

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF PROFESSIONAL DEVELOPMENT OF EMPLOYEES OF EDUCATION

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The relevance of the paper is conditioned by the need to improve the theoretical and practical training of educators. The purpose of the paper is to identify and justify the organizational and pedagogical conditions for the professional development of educators. The authors developed the structure of the system of additional professional education based on the correlation of professional and educational standards (normative level), regional specificity (regional level), updating the content of additional professional curricula (content level), personal professional and pedagogical improvement (pedagogical level) and conditioning professional development of educators. The authors propose a criterion system for assessing the quality of additional professional curricula to improve the qualifications of teachers, contributing to their standardization and improvement. The paper is intended for teachers, researchers and specialists in the field of vocational and additional professional education.

Keywords: professional development, continuous vocational education, additional vocational education, professional development, additional professional curriculum.

INTRODUCTION

The key objectives of the personnel policy of the educational system are the selection of personnel for pedagogical activities, the quality of training of educators and further professional development. Questions concerning the state and development of the pedagogical profession require their study, and questions about the methods and forms of the professional development of educators are particularly important among them.

The urgent need of an educator today is an awareness of the ability to adapt effectively to the dynamically changing conditions of modern society and to realize oneself as a subject. For this, the teachers need to have the ability to change and develop themselves (Maksimova, 2002; Bocharova & Glushko, 2010) Modern education should be a development space for a subject capable of self-determination and self-development, (Rytov, 2012) and in this space the basic idea of continuous

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and professional education unites the system of training, retraining and advanced training of educators at all levels of professional education.

At the heart of all the educational initiatives of the Russian education system is the idea of the continuity of education, which is realized, first of all, in two directions. First, within the framework of postgraduate education during which the pedagogical workers improve their professional skills in the direction of basic education. Secondly, the method of practical implementation of the concept of continuing education is the institution of additional vocational education.

At present, the system of additional vocational education in Russia is multilevel. These are specialized institutions of additional professional education, organization of sector and in-house training. Recently, many organizations of basic vocational education, including secondary vocational educational institutions, higher educational institutions, which act as the third level of the system of additional vocational education (Volkov, 2012) also, began to render services of providing additional education. Modern conditions require new approaches to the organization of the system of additional vocational education.

In the Russian regions, there are two trends in the development of additional vocational education:

- unification with European requirements;
- growth of regionalization.

The new Federal Law №. 273 “On Education in the Russian Federation”, adopted in 2012, took into account the specificity of continuing education: “the educational system creates the conditions for continuing education through the implementation of basic educational curricula and various additional educational curricula, the provision of simultaneous mastering of several educational curricula, as well as accounting for existing education, qualifications, practical experience in obtaining education”. It should be noted that this specificity does not raise serious objections both among theorists and practitioners working in the educational system.

It is important that today there is such an organization of the system of professional development and professional retraining of educators, which is aimed at the development and implementation of continuous professional educational curricula that provide the teacher with the formation of an individual educational trajectory for further professional, career and personal growth (Manukhina & Torubarov 2014; Volkov, 2012)

Professional development of education workers assumes, on the one hand, a change in the personal position of teachers along with the deepening of their professional competence, and on the other hand, the creation of a personal program for updating educational practice and the style of subsequent pedagogical activity. (Rytov, 2012).

Today, there is talk about the professional development of the teacher at all stages of professional growth, in the context of various personal development resources, personality traits that provide professional activity. Such stages of

professional growth are allocated, as mastering a trade (adaptation), acme (professional competence); maturity (self-realization); stagnation (Panova, 2012).

METHODOLOGICAL FRAMEWORK

The problems that need to be solved by the teachers in their professional activities suggest the search for ways of self-improvement of the individual. In modern conditions, the organization of purposeful additional professional education aimed at improving the skills and retraining of specialists is increasing. There is an update of the system of additional vocational education, which is conditioned by constantly changing requirements for the professionalism of teachers (Shibankova, 2016).

Additional professional education has the purpose of performing several functions, among which one can distinguish such as: an acme logical function that allows attaining professional maturity;

- diagnostic function, which implies the identification of a certain lack of knowledge in that or other field of professional activity;
- compensatory function, i.e. complementary to knowledge; consulting function.

The system of additional vocational education, implementing the above functions, provides professional development of educators by supplementing professional knowledge, skills and practical experience.

Training of educators in organizations implementing curricula for additional professional education (upgrading of qualifications and professional retraining) should follow the following *principles*:

- principle of problem-oriented learning, suggesting inclusion of mechanisms of thinking and behavior of course participants by creating problematic situations (problematic presentation of lecture material, part-search activity of listeners during practical classes, independent research and solving problem situations);
- the principle of reliance on advanced pedagogical experience, which is aimed at high quantitative and qualitative indicators of the results of the educational process;
- the orientation of the forms and methods of teaching to the cognitive position of the students;
- the development of the acquired experience in further professional activity, involving the comprehension of experience from general scientific empirical and theoretical positions, identifying prospects for further professional development.

The structure of the system of additional vocational education is based on the correlation of professional and educational standards, which is the *normative level* of this system.

Professional standards determine the pedagogical activity in the organizations of preschool, primary and general secondary education, vocational training, vocational education, additional vocational education (Order of the Ministry of Labor of Russia “On the approval of the professional standard Teacher of vocational training, vocational education and additional vocational education”).

The professional standard, on the one hand, is a tool for improving the quality of education and implementing an education strategy in a changing world, and on the other hand, a professional standard is a measure of a teacher’s qualification and a means of selecting pedagogical personnel in an educational organization. In the professional standard, which defines the basic requirements for qualification, new competencies are revealed that are necessary for the educator for pedagogical activity in modern rapidly changing conditions.

The functions of the professional standard are designed to ensure a coordinated growth of the teachers’ freedom and responsibility for the results of their work and to motivate the teachers for constant professional development.

Federal state educational standards ensure the unity of the educational space, the continuity of educational curricula at all levels of education, the spiritual and moral development and upbringing of the younger generation. And at the same time, educational standards are the basis for: the organization of professional training of future specialists, as well as professional retraining and professional development of educators, which is implemented by the system of additional vocational education.

Regional level. With the aim of simulating the theoretical-methodological and practice-oriented educational space for the professional development of educators, *regional* systems of professional development are being established. These systems provide conditions for improving the quality of educational services and for the participation of organizations implementing additional professional curricula, the content of which reflects, including the specifics, needs and characteristics of the region.

Separate value is represented by the *networked educational models* institutionalized at the regional level, which is a new form of professional development for pedagogical workers.

This form of professional development provides an opportunity for the pedagogical community to interact with each other, with various educational organizations on joint activities, the exchange of experience, the creation of a new intellectual product, and so on. Network interaction is a system of connections that allow developing, testing and offering innovative models of the content of education, education economics, management of the education system and educational policy to the professional community and society as a whole (Sokolova, Morkin, 2009).

Networked educational models of professional development are built on the following organizational principles:

- providing an open educational space within the system;
- combination of individual and group forms of education;
- the possibility of continuity in the implementation of educational curricula in various educational organizations of the network;
- wide use of information resources, distance learning technologies and consulting support for course participants;
- availability of monitoring and information feedback (Bolotina, 2014).

In order to develop continuous pedagogical education in the regions, *network associations of educational organizations* implementing curricula to upgrade the skills of educators are created. This is a form of interaction between educational organizations of higher, professional and additional professional education, which provides the opportunity to choose modular curricula that meet the requirements and characteristics of the region. The network association provides pedagogical and managerial staff with the choice of modular training curricula provided by the members of the network association for professional development and also improves the quality of the educational services presented on the basis of unified requirements for the structure and content of additional professional education curricula.

In the Republic of Tatarstan, a *personified system of professional development* of educators is being implemented, which is aimed at strengthening the work on improving the qualifications of education workers, ensuring freedom of choice of content, forms, terms of professional development, motivation of employees of educational organizations of the Republic of Tatarstan to professional growth and development.

This system provides an open and free nature of the participation of educational organizations of additional vocational education in the implementation of additional professional curricula or modules for improving the skills of education workers of the republic.

Personalized system of professional development gives the education staff the opportunity to design an individual educational trajectory, to select the actual content modules of additional professional curricula.

RESULTS

Updating the content of additional professional curricula is a *substantial level* of the structure of the system of additional vocational education.

The question of the quality of educational resources, which are the basis for the formation of the entire system of advanced training and retraining of educators, is important. Additional professional curricula play a leading role in the system of educational materials of the additional professional training system. Modern advanced educational curricula should correspond to such distinctive characteristics as:

- *diagnostic goal setting* (accurate and complete description of the purpose of the Curriculum, the ability to build on its base a certain didactic process),
- *orientation* of the learning process to *the guaranteed achievement of the goal* (for a certain time);
- *operational feedback* (evaluation of current results and final results);
- *reproducibility* of the learning process (cyclical nature, the ability to reproduce the technology of modular training by any teacher)

In order for additional professional curricula to meet the above characteristics, a careful design of these curricula is required, which involves the following stages of the development of curricula for improving the qualifications of educators:

- analysis of a new type of activity of an education worker;
- designing the content of training (planning / calculating the necessary time for a given rate of assimilation / calendar-thematic planning);
- choice of a combination of methods, forms and means of teaching and self-education;
- development / construction of didactic materials, teaching elements, motivational moments, planning of independent work of listeners;
- development of materials for control and evaluation of assimilation.

The practice and results of the activities of the institutions of the system of additional professional education show the need for further improvement of the pedagogical process, improving the quality of instruction, the independence of the students, and the individualization of the content of training. Successful solution of these problems requires the use of modular additional professional curricula.

Modular curricula provide the flexibility of training, adapting it to the individual needs of the individual and the level of his professional training.

Positive characteristics of modular additional professional curricula include:

- the structuring of the content of learning on isolated elements;
- flexibility;
- dynamism;
- effectiveness and efficiency;
- awareness of perspective.

Personal professional and pedagogical improvement presupposes the development of value orientations, motives and professional needs, as well as professional knowledge, skills and personal qualities that are most significant for the profession of the teacher. At the same time, external (conditioned by the social policy of the state and socio-economic conditions) and internal factors (motivation, level of responsibility, self-awareness, etc.) influence the personal and professional development of the teacher.

The professionalism of an education worker is a systemic education consisting of motivation for professional self-improvement of operational, personal resources, among which the unit of motivation for professional self-improvement is a system-forming factor in the strengthening of professionally significant personal qualities (P'yankova, 2011). The operational resource is responsible for the executive part of the activity of the employee of education through the methods of professional thinking, consciousness, and professional abilities for the embodiment of pedagogical activity. Operations are combined in ways, further forming certain techniques, subordinating their content and methods to the goals set, the teacher's readiness to master unknown techniques and actions, that is, his professional learning ability.

Professionally significant qualities of the teacher are personal resources, where the main role belongs to motivation, competence, responsibility, and self-regulation. As a system-forming unit, motivation of professional self-improvement acts based on satisfaction with their professional activity and adequate self-estimation. Features of professionally significant personal qualities of teachers are determined on the level of the prerequisites of professional self-improvement and personal resources (Panova, 2012).

Based on the analysis of modern research, it is clear that, for a successful activity, an educator must be aware and absorb the ideas of modern society about the demands put forward for him, strive for constant professional development and self-development (Zakharova, 2011).

The *criterion system* of evaluation of the quality of additional professional development curricula for teachers that is offered by the authors promotes their improvement and standardization.

The main criterion for evaluating the effectiveness of the additional professional curriculum is the focus of the curriculum on improving and (or) obtaining new competencies necessary for professional activities and (or) increasing the professional level within the available qualifications, that is reflected in the Act on Education in the Russian Federation.

Criteria for the regulatory segment:

- compliance of the content, structure of additional professional curricula (modules) with federal, regional regulatory requirements;
- compliance with qualification requirements for professions and positions;
- ensuring continuity in relation to the requirements of the professional part of the federal state educational standards for higher and secondary vocational education.

Criteria for the content segment:

- the relevance and urgency of the additional professional curriculum, its relevance to the goals and objectives of the modernization of education;

- the consistency of the goal, the themes of the curriculum, its content, planned learning outcomes, curriculum implementation conditions, forms of control, evaluation tools;
- curriculum integrity, including invariant and variativ parts in the form of thematic modules;
- scientific and methodological maintenance of the curriculum.

Criteria for the technological segment:

- correspondence to modern educational technologies, methods, forms of organization and means of teaching;
- the use of modern information technologies to provide a person-oriented learning;
- the availability of project research and practice-oriented activities;
- conditions for the design of individual educational paths.

Resource / Personnel Segment Criteria:

- the presence of a pedagogical corps according to the competence model of a modern teacher;
- the competence and readiness of the educator of the additional professional educational system to implement the concept of continuing education.

DISCUSSION

Studies show that the process of forming a system of continuing education (lifelong learning) is not just a change in the educational paradigm, but also cardinal transformations associated with a new awareness of oneself as a person, of one's potential, of one's capabilities.

The role of additional vocational education, qualification's improvement and professional development of educators in modern Russia is growing today. The innovative development of general, professional and higher education requires the provision of highly qualified personnel (Potapova, 2014; Il'ina, 2014; Kozlova, 2013).

Among the advantages of the system of additional vocational education in comparison with the second higher education (full-time or part-time forms of training) it is possible to distinguish: substantial nature; saving time resources; availability; adaptability to the needs of students of additional professional development curricula.

At the same time, additional professional retraining curricula provide the opportunity to move to a new vocational field of activity. Of course, there is a need to develop a system of additional vocational education, namely:

- improvement of the regulatory and legal regulation of the system of additional vocational education;

- the development of the motivation of educators for continuous improvement of professional skills;
- expansion of models for the development of additional professional development curricula;
- expansion of individual educational routes with the possibility of internships aimed at the professional development of pedagogical workers;
- an increase in the number of modular competency-oriented additional professional curricula and network programs for professional development and professional retraining.

Further development of modular curricula of additional professional education is remote modular curricula. Distance learning as a promising development in the system of additional professional education requires the preparation of modern educational and methodical maintenance. Innovative ways of presenting the educational material are needed, which ensure rational organization and structuring of the information presented (multimedia technologies). One of the most actively developed ways of presenting educational material is electronic teaching aids.

CONCLUSION

Modernization of education implies the development of a system of continuous vocational education, which is provided by the system of additional vocational education. Innovative development of education is impossible without solving the problem of updating the professional activity of educators. In the first stage, curricula to improve qualifications and professional retraining of educators are aimed at solving this problem.

Further development of the system of additional professional education presupposes the solution of such problems as: increasing the motivation of teachers in professional development; training of highly qualified teachers for the system of additional vocational education; perfection of the educational-methodical, information base for the system of additional vocational education, including for such form of training as remote one.

Improvement of scientific and methodical maintenance is a set of interrelated and interdependent activities that contribute to the development of professional competence of educators throughout their professional activities (Ilyina, 2014).

The development and implementation of continuous professional educational curricula provides the teacher with the formation of an individual educational trajectory for further professional, career and personal growth. The result of the network interaction should be a change in the personal position of the teacher along with the deepening of his professional competence, the creation of a personal curriculum of updating the educational practice and the style of the subsequent pedagogical activity (Rytov, 2012).

It is important that teachers have the opportunity to choose a variety of trajectories for the development of continuing educational curricula, so it is necessary that these additional professional curricula be flexible, modular and competent.

The development of the system of continuous vocational education, the network organization of institutions of additional vocational education, the expansion of providers of educational services for additional professional education, the improvement of additional professional curricula, the independent evaluation of the quality of curricula for upgrading qualifications and professional retraining, qualification certification (Ryabko, 2013) will make it possible to increase the effectiveness of additional vocational education, aimed at satisfaction of educational and professional needs, the professional development of the educator, ensuring that his qualifications match the changing conditions of his or her professional activities and social environment.

Additional professional education (advanced training and professional retraining) of educators is in demand in the current conditions of the development of society, because, vocational training and further professional development of pedagogical workers is a main condition for successful life activity of the younger generation.

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