

Lifelong learning as an actual strategy of higher professional education modernization in Russia (in case of speech therapy teachers' training)

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Abstract. This article describes the main lines of implementation of the new strategy of development of the higher professional education – "lifelong learning" – within the framework of formation and development of the contemporary model of a higher education institution, the primary task of which is integration of education into science and production, and its orientation to the globalizing international labor market. Stating that in Russia, like in the leading European countries, the paradigm of lifelong learning is a strategic line of the education policy, the authors provide a constructive analysis of the educational activity of the Institute of Pedagogy and Education of the Kazan (Privolzhski) Federal University, which is an innovative center of technological development of the region implementing the primary task of integration of education, self-education, and research activity of students based on the analysis of the social order and requirements of the international education market within the framework of competent specialists training.

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Introduction

In the circumstances of modernization of the Russian professional education, formation, and development of the contemporary model of higher education institutions as innovative centers, which are able to quickly change their structure depending on the changes at labor markets and at the same time to adjust their education programs and scientific research to solve the problems of particular production lines, which requires new approaches to its structure and management [1]. Its primary task is to integrate education into science and production and orient it to the globalizing international labor market. This determines the necessity to search for the most optimal mechanisms of expanding the access to education through reinforcement of mechanisms of knowledge distribution by means of interconnected networks of innovative technology for all categories of citizens who are able to learn and improve themselves during their whole life and who wish to master new knowledge and competencies in order to raise their social and professional status [2].

Being a reaction to the changes taking place, a new strategy has formed – the strategy of development of the higher professional education "lifelong learning", which is understood by the European Union countries as "any purposeful training carried out on a permanent basis with the purpose of improvement of knowledge, skills, and competences required for personal and social development and/or employment" [3]. Its objective is to provide people of any age with equal and open access to the

opportunities of high quality education and various types of education process across Europe. It ensures compliance of the system of professional education with the requirements of the dynamically developing international education and labor market. As a consequence, the destination of education is changing, as according to the new provisions of this strategy, it proceeds to a higher level and provides every person with the opportunity to make his choice of the life path, assumes combination of particular professional knowledge and skills thus satisfying the requirements of individual development, forming civil attitude and moral mindset.

Methodology

The comparative analysis of the theory and the practice of the permanent education arrangement has shown that formation and development of the Concept of Lifelong Learning in the domestic and foreign pedagogy is primarily determined by historical and pedagogical prerequisites represented by philosophical theories and pedagogical models [3]. The model of continuous education is worth special attention. Because within the framework of this model, the key provisions of the lifelong learning strategy were formed and tested [4].

The next prerequisites are the socio-economic ones, which are determined by the goals and objectives of development of the unified education space that includes the society and the economy based on the knowledge, the Bologna process, the world trends of internationalization,

convergence, and globalization of higher education [5]. The third group includes the professionally determined prerequisites including the establishment of a European structure and qualification framework, the system of key competences inspiring the necessity of lifelong learning of every citizen of united Europe.

As a general strategy of education development and reflection of the growing understanding of the importance of their role and education of the population for successful development of the society and its citizens, the Concept of Lifelong Learning was developed and officially adopted by UNESCO in 1970. And in 1972, UNESCO issued the report "Learning to be" by E. Faure, which stated the importance of education for fully fledged development of a human and expressed the idea of the necessity of far-reaching re-thinking of the education role in the society [6]. Initially, implementation of the lifelong learning strategy was based on two cornerstones: extension of the after-essential, additional education of adults and organization of an appropriate system oriented to covering the whole life of a human, all if its aspects within the framework of educational institutions [7]. This variant treated education only as a systematically arranged institutional subject, which did not take into account opportunities of learning outside education institutions (except for the conservative dual system) [8].

Body of the work

In the contemporary aspect, the lifelong learning is considered as a complicated process including goal-oriented educational activity within the framework of formal, non-formal, and informal education, which activity promotes acquisition of knowledge, skills, and professional competences targeting personal, social, and professional development [1]. Its innovative concept is to move education beyond the frames of education institutions, provide for the opportunity to receive education using formal, non-formal, and informal education methods, interaction between knowledge acquired at the initial stage and knowledge acquired at later stages as well as between the theoretical and practical knowledge. Besides, it also includes the option to remove teachers thus actualizing the role of self-education of students, while forming their cognitive and educational needs, orienting them to formation of professional competences and their updating during the whole life. These provisions represented in the Concept of Lifelong Learning bring it to a higher level, which makes it different from the Concept of Continuous Learning.

The provided analysis of the process of modernization of the higher professional education in

certain European countries and Russia has shown that lifelong learning, while being a timely strategy of development of the higher professional education, is accomplished in several basic directions, which include formation of key competences by providing diversified education programs; integration of general education and professional disciplines within the framework of education programs; ensuring flexibility of the education organization by providing the opportunity to change the general education path for the professional one and vice versa; the connection between various professional paths using modular education and "mixed" courses; increasing the share of on-the-job education; developing mechanisms that would provide the opportunity to receive further education during the whole life; extending access of adults to education programs during their whole lives [9].

It needs to be mentioned that in Russia, like in the leading European countries, these paradigm of education is the strategic line of the education policy. However, development of the lifelong learning concept is impossible without encouraging people to study; therefore, the prerogative of a modern higher education institution is the formation of both students' and teachers' readiness for lifelong learning, which we consider an integrated neoformation ensuring orientation of a person to continuous education, self-education, and research activity and improvement of professional competences, which allows it to stay competitive and in demand in the changing labor market. The comprehensive research of theoretical aspects of the problem of formation of readiness for lifelong learning, which we carried out, gave reasons to conclude that this problem will be successfully solved in case of integration of education, self-education, and research activity of students based on social order and requirements of the international education market and application of interactive technology in the course of study.

Without claiming the judgment to be complete and final, we are going to try to analyze the system of training of speech therapy teachers and special psychologists of the department of special psychology and corrective pedagogy of the Institute of Pedagogy and Education of the Kazan (Privolzhski) Federal University, which is a higher education institution of federal scale conducting its activity in compliance with the Program of Development in 2010-2019 approved by the Government of Russia, which implements the top priority lines of the new education strategy of lifelong learning.

In general, reformation of professional education of speech therapy teachers in Russia is oriented to extension of the set of skills learnt by the future speech therapy teachers by providing them with

extended training courses and forming key competences necessary for their professional activity; to integration of education programs with the purposes of forming skills required by various spheres of professional activity (so-called "transferrable" skills), as well as social skills necessary for a person in his life and work regardless the selected educational path (general or professional education); to integration of general and professional disciplines within the framework of education programs (by introducing basic courses in the foreign language, mathematics, natural sciences, etc.); to ensuring flexibility of organization of the training of speech therapy teachers by providing the opportunity to change the general education path for the professional one and vice versa, as well as the connection between various professional paths using modular education and "mixed" courses; to ensuring more active interaction with corrective education institutions and to increasing the share of on-the-job education of speech therapy teachers in the higher professional education and learning; as well as to developing education based on competences; to developing mechanisms that would provide the opportunity for graduates of higher education institutions to receive further professional education during the whole life; to decentralization of the management of the education system, which would allow more comprehensive accounting of local needs; and to developing mechanisms of ensuring the required level of quality within the whole system; to extending access of adults to the lifelong professional education and learning programs, which either provide the opportunity (the so-called "second chance") to master the speech therapy teacher profession, or help to find a job of a speech therapy teacher, or improve chances of unemployed people for employment, or give the opportunity of learning new modules within the framework of lifelong learning.

The positive feature of the modern speech therapy education at the Institute of Pedagogy and Education of the Kazan (Privolzhsky) Federal University is the training of speech therapy teachers proficient in adjacent spheres of activity. Theoretical knowledge is facilitated with pedagogical practical work, which students of 4th and 5th years go through at specialized residential schools for children suffering infantile cerebral paralysis (type VI) and for deaf and hard of hearing children (type II), and at the school for children suffering severe speech disorders (type VII) [2].

The department of special psychology and corrective pedagogy has purchased equipment under the Program of Development of the Kazan Federal University in 2010-2019 and founded the Lekoteka educational speech therapy laboratory. Theoretical substantiation and development of the Lekoteka

model was carried out as a variation form of pre-school education in the circumstances of inclusive space for children who had special education demands [10, 11]. Starting with the first year, students attend lectures and practical classes held by teachers of the department at the premises of Lekoteka. Also, every teacher of the department is the head of a scientific circle in the educational speech therapy laboratory, where students work on certain scientific problems, collect materials for graduation theses, term theses, and scientific articles. Every year, the Department of Special Psychology and Corrective Pedagogy holds the International Scientific and Practical Conference of Students and Postgraduates "Urgent Problems of Special Psychology and Corrective Pedagogy: Research and Practice", following the results of which they publish a digest. Within the framework of the elective courses, the methods of organization of educational and cognitive activity that are most extensively used by teachers are the method of projects, the case method, the brainstorm method, the method of dealing with algorithmic prescriptions, and simulation and non-simulation games [12].

The Department of Special Psychology and Corrective Pedagogy actively supports the idea of lifelong learning, i.e. teaching everything to everyone everywhere and at any age. In 2010, they developed an education program and took in students for the specialty 050700.62 "Special (speech therapy) education, the education profile: speech therapy (second higher) education". In 2012, there was an intake for parallel education in the speech therapy specialty. Students who have successfully ended the first year are admitted to the specialty 050700.62 "Special (speech therapy) education, the speech therapy specialty, part-time education form". This allows students to acquire two higher education degrees within four years.

Researchers have stated that assimilation of knowledge by students and learning how to apply it in the course of self-education and research activities are two sides of the same process, as more complete and deeper understanding of their subject matters takes place in the very process of knowledge application. The correlation of education activity with unassisted activity, which includes both self-education and research activities, is especially important at the transition from the assimilated system of concepts and scientific laws to their practical application. Teachers of the Department of Special Psychology and Corrective Pedagogy arrange multiple events, which promote improvement of the level of proficiency of speech therapists, psychologists, and teachers dealing with children who have specific education demands: the All-Russian competition "Vector of Success - 2013: the Best Developed Study Guides and

Corrective Lessons in Speech Therapy and Special Psychology", scientific and methodological seminars, and scientific and practical conferences.

Conclusion

Thus, one of the innovative lines of implementation of the lifelong learning strategy is the integration of the education, self-education, and research activity of the future speech therapy teachers not only in the course of education at a higher education institution, but also in the course of on-the-job training. This line ensures correlation of the theory of education with the unassisted work of students, which forms the readiness for self-education and creates the base for lifelong learning, the opportunity to permanently advance ones qualification, and, if necessary, retrain, be a conscious and active citizen and a skilled specialist, competitive in the international education and labor market.

Summary

The fulfilled research has given reasons to make the following conclusions: The formation and development of the new education Concept of Lifelong Learning has been determined by the existing theoretical and methodological, socio-economic and profession-related prerequisites and carried out based on the accumulated theoretical and practical experience of continuous education organization. As a result of the fulfilled constructive analysis, the subject matter and the essence of the "readiness for lifelong learning" concept have been determined. In the course of the comprehensive research of theoretical aspects of the problem, it was revealed that this problem would be successfully solved in case of integration of the education, self-education, and research activity of students based on social order and requirements of the international education and labor market.

Thus, our research has contributed to the solution of the problem of formation of readiness for lifelong learning of future speech therapy teachers. At the same time, it is not the final one and opens new horizons for further study of the implementation prospects of the lifelong learning model and use of the experience of the EU countries in the circumstances of modernization and globalization of professional education in the unified European education space.

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