

Training and retraining of psycho-pedagogical personnel in a competence-based approach

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Abstract. The article makes the case for the psycho-pedagogical personnel training and retraining under the higher vocational education, when implementing the competence-based approach. Basic conceptual and substantive aspects for the professional competencies formation and improvement among students in academic and extracurricular (educational) work, as well the teachers in the post-degree education in the FSBEI HPE “Priamursky State University named after Sholom – Aleichem”.

[Shklyar N.V., Emelyanova I.A., Borisova E.A., Karynbaeva O.V., Dunaeva E.S. **Training and retraining of psycho-pedagogical personnel in a competence-based approach.** *Life Sci J* 2014;11(12s):501-505] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 108

Keywords: training, retraining, bachelors, masters, educators-practice, post-degree education, competence-based approach, higher education

Introduction

At the present stage the Russian education modernization assumes improving the quality of vocational training of specialists on the basis of its fundamental nature conservation and compliance with the relevant needs of the individual, society and the State, as well updating of education on the competency basis by enhancing its practical orientation.

The new trends in the modern education development, such as: introduction of the Federal State Standards of Higher Vocational Education, new directions, selection of training profiles, new approaches and forms in the educational process, make high demands on the psycho-pedagogical personnel training and retraining [1], [2], [3], [4].

The psycho-pedagogical personnel training and retraining in the FSBEI HPE “Priamursky State University named after Sholom – Aleichem” considered in our study is one of the rational ways to solve this actual problem in Birobidzhan and the Jewish Autonomous Region, the solution of which will ensure the training and retraining of experienced, professionally competent, competitive teachers, psychologists, and educators, who are ready for implementation of psycho-pedagogical support of children and pupils in the educational space.

The competence-based approach assumes the qualitative changes in the goal-setting issues, in the content development and evaluation of results. By applying the competence-based approach principles, the higher educational institution does not only create conditions for the acquisition of expertise, knowledge and skills, but also encourages a student to realize his potential opportunities, and prospects for the personal and professional growth [5], [6], [7].

The theoretical bases of our study determined the setting of its goals, objectives, common logic, and organization technology and presented as the generally accepted in the national Psychology and Pedagogy by the following provisions:

Theory of vocational training of pedagogical personnel (V.A. Slastenin, V.E. Tamarin, V.V. Kraevsky, et al.);

- Concepts of professional education (R.M. Asadullin, P.A. Atutov, S.Ya. Batyshev, A.P. Belyaeva, M.N. Berulava, L.A. Volovich, L.I. J.I.H. Gure, G.I. Zhelezovskaya, G.I. Ibragimov, V.A. Komelina, G.V. Mukhametzyanova, F.L. Ratner, I.M. Tyazantseva, N.F. Talyzina, E.V. Tkachenko, O.L. Shabalina, et al.);

- Concepts of pedagogical education (V.I. Andreev, G.A. Andreeva, R.A. Valeeva, E.M. Ibragimova, V.P. Kovalev, B.T. Likhachev, O.G. Maximova, A.V. Mudrik, Z.G. Nigmatov, A.M. Novikov, V.A. Sitarov, V.A. Slastenin, R.A. Fakhrutdinova, S.N. Fedorova, V.G. Khisanova, E.N. Shiyarov, et al.);

- Theory of prediction, modeling and design of educational systems (V.P. Bepalko, I.V. Bestuzhev-Lada, B.S. Gershunsky, V.V. Kondratev, N.M. Shvetsov, et al.);

- Concept of the learner- developmental approach to the study of the teacher’s professional work (V.A. Livitan, L.M. Mitina, E.R. Saitbaeva, et al.);

- Concept of the teacher’s personal and professional qualities formation (A.D. Azbukin, V.P. Kashchenko, N.M. Nazarova, et al.);

- Theory of a systematic approach to the study (V.G. Afanasev, I.V. Blauberg, V.N. Sadovsky, V.N. Filippov, E.G. Yudin, et al.);

- Theory of the activity approach to the educators retraining system construction (A.N. Leontev).

Deep and comprehensive analysis of studies offers the viable opportunities to form and improve the professional and personal competencies during the training and retraining of psycho-pedagogical personnel.

Within the educational process the professional competence of future teachers is formed on the basis of the Federal State Educational Standard of higher vocational education (FSES HVE), realized in the curricula and programs. According to V.A. Shershneva, Weitz M competence-based model meets objectively both the social expectations in the field of psycho-pedagogical education and the interests of participants in the educational process. The complex of general scientific and professional competencies aims at realizing the ability to apply knowledge, skills and personal qualities by the future teachers in their further independent professional activities [8], [9], [10].

Main body

As pointed out by N.V. Shkliar, the main condition of forming the professional competence of students is the inclusion of them into the educational and practical activities. The educational activity is an important part of the basic educational program, which is organized within a holistic teaching and educational process. It assumes the active participation of students in the educational process taking into account the main types of future professional activities: diagnostic and analytical; advisory; educational; correctional and development; outreach [11].

Priamursky State University named after Sholom – Aleichem is the leading scientific and educational center in the Jewish Autonomous Region. Prepared on the basis of its professionals, as well as bachelors, masters of general and special Pedagogy and Psychology carry out their professional duties successfully not only in our region, but also in other regions of the Far East and beyond.

At the Faculty of Pedagogy and Psychology – in the Center of pedagogical education of “PSU named after Sholom – Aleichem”, in accordance with the FSES HPE the training of bachelors is carried out in the following directions: 050700.62 Special (defectological education), profiles: Oligophrenopedagogy, Psychology for Special Needs, Psychology and pedagogical support of education of children with disabilities, Speech-language pathology; 050400.62 Psychological and Pedagogical Education, profiles: Educational Psychology, Psychology and Pedagogy of early childhood education; 050100.62

Pedagogical Education, profiles: Elementary Education and Computer Science, Elementary Education and Russian language, Preschool Education; 030300.62 Psychology, profile: General Psychology. Training of undergraduate students is carried out in full-time and part-time education forms.

The second level of higher education with the special professional specialization is the Master's programme, which prepares the specialists capable to solve the most complex tasks of their professional activities. The competence-based model of masters' preparation differs with a high pragmatism and predictive, and is focused on the perspective psycho-pedagogical education development.

Qualitative preparation of masters provides such conditions as: presence and high performance of educational and methodical documentation that ensures the implementation of basic educational programs at a particular level of higher education; optimal combination of fundamental and practice-oriented components of training processes; including scientific research and curricular practical trainings.

The training of masters is carried out in the following directions: 050700.68 Special (defectological education), Master's programmes: Psycho-pedagogical support of the special educational needs of children with disabilities; Innovative technologies in the special (defectological) education; 050400.68 Psychological and Pedagogical Education, Master's programmes: Psychology and Pedagogy of Education, Spiritual and Moral Education; 030300.68 Psychology, Master's programme: Personality Psychology; 050400.68 Vocational Education, Master's programme: Innovative Vocational Education; 050100.62 Pedagogical Education, Master's programmes: Educational Management, Pedagogical Innovation Theory.

The competence-based approach focuses on the results of students' preparation to the pedagogical activity. The formed set of competencies at students should be oriented to the semantic component of the pedagogical activities leading types. It's necessary to form such competencies that arise as a result of specially initiated training activities. Only in this case, the students are able to build their own individual pedagogical activities adequately to the challenges of our time.

The competence-based approach promotes the subjective student's formation. By the definition of S.V. Mazova and Philip G. Altbach the subjectivity as a pedagogical phenomenon is an axiological personality characteristics, disclosing in the productivity activities, in the value-semantic self-organization of behavior and creative life of the student, regardless of the selected professional specialization direction [12], [13].

However, as it was noted by I.A. Emelyanova, the problem of difference between the sufficiently high level of mastering by students of subject theoretical knowledge and the significant difficulties to use them in practical activities remains relevant in the higher vocational education. Based on the understanding the competence is a result of education, I.A. Emelyanova considers that the educational process in the university must be transformed so that the trial, actually existing professional pedagogical situations, actualizing the manifestation of subjective qualities, which will demand a subjective experience and contain a sufficient potential of students' subjectivity manifestation, in which the future teachers could implement the professional pedagogical competencies, were already occurred at the University. Introduction in educational process of professional pedagogical situations allow you to form the basic professional competencies in the field of diagnostic and consultative and correction pedagogic activities at the future teachers, promote their subjective formation [14].

When implementing the basic educational programs of bachelor and Master's programme the Section "Training and Manufacturing Practice" is mandatory and represents a type of training sessions, directly addressing the practical and vocational training.

The high professional level of students cannot be provided outside the context of an educational institution with the profile institutions. Priamursky State University named after Sholom – Aleichem fruitfully cooperates with the preschool and school educational institutions of the city for many years. This cooperation is most clearly seen in during passage of practice by students, which is an important element in the preparation for independent practical activities.

During your practice you form the professional and pedagogical, scientific and research skills, the basics of personal qualities of future teachers are laid, the pedagogical thinking and creative approach to the professional activities develops. During the practice the theoretical and practical training of students to independent work in various educational institutions, and their level of scientific training on general and special Pedagogy and Psychology are verified.

E.A. Borisova indicates that the practical work with children and pupils shall be start with the separate fragments of individual and group classes and lessons. Then you can perform the full group classes and lessons. This sequence in the preparation of students allows you gradually put them into the process of interaction with children and pupils, study

and take into account the specifics of organization and content of the education, correctional and development and educational work, form the competencies required for the subsequent independent professional activities. Such an approach to preparing students for the future professional activities allows solidifying their theoretical knowledge and implementing their practical refraction, and equips them with the professional and pedagogical skills. All mentioned above provides the competence-based approach and activity character of education [15].

In the transition to the new educational standards the higher school lays not only the profession foundation, but also develops the creative abilities, provides the social mobility and competitiveness.

Extracurricular (educational) work at the university is a subsystem of complete pedagogical process, which is an important component of the professionals training quality.

The educational work with the students of Priamursky State University named after Sholom-Aleichem is based on the concept of extracurricular (educational) work (hereinafter the Concept), which represents a set of key provisions, reflected the goals, objectives, directions and forms of extracurricular (educational) work in the university [16].

The specifics of extracurricular (educational) work of the Priamursky State University named after Sholom-Aleichem is determined by the role of the University in the educational space of the Russian Federation and the Jewish Autonomous Region, and features of modern student community.

According to E.S. Dunaeva, the basic condition for the students' professional competence formation is their participation in activities: educational and professional or vocational. Organization of the extracurricular process activities - is an additional opportunity to improve the practical vocational training of future teachers [17].

E.S. Dunaeva notes that the objective of extracurricular (educational) work is to create in the university an educational space able to develop and maintain such educate system, which, under the control action of educative medium and with the direct student motivation, will lead to the maximum results of extracurricular (educational) work, achieving the objectives of all participants in the extracurricular (educational) process. To achieve the objective of extracurricular (educational) work with students, it's necessary to solve the following tasks: to create the educational space of the university as a necessary and effective mechanism for student community fulfillment; to promote the effective interaction between the subjects of such educational space; to help increase the motivation of subjects of such

educational space in the University; to form the civic position and patriotic consciousness, legal and political culture; to ensure the development of personality and its social and psychological support; to form the personal qualities required for the effective professional activities; to ply with skills and abilities to management a team in various forms of student government; to preserve and enhance the historical and cultural traditions of the university; to acquaint with the university spirit, to form the feelings of university corporatism and solidarity; to strengthen and improve the physical condition, the pursuit of a healthy lifestyle, to instill a zero tolerance with regard to the antisocial behavior [18].

Respectively, the extracurricular (educational) work is an integral part of specialist training in the university, and can form the professional and personal professional competencies at students.

The perfection of professional and personal competencies of practicing educators is possible in the post-degree education as well. This issue is covered in the works of A.V. Darinsky, E.A. Zakharova, Yu.N. Kulyutkin, T.Yu. Lomakina, A.K. Markova, V.I. Nefedova, V.A. Slstenina and other specialists.

According to O.V. Karynbaeva, the choice of forms and determination of content specificity of the professional competence increase in the post-degree education depends on the need to form the competencies. In working with the pedagogical staff the author suggests using both traditional and active forms of work [19].

In the FSBEI HPO "PSU named after Sholom – Aleichem" the work on retraining the psycho-pedagogical personnel is implemented in the form of group counseling that are focused on the modernization of the general and special education system. Their main objective is to form a system of knowledge about the present stage of the general and special education development among the educators.

The participation in the regional educational and methodical workshops for the practicing educators of educational institutions of the city, district and region facilitates the exchange of opinions in the context of pedagogical integration, solving the actual problems of modern education.

One of the indicators of professional competence of teachers is their self-education skills, due to that we pay a special attention to this form. While planning your work, you shall take into account the difficulties and needs of teachers. For this purpose you shall preliminary held the individual consultations, interviews, observation on the lessons and in the educational work organizing with the subsequent analysis. In the work on self-education you shall provide such forms as analysis of the

psychological and educational literature, followed by the preparation of reports and speeches at seminars, visiting trainings, colleagues' classes, and analysis of your own classes.

The participation of teachers in the scientific and practical conferences promotes the development of their research competence that involves the ability to study, design and implement a learning process using the innovative technologies.

With forces of the higher-education teaching personnel of departments of the Pedagogy and Psychology faculty in the Center of pedagogical education of the University programs to improve the implementation of specialized qualification and professional retraining of educators in the educational institutions is systematically carried out in Birobidzhan and the Jewish Autonomous Region. Each program consists of four main modules: "Psychological aspects of children and pupils development", "Pedagogical aspects of children and pupils accompaniment in the educational space", "Methodological aspects of the teaching and educational process organizing", "Modern innovative technologies in education" [19].

The use of designated forms and methods of work allows educators to be in situations that require the self-determination from them, designation of their professional problems and difficulties, and finding ways to solve them, which contributes to their transition from the object of vocational training into the subject of their competence improving.

Findings

Considering the special importance and complexity of the problem under consideration, at the Faculty of Pedagogy and Psychology - in the Center of pedagogical education of "PSU named after Sholom – Aleichem", we pay a serious attention to the formation and improvement of the professional competencies of educators. The psycho-pedagogical personnel training and retraining is one of the possible ways to achieve the main objective of the higher vocational education, which is a qualitative preparation of competent professionals through the innovative educational technologies within the regional aspect.

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7/13/2014