

Model of High School Students Professional Education

Yoldyz Nailevna Ganieva¹, Gulsina Sharipovna Azitova², Yuliya Alexandrovna Chernova³, Irina Gennadyevna Yakovleva³, Albina Rafisovna Shaidullina⁴, Victoriya Vladimirovna Sadovaya⁵

¹Institute of Technology Branch of Ulyanovsk State Agricultural Academy named after P.A. Stolypin, Russia, Ulyanovsk Province, 433511, Dimitrovgrad, Kuibysheva Street, 310

²Kazan National Research Technical University named after A.N. Tupolev, Russia, Tatarstan, 420111, Almet'yevsk, Builders branch, 9 b

³Ulyanovsk State Agricultural Academy named after P.A. Stolypin, Russia, Ulyanovsk Province, 432017, Ulyanovsk, New Crown Promenade, 1

⁴Almet'yevsk State Oil Institute, Russia, Tatarstan, 423450, Almet'yevsk, Lenin Street, 2

⁵Kazan (Volga region) Federal University, Russia, 420008, Kazan, Kremlyovskaya Street, 18
yoldyz.ganieva@mail.ru

Abstract: The main idea of the article is to develop a model of high school students professional education, which includes target, content, technology, criterion-estimation and result components contributing to ensure the efficiency and the sequence of scientific-technique provision of educational process in High School. The aim of the developed model is the future competent specialist educating on the basis of his academic and extracurricular activities integration. This objective fulfillment is specified in the complex of interrelated tasks: students civil and patriotic education system forming; student self-government system improving on the basis of corporate culture and human individuality basic principles; conditions and prerequisites providing for the students world outlook forming in integrity of which his attitude to human values of social life is expressed; conditions providing for students tolerance development and the their common culture educating; innovative environment making with the aim to develop students creative abilities; students and University graduates social and professional adaptation and socialization organizational processes; organization of students legal, social and psychological protection system. This model provides the future competent specialists self-determination; the creation of psycho-pedagogical support of personal senses development in students' academic and extra-curricular activities in new forms of professional education building: from academic – to practical-oriented one; each student interest designing in extra-curricular activities.

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1. Introduction

Estimation and motivational values of university students in many respects are formed under the influence of general regularities in youth social processes development (Ganieva, 2013). Analysis of youth occupational socialization in the labor market shows that in modern conditions for a significant portion of the respondents labor value is determined by the pay level and the possibility of personal self-actualization in the course of professional activities (Helfman, et al., 2009; Maksimova, 2006).

The received education by young people is taken into consideration not only as a fair confirmation of their abilities and talents, but also as a resource in the fight for a higher social status (Seddigi, et al, 2009; Sarlak and Hastiani, 2008). In this context, professional education in the University should be taken into consideration as the most important component of the entire training system contributing to a competent specialist successful future career making.

Education is one of the main pedagogical

categories, however, there is no universally accepted definition of education in pedagogy. One of the explanations for this phenomenon is its ambiguity. Education can be taken into consideration as a social phenomenon, as an activity, as a process, as a value, as a system, as impact or interaction, etc. Each of these values is true, but none of them enables to describe the pedagogical education as a category in general.

In the process of students professional education the following tasks are solved by High School: students' holistic world picture forming, as value so evidence-based one; civil consciousness forming, the consciousness of the citizen who is responsible for his Motherland fate; students involvement into universal values and adequate to these values behavior forming; the younger man's creativity forming, creativeness as a personality traits; self-consciousness forming, awareness of selfness, assistance in students self-realization.

Education in High School is characterized by the fact that it is directed, regulated process of

personality forming, which requires certain efforts of the University to maintain desirable trends in personal development by external and internal factors of education strengthening and negative influences neutralization.

The system of professional education is to counteract negative processes in the student's environment and mitigate them. Education as a natural process in High School is to contribute to all life development spheres not only of students, but of teachers and staff team too.

2. Materials and Methods

Professional education of high school students is taken into consideration in the article as pedagogical activity aimed at their personal composition of social and valuable relations to the professional activity forming as the most important value in life, to the surrounding world, to other people, to himself, as well as professionally significant qualities forming, which are structural components of students vocational education (Ganieva, 2012).

The literature analysis and practical activity allowed to identify High School students professional education features: students values forming, labor ideals forming as a measure of their personal dignity; increased attention to professional self-determination of students from rural areas, their professional orientation and adaptation of young specialists at the enterprises. Professional self-determination encouraging means timely identification and registration of students' individual features as employees; forming of an adequate desired forthcoming social and professional activity of the future young specialists in the High School environment.

It is revealed that university training and education processes should be given taking into account: strengthening of the innovative and experimental work concerning students education; creating of an educational environment that stimulates students' cultural and professional competence forming; special training and retraining of teachers, taking into account modern requirements to education; development of educational environment social ties; attracting of educational institutions social partners, potential employers to the organization and participation in educational processes; changing in training and education technology; assessment procedures applying, taking into account the specifics of the acquired competences independently by each University.

In connection with the high schools transition to new standards main methodological guidelines, according to which students professional education is carried out are outlined: competence approach, assuming the professional education practical orientation strengthening, educational and training processes' system organization and self-organization,

integration of the education and training processes and various educational technologies introduction on this basis, personality-oriented education focus through appropriate forms and methods application, high school students cultural and professional competences level evaluation (Salnikov and Buruhin, 2008).

Personality-oriented approach is an approach, according to which the High School student is perceived as an independent person, who is capable to create, wishes self-perfection and permanent work (Asenova et al., 2013; Yahia, 2013).

Integrative approach performs a system-forming function between the training and education processes and provides educational orientation sections development and inclusion in lecture courses, other activities and tasks on professional and special disciplines cycles; interdisciplinary professional and creative and research activities and tasks; optional courses, special courses and seminars on relevant education problems introduction (Masalimova, 2006; Mukhametzyanova, 2010; Shaidullina, 2009).

The basic principles of students' professional education organization at High School are justified in the research:

The principle of training and educational activities integration, providing scientific depth into the subject and vocational information scope expanding; extra-curricular activities enrichment aimed at future professionals education through its contents motivational and axiological aspects using, non-traditional forms and methods of students inclusion in professional oriented activities involving projecting, designing, modeling, studying of various aspects of the future profession.

The principle of pedagogical support is considered in a broad sense as an educational process phenomenon, as a set of scientific-methodological and organizational-pedagogical activity of the University community in cooperation with the social partners to create an educational environment that contributes to future agro-industrial complex professionals-specialists forming.

The principle of student personality self-realization educational and professional activity is aimed at the dynamic self-developing interaction of the student with the world in the framework of the educational and professional life spheres, contributing to the updating and development of potential abilities of a student while pedagogical conditions implementation ensuring.

Adaptive, effective-transformative and reflexive-creative stages are distinguished, which solve problems of future competent specialists determination ensuring; psycho-pedagogical support making to form personal meanings of students' academic and extra-curricular activities in transitional forms of

professional education development: from academic – to practical-oriented; students interest in extra-curricular activities forming.

Professional education efficiency criteria are taken into consideration on 3 components basis: motivation (students motivation and activity in professional skills mastering in the education and training activity); individually-style (students conscious self-educational and research activities); professionally-oriented (agro-industrial complex future specialists practical professional competence). Each component is assessed at three levels: insufficient, valid

and optimal one.

3. Results

On the basis of the above described information, we developed a model of future competent person professional education, the implementation of which is aimed at personality forming problems solution, who possesses a firm civil position, a high level of creative and social development, general culture, love to the future profession, commitment to healthy lifestyle principles, as well as possesses an adaptive abilities set, providing his competitiveness on the labor market (Figure 1).

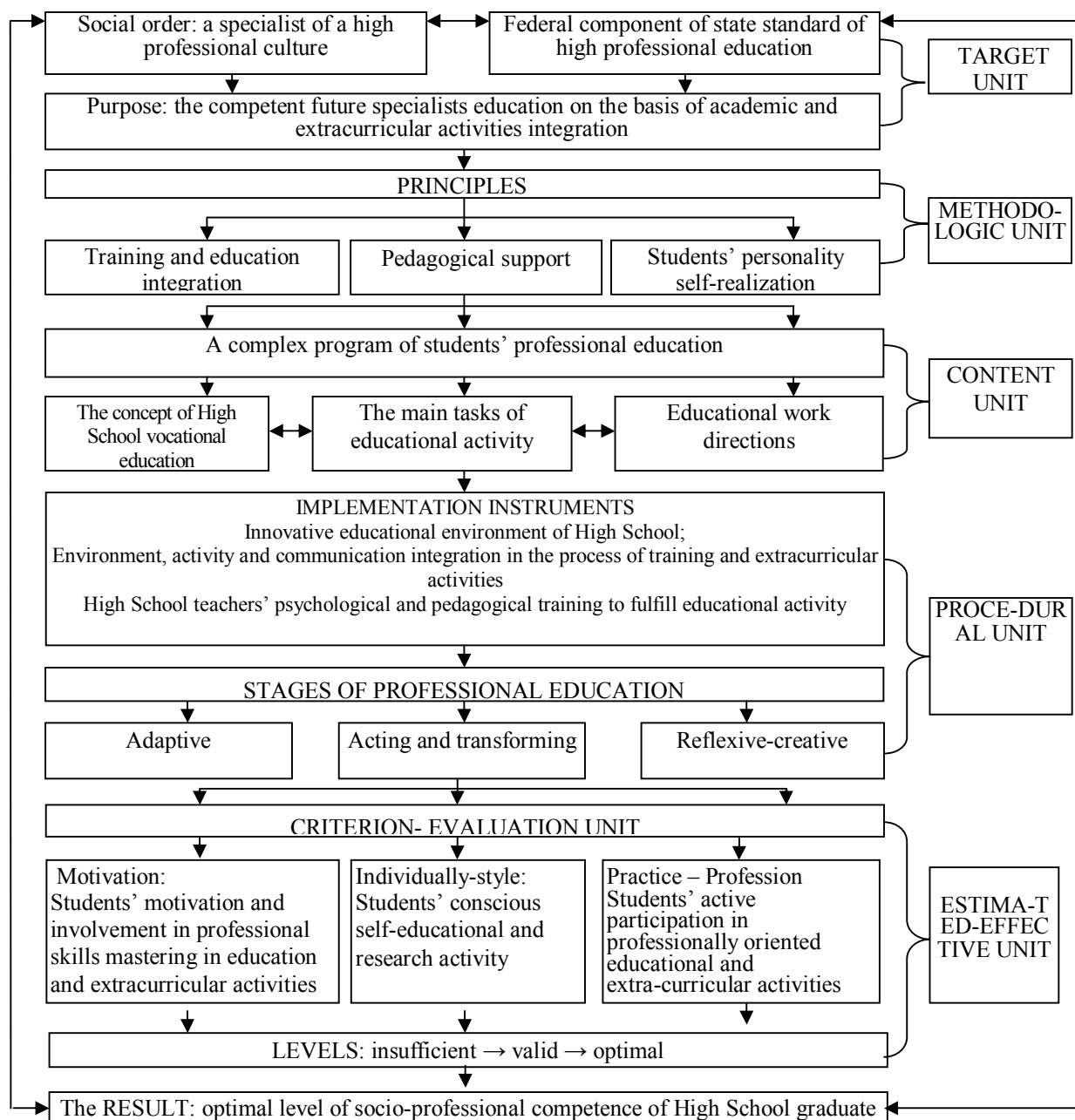


Figure 1. Model of High School Students Professional Education

Experimental work on approbation of High School students' professional education model was held in the Ulyanovsk state agricultural Academy and Dimitrovgrad branch of USAA (Ulyanovsk State Agricultural Academy). In experimental study the students of all courses were involved (620 participants).

On ascertaining stage (2004-2006) of the experiment the study program is developed; students' attitude to educational process in High School is defined, Academy graduates politeness levels were revealed.

At this stage High School educational environment efficiency criteria were developed (educational and humanistic potential of educational programs, educational structures and activities, educational activities human resources, students' education level) and their characteristics were defined. Expert group of management and teachers identified the value of each indicator. The total amount for all indicators reached 155 points. By the expert method using, during the preparatory phase of the experiment the educational environment of the Ulyanovsk state agricultural Academy (USAA) scored 76 points from 155 possible.

For the students politeness diagnosis a questionnaire to assess the level of social-valuable relations personal composition development was used, consisting of students' values relations to the world, to others, to himself, which was developed in Professional Training laboratory of Pedagogics and Psychology Institute of Professional Education of the Russian Academy of education. All students of 1-5 courses were diagnosed by groups' tutors in the course of ascertaining and forming experiments (Table 1).

Insufficient level of professional education characterizes random choice of profession, unawareness of its social functions; instability of professional interests; no need in professional activity; irresponsible acquisition of professional

knowledge, abilities and skills; no need in professional self-education and self-training.

The valid (permissible) level is characterized by the fact that the essential characteristics are expressed in sufficiently clearer understanding of future profession labor significance; skills and willingness to do it are formed enough; the desire to penetrate into the specifics and master the labor culture, special abilities are evident, but there isn't still sufficiently aware of the labor social importance in the future profession.

The optimal level reflects the high level of professional qualities manifestation; is characterized by positive attitude to the chosen profession and its social role perception; strong professional beliefs, the readiness to professional thinking, steady need for professional self-improvement, professional intelligence development and organizational skills presence (Totterman and Wulff, 2007).

At the formative stage of the experiment in the educational process of the Academy the agricultural profile students professional education developed model was introduced. There was students' active participation in young innovators schools, in the center "Initiative", in the project "Community" and other. Activists of USAA participated in various camps, seminars, forums, active leadership school, the regional and national scale, such as: "Russia seminar camp GROWTH", "leader of the XXI century", "Russian forum of students' self-government", etc.

In the control phase of the experiment the agricultural High School students' education level dynamics was revealed; USAA and its branches educational environment development was proved.

Repeated expert method assessment of the educational environment of USAA gave its values of 120.5 score from 155 possible. Thus, a positive trend in the educational environment forming was revealed and possible directions of its perfection outlined.

Table 1. The levels of students education, %

the Academy admission year 2012				
	1 course	2 course	3 course	4 course
Optimal	14	20	29	38
valid	30	38	40	42
insufficient	56	42	31	20
the Academy admission year 2013				
	1 course	2 course	3 course	4 course
optimal	15	20	34	48
valid	30	35	34	32
insufficient	55	45	32	20

The obtained results from the experimental work proved the efficiency of the offered model of agricultural profile students' professional education.

4. Discussions

In previous researches the process of High School students professional education is determined as a specially organized and controlled process of students involvement in professional work during this activity active participant becoming. Methodological aspects of education were taken into consideration in researches by V.S. Maslennikova (2012), V.A. Slastenin (2004), G.A. Shayhutdinova (2004). The psychological aspect of education was taken into consideration in the works of L.S. Vygotsky (1991), S.L. Rubinstein (2002). Vocational and High School future agriculture specialists training peculiarities are represented by A.G. Asmolov (1990), N.M. Borytko (2010), R.K. Djuraeva (1995). Foreign experience of agriculture specialists training is represented in the researches by K.N. Dvoyashkina (2003), M.P. Guryanova (2004).

However, analysis of the scientific and pedagogical literature on the research topic and relevant practical experience allows to state that the problems of students' professional education in modern conditions of professional education modernizing are insufficiently explored.

5. Conclusion

Thus, the developed model of future competent specialists professional education, consists of the target, methodological, content, procedural and estimated-effective units. This model provides self-determination in future competent specialists forming; the creation of psycho-pedagogical support of academic and extra-curricular students activities personal senses development in professional education new forms building; from academic to practical-oriented one; each students interest designing in extra-curricular activities.

6. Recommendations

High School innovative educational environment, the educational environment, activity and communication integration in the process of education and extracurricular activities, as well as High School teachers psychological and pedagogical training to fulfill educational activities contribute to effective implementation of the proposed model

Further researches should be focused on the identification and justification of such pedagogical conditions of students' professional education model realization, as: development of mechanisms of different profile High School

students professional education; the requirements determination to the High School educational environment structure and contents; scientific-methodical maintenance development of High School teachers training to fulfill students education.

Corresponding Author:

Associate professor Yoldyz Nailevna Ganieva
Institute of Technology
Branch of Ulyanovsk State Agricultural
Academy named after P.A. Stolypin
Dimitrovgrad, 433511, Russia
E-mail: yoldyz.ganieva@mail.ru

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