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**TEACHER TRAINING FOR THE LEADING ACTIVITY IN THE
CONDITIONS OF SMART EDUCATION**

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Abstract

The evolution of modern society is influenced by a variety of very diverse factors. In recent decades, as the most important components of the transformation of the geopolitical and socio-economic situation is increasingly seen contradiction between the stable and growing need of people in energy, raw materials, etc. In this regard, individual states have realized the relevance and prospects of smart technologies, goods and services as a long-term and strategically valuable vector of social development, the need for comprehensive research of which is of great scientific and practical importance. The changes in modern society require radical changes in all spheres, including the sphere of education. For the development of education, the influence of human capital is not enough. It is necessary to change the educational environment itself, and the transition to SMART education should be implemented. This makes the problem of improving the preparation of students for pedagogical work and raising the level of professional skill of teachers in the system of postgraduate education especially important. The article considers the training of pedagogical personnel for leading activities in the conditions of the modern educational environment of higher educational institutions. The concepts and main components of SMART education are revealed. The results of approbation of the proposed program of professional training of pedagogical personnel for leading activities in the context of SMART are presented.

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Keywords: Teacher, activity, management, SMART EDUCATION.



1. Introduction

The problem of teacher training improvement for the leading activity is caused by economic and sociocultural changes in the Russian society. Today education, in its relation with science, becomes more powerful driving force of economic growth, increase in efficiency and competitiveness of the national economy. People began to study differently, with use of opportunities of modern computer technologies, especially Internet resources. There are a number of the objective reasons promoting paradigm shift of modern education.

The majority of the modern developed countries advance the concept of Smart within development not only education systems, but also all economy in general.

Three main ideas are the cornerstone of this concept: mobile access – a possibility of receiving all types of digital services in any place of the world, at the same time these services have to be focused on each user individually; creation of new knowledge – any country won't be able to develop without constant "supply" with new knowledge, they are the engine in the course of modernization of national economy; creation of Smart of an environment – the Smart environment allows, stimulates emergence of informative and communicative developments and serves as one of the main ideas on which the idea of "clever" economy is based (Shaydenko, 2014; China International Distance Education Conference, 2014).

Transition of the educational organizations to SMART EDUCATION is one of the most important directions of the future changes. It includes: creation of the flexible and open environment of training, use of gadgets, open educational resources, control systems. In the Federal Law of the Russian Federation from 12/29/2012 year No. 273-FZ (the edition from 5/7/2013) "About education in the Russian Federation" in Art. 15, 16 have designated basic provisions of a network form of implementation of educational programs with application of electronic training and remote educational technologies.

Implementation of educational activity on the Internet based on the general standards, technologies and agreements established between network of the educational organizations and scientific and pedagogical workers forms the new educational environment where efforts of teachers, experts and students are directed to use of the world knowledge and transition from passive content to active. It is also SMART EDUCATION.

2. Problem Statement

A number of objective and subjective factors causes teacher training for the leading activity in the conditions of smart education. First, it is an increase of requirements to the existing education system, the personality of the teacher, the rector (the director, the chief, etc.) – the head of the educational organization who makes decision in the most difficult and responsible tasks. Secondly, introduction in the system of modern formation of the strategic projects and innovative programs demand the high level of professional culture of pedagogical workers. Thirdly, change of educational programs needs taking into account social inquiry of society that assumes introduction of new administrative and organizational mechanisms in the educational organizations creation of trustee and management boards; involvement of parents, students, public organizations to management of education. Fourthly, we note insufficient readiness of certain heads to different types of the leading activity (organizing, pedagogical, financial and economic, etc.). Fifthly, society strives for creating the favorable conditions contributing to "the free

development" of the personality in modern society. Sixthly, there is the need for development and creation of system of continuous pedagogical education (higher education institution – institute of professional development and retraining – special open classrooms) which will allow conducting purposefully training of the best teachers - future heads of the educational organizations, creating a reserve of administrative staff of the educational environment in conditions the SMART (Ivanov, 2005; Sobolev, 2015; Uvarovskaya, 2015).

3. Research Questions

It is obvious that realization of the task is possible in case when necessary conditions for teacher training for the leading activity in conditions the SMART because of which necessary competences will be created are created. In this regard in the system of the higher education, an integrated approach that acts as a backbone basis of realization of modern model of training of the head is staticized. Carried out by us and other researchers (V.I. Bogoslovsky, G.A. Zasobina, Yu.P. Romanov, N.V. Sychkova, N.M. Yakovleva, etc.) the analysis has shown contents of curricula and programs, forms of the organization and methods of training that in higher education institution there is no complete system of teacher training for the leading activity.

Despite separate conceptual developments on the matter (V.S. Lazarev, T.E. Klimova, N.V. Konoplina, Y.P. Romanov, N.I. Stavrinova, etc.) it should be noted lack of competence-based model of the head of the educational organization, which could form a theoretical basis of improvement of system of professional education (Melnichenko, 2015).

Education in conditions the SMART makes the following demands to the teacher as to the head: possession of modern pedagogical technologies, readiness for innovative activity of the educational organizations of all types and types, conducting research search, possession of skill of self-control, diagnostics of personal development, reflection and self-knowledge (Zavrazhin & Shubina, 2014, 2015). As the most noticeable shortcomings researchers note administrative incompetence, authoritative style of communication with subordinates lack of an initiative, creativity. Therefore, the main issue of a research is determination of the pedagogical status, structure of preparation of pedagogical shots for the leading activity in the conditions of SMART EDUCATION.

4. Purpose of the Study

Development of conditions, directions, framing of recommendations of effective teacher training for the leading activities in the conditions of SMART EDUCATION.

5. Research Methods

The following methods were applied to the solution of objectives: theoretical (comparative and relative, retrospective, terminological and lexical, analysis, simulation); empirical (pedagogical observation, interviewing, conversation, testing, and method of personal and group conversations); statistical (graphical and plate representation of results of a research). Legislative documents and normative and legal documentation (laws, resolutions, standard provisions of the Ministry of Education and Science of the Russian Federation) were used; materials of the separate educational organizations

(curricula, educational programs); electronic resources, databases and websites of higher educational institutions.

6. Findings

The discrepancy of professional readiness level of the modern teacher to requirements imposed to him as to the head promotes formation of the new educational environment.

Researches on this problem are conducted in various directions: formation of administrative competence of the teacher (V.N. Vvedensky); studying of content of professional and pedagogical activity of the teacher in Russia (L.M. Abdulina, E.Sh. Abdjushev, V.A. Antipova, E.V. Berezhnova, Z.F. Esareva, N.V. Kuzmina, Yu.K. Yankovsky) and abroad (E.D. Voznesenskaya, B.L. Vulfson, N.I. Kostina, L.V. Kuznetsova, M.S. Suntsova, Yu.E. Shteynsapir); assessment of professional and pedagogical skill of the teacher of the top skills (N. Aseev, N. Dudkina, L. Kupriyanova, A. Fedorov). Results of researches of scientists are directed to clarification of conditions, factors, criteria of pedagogical skill, development of ways of his improvement, their value in formation of the teacher as head of the educational organization.

Educational process is a process with a large number of different difficult pedagogical situations, tasks, the conflicts that entailed need of teacher training in methods and techniques of acceptance of administrative decisions (Burnasheva, 2015; Markova, 2014). Economic changes in the country were reflected and changed administrative process by the educational organization (Effective management, estimation of work and products of pedagogical activities in market conditions, in the conditions of different forms of alternative, commercial education becomes an element of a manual. All this imposes new requirements to training of managing directors for an education system (Gorshunova, 2011).

Preparation of pedagogical frames for the leading activities can be considered as organized process in the conditions of SMART EDUCATION. What does the main idea of Smart EDUCATION consist in?

The concept of SMART in education arose after penetration into our life of the various smart devices facilitating process of professional activity and private life (the smartphone, the smart house, a carat smart – the intellectual car, a smart a board – an interactive intellectual electronic board, SMART system of self-diagnostics of a hard drive of the computer). SMART implies increase in level of intellectuality of the devices creating the environment for this or that type of activity. Transfer of this concept on education is in initial stage, terms and the basic concepts undergo formation process. The understanding of SMART in relation to education fluctuates from use of smartphones and other similar devices for delivery of knowledge to students before formation of the integrated intellectual virtual environment of training. Conditionally Smart EDUCATION can be divided into three stages and to consider in a section of five images, such as knowledge, technologies, teaching, teacher and business. "Yesterday" the teacher was the single source of knowledge for the student. Training of specialists for industrial production was the purpose of the higher school. "Today" knowledge is imparted not only from the teacher to the student, but also between students that allows creating the new level of knowledge. "Tomorrow" the Internet will become the main source of knowledge for the student; technologies will be individually focused and directed to creation of new knowledge. Process of teaching will assume the movement of objects in any directions from the student to the teacher and back, from the student to the

student, etc. The graduate will be not only the expert in the area; he will be able to join a business environment as the partner or the businessman (Gladilina, Belogurov, Zavrazhin, Shubina & Bryukhanov, 2017).

The idea of individualization of training, that is creation by the teacher of content aimed at a certain listener when each new object is identified and described is the cornerstone of the concept of Smart EDUCATION. Smart EDUCATION allows creating conditions of synchronized delivery of knowledge: what was yesterday on the website, today – in a training material. Placement of content on social networks (Twitter, Facebook, VKontakte, etc.), use of new technologies in educational process will significantly allow increasing quality of teacher training to the leading activity (Shaydenko, 2014; China International Distance Education Conference, 2014).

Teacher training for the leading activity – the difficult process that is dragged out for decades, penetrating all professional life of teachers. The empirical research of personal and professional qualities of the teacher in the course of his preparation in the conditions of Smart EDUCATION for the leading activity has been organized in two stages (Margolis, 2014).

At the first stage, work has been directed to the analysis of individual style of the teacher – future head of the educational organization as bases of successful activity of collective (Margolis, 2014). The research took place in FGBOU VO "Moscow State University of Economy, Statistics and Informatics (MESI)" of Moscow: the central repository of knowledge, updating of content and transfer of knowledge in the distributed network, the organization of work of the distributed departments, an education quality management system, active use of technologies of the Web 2.0, cloudy infrastructure, mobile access, the Virtual campus; electronic library which allows to carry out interuniversity exchange of materials and electronic training in individual programs; Course Lab (development of electronic courses, collaborative technologies), Smart IT medium: Service Desk, WaaS, private cloud. During the research, techniques have been used: "Your style of the management", "What kind of leader are you?" (M.L. Lyubavin); "Psychological climate in collective" (L.N. Prokhorov); "Satisfaction with work" (V.A. Romanov).

About 400 teachers have participated in a research. Results were the following: 25% of respondents are inclined to directive style of the management, high centralization of the management, domination of one-man management is characteristic of them. 25% – are inclined to the liberal style of the management that is characterized by lack of active participation of the head in management of collective. 25% – are inclined to democratic style of the management that is distribute powers, an initiative and responsibility among themselves as the head and deputies or subordinates.

The further research of interaction of style of the management and formation of psychological climate in collective has shown that 20 teachers (5%) absolutely are negative to everything that occurs in collective. 140 respondents (35%) come to work with everyday mood, without feeling rise and elation. They prefer to carry «theirs» in "themselves"; many of them feel held down and intense in the presence of the head. 120 teachers (30%) consider that in general at collective there is a healthy psychological climate, but there can be moments connected with tension in behavior at appearance of the head. At the same time, it should be noted that 140 teachers (35%) have satisfaction with their work. They are sociable, initiative, ready to come to the rescue, are able to work in collective. 160 teachers (40%) are unaffected by work, 100 teachers (25%) – are dissatisfied with their work. Respondents have expressed

the negative attitude towards the existing style of the management in their organization; have noted lack of conditions for self-development and self-realization therefore think of change of the place of work.

On the basis of the received results for the purpose of improvement of quality of teacher training for the leading activity in conditions the SMART according to the "Requirements to contents of additional educational programs" approved by the order of the Ministry of Education and Science of the Russian Federation from 6/18/1997 of No. 1221 and from 9/6/2000 No. 2571 the appropriate program has been offered and approved. The situational concept of management assuming refusal of recognition of effective models of management, studying of features of the organization and a concrete situation, a possibility of the choice of a way of the management adequate to conditions has acted as a theoretical basis of the program. Forms and methods of training were chosen according to the purposes of the program and reflected the basic principles of an androgogics: use of concrete experience of listeners, practical value of training "here and now", a support on the solution of concrete professional situations, granting an opportunity to realize and estimate the experience, to approve alternative ways of professional activity etc.

The program of teacher training consisted of consistently studied modules: Module 1. Strategic changes in the system of Russian education and problem of management of human resources. Module 2. Organizational culture of the educational organization. Module 3. Organizational behavior. Module 4. The analysis and design of effective structures of management in the conditions of implementation of complex projects of modernization of education. Module 5. Creation of effective team in the educational organization. Module 6. Motivation of personnel. Module 7. Leadership. Influence and power.

Diagnostics has shown that nearly 85% of the listeners who have had training have thought of career, the social status and a possibility of expansion of the professional competences. Listeners have shown interest in a perspective of lecture and seminar occupations, interactive forms of education, complex use of information and communicative technologies, work in the electronic environment, participation in webinars etc. Smart promoted flexible training in the interactive environment; has allowed to adapt to it as fast as possible; to study at any time in any place.

7. Conclusion

Today education becomes one of the priority directions of our State. The concept of modernization of education, the Government try to intensify process of innovative activity in education. Teachers have a possibility of the choice of programs, textbooks taking into account requirements and abilities of students. Heads of the educational organizations bear responsibility for correctness of the made choice. It, in turn, assumes the new content of professional and pedagogical activity, in particular, the importance of the leading activity of the teacher of the educational organization that acquires the new contents increases. The teacher's "size" – the head, its "valuable tops", natural inclinations, professional and moral qualities – a subject of continuous care of all society, and their education, formation and support – one of the most relevant tasks. The teacher, the head of the educational organization, bringing up students, lays the theoretical foundation of knowledge, promotes formation of the common cultural, all-professional and professional competences necessary for life and activity.

New paradigm of management is more and more full inclusion of the creative person, personal and collective reformative intelligence in keeping of the subject of management that allows forming administrative elite of professionals which is capable to execute the main mission of society – to create conditions for self-development and self-realization of the person, increase quality of his life.

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