

Humanitarian expertise of the personalized model of supplementary professional education of the educational establishment principals

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Abstract. The article discusses the experience of humanitarian expertise of the personalized model of supplementary professional education of the educational establishment principals. It demonstrates an attempt to withdraw from the regular clichés of professional competence "assessment" to the humanitarian expertise of professional difficulties of those, studying within the conditions of supplementary professional education. The authors propose the construction of humanitarian expertise on the basis of K. Rogers's "understanding" methodology using three basic ways of acquiring knowledge: subjective cognition; objective cognition; interpersonal cognition. The presented experience of humanitarian expertise implementation, according to the authors, is an effective mechanism for humanitarian designing educational process in the system of supplementary professional education of educational establishment principals: the definition of conceptual approaches to the selection of the supplementary professional education content; choice of effective technologies for adult education; definition of appropriate diagnostic tools for tracking the results of supplementary professional education.

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Introduction

The personalized model of supplementary professional education of the educational establishment principals is considered by us in the context of humanitarian paradigm of education, which, as a core value, considers a particular person in the context of his interior space, the specifics of individual cognition progress, the multiplicity of his personality readings.

Relying on the researches of V.I. Slobodchikov [1], the humanitarian quality within the conditions of personalized education model is regarded by us as the true human nature, and accomplishment – as a reference to the human person, as a practice of "doing" a human, practice of becoming human in all his or her human qualities.

Actually, the "human" is not inside the individual, but within the space of human relations, alliances, collectivities. In connection with what humanitarian quality under the personalized advanced training model conditions provides a turn towards the individuality of a learner through strict observance of his or her rights, freedoms and interests, his or her needs and the development of skills, that is provision in each studying individual for his or her subjectivity as a need for and ability to self-controlling, self-regulating, self-organizing, and self-determining behavior.

In the institute, there is effectively developing a proposed by S.V. Maslovskaya [2] idea of designing cultural-anthropological practices of a teacher, which

both enables a substantive content for the model of designing supplementary professional education for a teacher itself, and concentrates in itself the key ideas of human livelihoods, namely:

- reliance on the legal status;
- inclusion into the processes of cultural identification;
- provision for the integrity of the body-soul-spiritual organization;
- nomination of freedom as the main human characteristics;
- provision of the diversity of pedagogue opportunities that implement independence of the subject in the choice of his or her development strategies within the culture.

Subjectivity of a studying person in the system of supplementary professional pedagogue education, according to E.R. Saitbaeva, is achieved in the process of self-determination of the studying individuals – principals of the educational establishments and is characterized by the intensification of humanizing properties of consciousness and activity of studying individuals, conceptualizing personal senses of professional work, increasing the autonomy of professional and personal choice [3].

We share the view of S.L. Bratchenko concerning the fact that invariant and the starting point in the study (expertise) of the quality of personalized advanced training model are the criteria of welfare and

development of studying persons, which should identify the real impact of educational practices on the individuality of the studying ones and its development, to reveal "personal price" [4] of the achieved results. Humanitarian expertise of the personalized advanced training model will be a humanitarian reflection on the correlation of specific personalized educational practices of supplementary professional education with the humanitarian (universal) values.

Main part

In general scientific context, an "expertise" notion is defined as:

- performed by the experts studies of any issues or solutions that require special knowledge [5];
- research and the establishment of such facts and circumstances, determination of which requires special knowledge in any science, art, craft or industry [6].

Expertise as a humanitarian technology of surveillance, description, classification, as well as of the search for change possibilities is not possible without respect for the ethical dimension, i.e. the risks of humanitarian technologies usage in modern anthropology that exist today in many fields of modern researches, in particular – biomedical [7] and social [8] ones.

We share the scientists' viewpoint that the practice of using humanitarian technologies as means of manipulation should cause a cautious attitude to itself. In the educational practice of supplementary professional education, we are guided by the understanding that humanitarian technologies of manipulating human behavior and consciousness must undergo humanitarian expertise, should be meaningful, have the necessary options and not to be inevitable.

In this connection, for our study important is the position of F. Fukuyama who defines the modern humanitarian technologies as freedom technologies [8], where the freedom is associated with the expansion of human possibilities, with a possibility of choice in the situations, in which a person has never before taken any decisions, or in which nothing has ever depended on this person. It is very important not to impose to an individual this or that choice, although, of course, it is possible to fully avoid impact here, but we can talk about a "soft" impact, without direct coercion.

In designing humanitarian expertise of quality of the personalized model of advanced training, we used the "understanding" methodology of K. Rogers, which is based on the three ways of getting knowledge [9]: objective cognition, interpersonal cognition, subjective cognition.

Expertise of quality of the supplementary professional education is now one of the most urgent ones. By the quality of supplementary professional education, we understand the integral characteristic, reflecting degree of conformity of the real educational outcomes to the regulatory requirements (objective cognition), social (interpersonal cognition) and personal expectations (subjective cognition).

As diagnostic tools for tracking the results of supplementary professional education we use quality monitoring. The main purpose of monitoring is to diagnose the socio-pedagogical and educational situation in the space of supplementary professional pedagogical education, including social reflective quality assessment of the professional development system for general education specialists; course study results; course training process.

The main carriers of the investigated problem became the listeners of the advance training courses, which were seen as an object of study. Subject of the monitoring study was combined from the relationships and value judgments of the subjects of supplementary professional pedagogical education. The objectives of the monitoring study included: organizing and conducting primary sociological information collection; processing and interpretation of statistical and sociological information; generalization of the results, development of conclusions and recommendations; preparation and execution of the analytical report.

Quality of the supplementary professional pedagogical education as a system is revealed in the monitoring according to parameters: information awareness of consumers as for the establishment of advanced training; motivation to learn the system of supplementary professional education; professional request to study issues and educational services; social prestige and recognition of educational establishments of supplementary professional education.

To evaluate the quality of educational outcomes there was foreseen a measurement: the main result of training; achieved level of qualification; practical significance of personal educational achievements.

Study of the quality of learning process in the system of supplementary professional education [10] is based on the following indicators: the educational process; the intensity of the educational process; novelty of the course content; compliance of the educational program hours volume with the goals and objectives of course preparation; satisfaction with interpersonal relationships; satisfaction with living conditions; satisfaction with training in general; effectiveness of learning technologies.

When designing the monitoring tools, there are used the following indicators for assessing the

quality index of supplementary professional education: the prestige of the advanced training establishment; novelty assessment of the learning content; organization and pedagogical learning environment; system of interpersonal relations; the main result of training; practical significance of the knowledge; satisfaction with training in general; satisfaction with living conditions.

In search of subjective cognition criteria within the conditions of personalized model of advanced training for educational establishment principals, our interest was aroused by the concept of J. Byudzhenal, which interpretation in our study was based on the following premises for determining subjective cognition factors of the educational process subjects, in which it lives most authentically: the world of subjective experiences ("personal" reality); psychology of human existence (inner life) [11].

The main components of the subjective reality are the problems of emotions, will, human values, feelings of threat and emotional mobility, selfness and human relations [12]. Complexity of the subjective world study, according to researchers, is determined by the need to objectification. For our study, the researchers thought important that the person can resist objectification, but when human resistance is broken, the man himself appears to be also broken.

Working with an audience of managers in education, that is, mature, critical, independent people, with their existing views, values, and personality, having a rich life, professional, academic and managerial experience, requires a special strategy. Subjective cognition in the conditions of humanitarian expertise of the personalized advanced training model, in our opinion, should be associated primarily with the following statements:

- Is the advanced training system able clearly enough to understand the real needs and interests of consumers of educational services, their motives and requests?

- Is the system of advanced training ready to design additional vocational education so that every customer of educational services could find something useful and applicable for solving professional and / or life problems?

- What can the system of advanced training give to adults – except that they themselves can learn from books or other sources?

- How exactly a teacher who works in the advanced training system can be interesting for this particular audience, what are his resources, strengths, and dissimilarity from other teachers?

- Does a teacher, working in the advanced training system for management personnel, possess his own position on the issues, what is it, and is it

justified or not? What values does he actualize and stands for, what is their meaning?

- What means of enabling resource of individual experience, knowledge and abilities of learners themselves are possessed today by the system of advanced training?

- Is the system of advanced training ready today for the diversity of opinions and assessments of individual adult learners?

- Can the system of advanced training today be open and flexible, but not lose its position?

Work of such kind allows both diagnostic and developing possibilities [13]. However, the objective context is possible in obtaining comparative data between the "self-esteem" and "assessment", where the "assessment" appears to be a monitoring of customer satisfaction with educational services.

State of the system of supplementary professional education for pedagogical staff in Russia in 2014 is characterized by:

- increased competition in the system of supplementary professional education in connection with the release of the Federal Law "On the contract system within the sphere of procurement of goods, works and services for state and municipal needs" [14];

- introduction of new concepts related to the principles of the contract system, where particularly important, in our opinion, are the following issues: the principle of competition, which involves creating "equal conditions for its implementation between the participants of procurement"; compliance with the pricing and non-pricing competition between the participants of the educational services purchase-sale process.

Contrary to this position, more often there appears a dangerous model of purchasing educational services of advanced training and professional retraining of pedagogical staff. The main criterion for today in this area is the price for the service. That price affects the amount of additional training program content and format of its implementation and results provision. Analysis of current models of advanced training offered in large quantities, revealed the following problems:

- prevalence of transient, more distance learning courses without prescribed level of responsibility for the results by the parties;

- implementation of additional training program content is not dependent on the duration of courses (from 16 to 612 hours) on weekends, that violates the rights of teachers to rest;

- implementation of additional professional programs by the educational establishments, non-specialists in the fields;

- lack within the curricula of additional professional programs of mandatory certification procedures provided by the latest regulating documentation for additional vocational training ("Order of the organization and implementation of educational activities for additional professional programs") and identifying an objective assessment of the quality of educational services system of supplementary professional education.

However, as we have seen, the principles of non-price sale of educational services do not work today, as they appeared for the modern educational practices of supplementary professional education to be very intensive and serious. This problem could be solved by the creation of regional regulatory acts stipulated by the legislation [14] (Article 19) and suggests the "rules for limiting service requirements and price limits".

Conclusion

The result of our study was to develop the requirements for implementing the personalized model of supplementary professional education of pedagogical staff, which will ensure its stability, effectiveness and relevance:

- orientation of the content of advanced training and professional retraining courses for real modernization, educational practices, for which an educational establishment or a private entrepreneur should possess apprenticeship sites, which content should have passed professional expertise;

- in additional vocational programs there should be designed different types of diagnostics in accordance with the "Procedure for the organization and implementation of educational activities for supplementary professional programs": input, current and certification ones, ensuring the achievement of the objective quality of supplementary professional education;

- customer of the education services should receive different types of educational support provided by an supplementary professional program (remote materials, forums, individual materials, etc.);

- the result of the supplementary professional program should be a sufficient level of development of basic competencies of teachers, in connection with which, in the course of educational activities there should be organized measurement of basic competences, provided an analysis of their status and identified the ways to improve this work.

All non-price indicators should apply to all educational establishments implementing

supplementary professional programs, and only then we can expect positive results in the system of supplementary professional education.

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