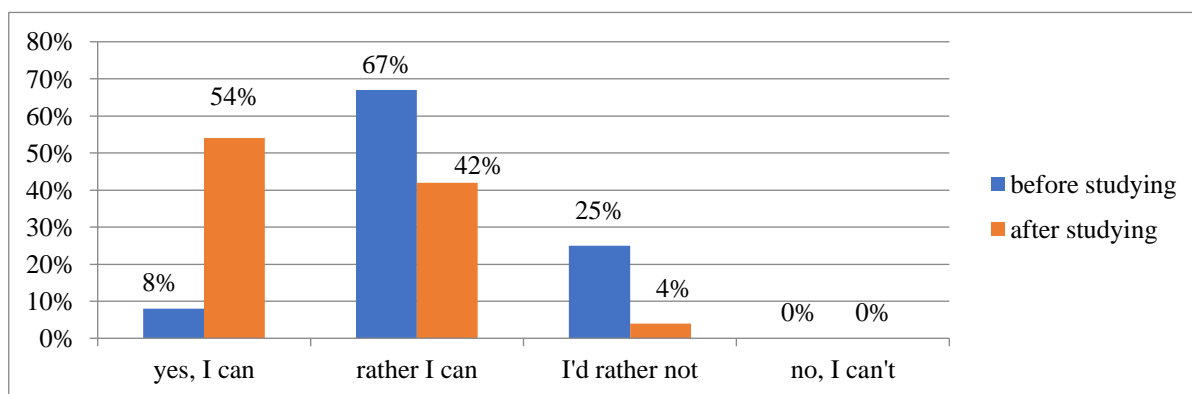


Figure 4. Respondents' opinion on transfer of professional knowledge to clients.

The results indicate that, prior to study course, 25 % of respondents believe that more likely they will not be able to transfer knowledge to their clients after the study course. After the graduation, share of this opinion plummeted to 4 %.

There is a big difference in confidence in being able to transfer the professional knowledge to clients prior and post studies, 8 % and 54 % respectively.

The authors have concluded that although prospective professionals are doubtful regarding their ability to share knowledge to their clients prior the study course, post study course professionals indicate major share of opinions being able to share their knowledge to clients.

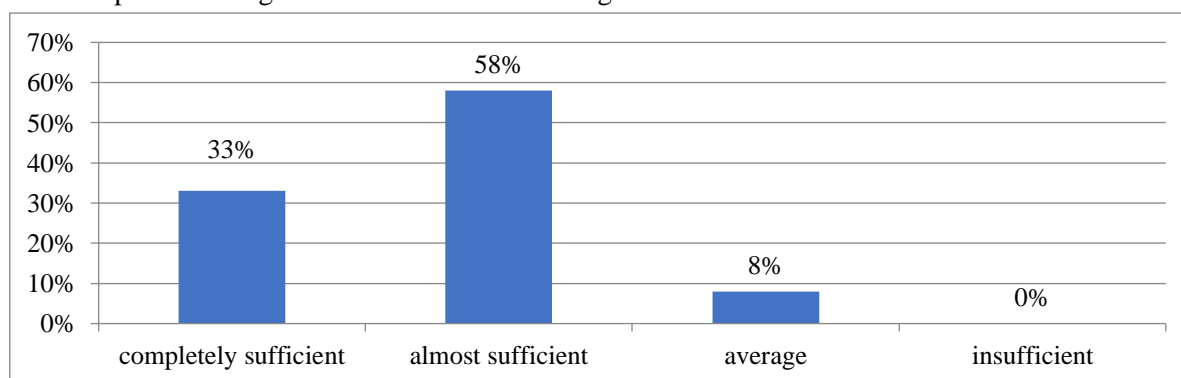


Figure 5. Self-assessment of respondents' pedagogical competence after studies.

The results (Figure 5) indicate that the majority of respondents evaluated positively their pedagogical competence after the studies – completely sufficient (33 %) or almost sufficient (58 %). The research also revealed respondents' awareness of constant improvement of pedagogical competence throughout their professional work.

Small share of respondents (8 %) indicate their pedagogical competence as mediocre.

After the authors' assessment of results, it can be concluded that the majority of respondents assess their pedagogical competence after studies as almost sufficient or completely sufficient, thus, learning the study course has improved respondents' self-assessment of their pedagogical competence.

Conclusions

- Health is a top priority for the public, which affects quality of life. The cause for poor health is lack of public knowledge about physical and mental health, as well as careless attitude to own health.
- Pedagogical competence is a part of health care specialists' professional competence which consists of knowledge, skills and attitude. The pedagogical competence of anaesthetic cosmetologist is the ability to listen, analyse and assess client issues and questions regarding skin health, prevention and a healthy lifestyle. Ability to motivate the client to be co-responsible for obtaining and securing the outcome of the procedure.
- University of Latvia P. Stradins medical college prepares aesthetic cosmetologists – medical practitioners who are in close connection with theoretical and practical training. Students in the professional training environment acquire knowledge, skills of care-taking, improve communication, and develop professional skills. University of Latvia P. Stradins medical college is the only state educational institution in the Republic of Latvia that teaches and prepares prospective aesthetic cosmetologists.
- Research show opinion of aesthetic cosmetologists regarding the need for pedagogical competence. Results have shown that the public is not sufficiently (46 % of respondents) and nearly sufficiently (33 %) informed regarding the needs of improving and preventing skin and overall health.
- Respondents' views on the need for pedagogical competence in the specialty have changed. The need for pedagogical competence is shared by half of the respondents (50 %) prior to studies and 63 % after. Students have gained awareness for the need for pedagogical competence in their Professional development.
- After the studies in the study course “Pedagogy in Aesthetic Cosmetology” most respondents plan to carry out customer education (83 %), which indicates the need for pedagogical competence for aesthetic cosmetologists in their professional lives.

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