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**CONTINUOUS PROFESSIONAL TEACHERS' TRAINING IN
CONDITIONS OF FEDERAL STATE EDUCATIONAL
STANDARDS INTEGRATION**

Tatyana V. Timokhina (a)*, Irina A. Telina (b), Elena B. Bulavkina (c), Yury V. Yeliseyev (d)
*Corresponding author

(a) PhD (Education), Associate Professor of the Department of Education, Moscow Regional Institution of Higher Education "University for Humanities and Technology", Zelenaya Str., 22, building 1, Orekhovo-Zuevo, Moscow Region, Russia, e-mail: timokhina.tv@mail.ru*

(b) PhD (Education), Associate Professor of the Department of Education Moscow Regional Institution of Higher Education "University for Humanities and Technology", Zelenaya Str., 22, building 1, Orekhovo-Zuevo, Moscow Region, Russia, e-mail: irinaleto79@bk.ru

(c) Senior Lecturer of the Department of Theory and Methodology of Primary and Preschool Education Moscow Regional Institution of Higher Education "University for Humanities and Technology", Zelenaya Str., 22, building 1, Orekhovo-Zuevo, Moscow Region, Russia, e-mail: antigona06@mail.ru

(d) First Vice-Rector Moscow Regional Institution of Higher Education "University for Humanities and Technology", Zelenaya Str., 22, building 1, Orekhovo-Zuevo, Moscow Region, Russia, e-mail: minjon1@mail.ru

Abstract

The article considers the key aspects of continuous professional training in the context of the implementation of Federal state educational standards. The authors analyze the works in which theorists and methodologists of the pedagogical science consider the phenomenon of continuous professional training in various aspects. The paper presents the conceptual provisions of continuous education, outlined in scientific works and legislation, characterizes the stages of development of the main priorities of the social and economic policy in the sphere of humanity development, which are outlined in the Concept of the Long-Term Social and Economic Development of the Russian Federation for the period up to 2020 year. The authors describe the pedagogical experience of the Association of teachers of Moscow by the example of State University of Humanities and Technology in Orekhovo-Zuevo, based on the following events: "Forum of the young teachers," "The step into the profession", "Pedagogical debut". The article analyzes the work of "The Educator of the Moscow Region" and characterizes the ways of interaction between educational institutions of Moscow region with the Federal Institute of Education Development as experimental platforms on key topics of modernization of the education system. The authors conclude that it is necessary to develop a system of teachers' training, requirements to the professional standard and the demands of the regional labor market as the base for dynamic economic growth and social development of the region, as factors of its well-being and security.

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1. Introduction

The urgency of the problem of continuous training of specialists in the context of the introduction of the Federal State Educational Standards is beyond doubt. The competitiveness, development potential and investment attractiveness of the Moscow region in the current economy are largely determined by education. In this situation, the education system of the region should be constantly updated both substantively and organizationally, adapted to the demands and requirements of a dynamically developing economy. The opportunity to obtain quality education is one of the most important values for every inhabitant of the Moscow region, providing social mobility to representatives of all occupations.

2. Problem Statement

There are a number of scientific works in which theorists and methodologists of pedagogical science try to consider the phenomenon of continuous professional training from various perspectives. The problem of introducing FSES (Federal State Educational Standard) into the modern educational space requires further development of this direction. The following researchers conducted analysis of the theoretical, methodological and conceptual foundations of the professional training of teachers within the framework of their scientific work in different periods: I.Y. Amirjanova (Amirjanova, 2016), E.F. Zeer (Zeer, 2013), E.A. Levanova (Levanova, 2016), V.V. Miroshnichenko (Miroshnichenko, 2015), E.E. Simaniuk (Simaniuk & Zeer, 2014), etc. Modern theories of the organization and management of pedagogical education are reflected in the works of E.A. Pushkareva (Pushkareva, 2016), T.V. Timokhina (Timokhina, Telina & Eliseev, 2016), I.A. Telina (Timokhina, Telina & Eliseev, 2016), G. Aleandri (Aleandri & Refrigeri, 2013), J. Heath (Heath, 2015), S. Hubascova (Hubascova & Semradova, 2014), A. Kokkos (Kokkos, 2015), M. Laal (Laal & Aliramaei, 2014), B. Nemetch (Nemetch, 2014), D. Pritchard (Pritchard, 2013) and others.

3. Research Questions

The most complex and most urgent problems are considered in the works of the above-mentioned authors. Which conceptual positions determine the development of this theme? What reflection does it find in modern legislation? What are the regional aspects of the implementation of this problem?

4. Purpose of the Study

The aim of the research is to consider theoretical and applied aspects of the implementation of continuous professional training in the context of the implementation of educational standards in the Moscow region.

5. Research Methods

The theoretical methods of this research are: analysis and synthesis, generalization, prognostication, designing. Among the empirical methods, it is possible to single out the generalization of pedagogical experience, the pedagogical experiment.

6. Findings

E.F. Zeer wrote about the conceptual position of continuing education in his works "... accompanies professional formation, determines its individual trajectories, determines the formation, development of the main new formations of the individual" (Zeer, 2013, p. 127).

Concept of the Russian Federation long-term socio-economic development for the period till 2020 notes the increasing role of human capital as one of the main factors of economic development of the country (Concept, 2018).

This Concept has two stages:

The first (2008-2012) was aimed into creating institutional conditions that ensure a systematic transfer to the mode of innovation development. As one of the main priorities of social and economic policy in the field of human development, "... the completion of the formation of the national innovation system, the modernization of fundamental and applied science and vocational education" (The Concept, chapter II) was noted.

The second stage, currently underway (2013-2020), involves a leap in increasing competitiveness and improving the quality of human potential. This stage implies "... a transition to individualized continuous education, accessible to all citizens" (The Concept, chapter II).

One of the problem and direction of scientific development is the continuous professional development of the modern teacher in a rapidly evolving and changing society objectively. The main directions of the development of education are determined by the norms of the Federal Law "Education in the Russian Federation Law" and many other documents. They determine the long-term socio-economic development of the Russian Federation for the period until 2030, call for the creation of a flexible and diversified vocational education system that meets the labor market requirements and the needs of the innovative economy, both in terms of educational programs and part of the conditions and material and technical equipment of the learning process, the most important institutional elements of the educational sphere in which efficient use of financial resources is possible to achieve the goals and objectives of the social and economic development of the Russian Federation and its subjects, in particular, the Moscow region.

The Moscow Region Government approved the state program which is aimed at providing affordable high-quality education and successful socialization of children and young people, meeting the needs of the Moscow Region's economy in highly qualified workers, improving the accessibility, quality and effectiveness of educational services, updating the content and technologies of education; development of personnel potential of the education system; modernization of the system of continuous vocational education in order to ensure the current and long-term needs of the social and economic development of the Moscow region, increase the efficiency of using the resources of the vocational education system; the development of the material and technical base of educational organizations in the Moscow region, etc.

In previous years, a substantial, organizational, regulatory basis was formed as well as new federal state educational standards, providing development of the new teaching materials, creation of the basic conditions for supporting talented children, inclusive education, etc. Today the society expects cardinal changes in the conditions for the training of pedagogical personnel, systemic measures to increase the

social responsibility of the education system, including formation of a healthy and safe lifestyle among young people, the development of creative and active citizens.

For the purpose of training personnel in a modern economy, the most important objectives are the creation of an infrastructure that ensures the accessibility of education, the preparation and consolidation of scientific and pedagogical personnel in education and science. Moscow region, as the most dynamically developing region of the Russian Federation, requiring for pedagogical personnel, maintains a system of higher, secondary and additional vocational education subordinated to the Ministry of Education of the Moscow Region.

The formation of a regional system of continuous pedagogical education (college-university) led to the establishment on the basis of three oldest universities in the region: MSRU (Moscow State Regional University in Moscow), SSUH (State Social University of Humanities in Kolomna), SUHT (State University of Humanities and Technology in Orekhovo-Zuevo) major regional centers for teacher training, programs of secondary, higher and additional education.

The association of regional universities and pedagogical colleges on the basis of the continuity of educational programs contributes to pedagogical education quality improvement, updating its content and technologies, taking into account the requirements of the professional standard of the teacher, and ensuring its accessibility for people with disabilities.

Regional university complexes build a vocational guidance system for schoolchildren to attract the most talented graduates to pedagogical specialties (training areas), implement programs to support and support young professionals working in the education system.

Today five educational organizations subordinate to the Ministry of Education of the Moscow Region are training teachers for the education system of the Moscow Region:

1. MSRU (Moscow State Regional University in Moscow). It has a branch in Noginsk city, implementing the secondary vocational education program.
2. SSUH (State Social University of Humanities in Kolomna) with the two branches in Yegoryevsk and Zaraysk.
3. SUHT (State University of Humanities and Technology in Orekhovo-Zuevo). It has a branch in Istra and in Orekhovo-Zuevo, implementing the secondary vocational education.
4. SMA (Social Management Academy) started in 2015 to train teachers.
5. PPC (Provincial Professional College).

The control figures for admission to the pedagogical specialties (training areas) at the expense of the budget of the Moscow Region are formed on the basis of regional monitoring of the projected demand for pedagogical personnel and are distributed on a competitive basis.

Since 2015, there has been a significant update of the content of the main professional educational programs, taking into account the introduction of Federal State Educational Standard of Preschool Education and Basic General Education and the professional standard "Teacher ...". Disciplines of training courses for preparing students for pedagogical activities in a multi-ethnic and multicultural environment are introduced, for example, "Ethno-cultural education of junior schoolchildren", "Intercultural interactions in the modern world", etc.

The professional education of modern teachers is focused to the development of a practice-oriented approach to learning. For this purpose, specialized departments and profile pedagogical classes are created on the basis of schools and pre-school educational organizations. The new form of organization of industrial practice of students-teachers was the activity of internship sites of universities on the basis of schools.

Moscow region has started the work to create the conditions for the education of children with disabilities. Distance learning technologies and e-learning are actively used when implementing curricula for such students. At the same time, pedagogical universities develop new programmes for students of pedagogical and psychological departments to use inclusive teaching technologies, such as "Inclusive education in primary school", "Health saving technologies in working with children and youth", "Social and pedagogical support of children with disabilities", etc.

Educational organizations of the Moscow region actively conduct career guidance work. The indicator of awareness of the choice of the pedagogical profession is the average competition for pedagogical specialties (more than 6 applicants per budget vacancy). The highest contest is maintained for the profiles "Preschool education" (more than 10 applicants per vacancy) and "Primary education" (more than 8).

The multichannel system of pedagogical education in the region for persons with non-core higher education develops actively. Moscow Region universities implement 28 programs of professional retraining of the pedagogical profile. Among them are the most popular "Pedagogy and psychology of preschool education", "The content and methodology of primary education", "Pedagogy and psychology of children's additional education".

Modern conditions for the development of the region require the involvement and retention in the education system, first, of young professionals whose professional competence is maximally adapted to a rapidly changing environment. Universities and colleges jointly build a system of accompanying young professionals, which contributes to the consolidation in the profession of more than 80% of graduates. The Association of teachers of Moscow, established in early 2015 joined this work. Within the framework of such events as the Festival of Pedagogical Ideas, Subject weeks, recognized masters pass their experience of youth.

On the basis of the oldest university in the Moscow region in Orekhovo-Zuyevo there works the "Forum of Young Teachers", designed to sum up the interim results and determine the main prospects for the development of the support system for beginner teachers; regional competition "Step into the profession" for students studying in the areas of training "Pedagogical education" and "Psychological and pedagogical education"; Regional competition "Pedagogical debut" for young teachers, etc.

The club "Educator of the Moscow region" functions on the base of SUHT (State University of Humanities and Technology). The purpose and objectives of this project are defined according to the needs of the young teacher: to get the practical and theoretical assistance and support from experienced teachers to their younger colleagues.

Revival of traditions of mentoring in the sphere of preschool education is one of the most urgent and promising directions in the field of management and educational technologies for training specialists. The original experience in this direction was obtained during the implementation of the project "Festival

of Pedagogical Ideas", which has been conducted by the Association of Teachers of Preschool Educational Organizations of the Moscow Region since 2014. Within the framework of this project, a special contest was organized for young teachers and their mentors called "Otkrytie" (Opening), which successfully passed the testing and brought the traditional mentoring system to a qualitatively new level. The main idea of the contest was that the young teacher and mentor became its participants, and they passed all tests of the full-time and correspondence round together. Thus, the purpose of this contest was to identify and support gifted, talented, creative young teachers and the revival of the mentoring institute.

Together, educational organizations of the Moscow region, training teachers, have integrated into the movement of professional skills of young WorldSkills Russia. In 2015, for the first time, regional competitions were held on the competence of the "Pre-school child caregiver" and the Moscow region presented a new competence "Teaching in the lower grades".

The State University of Humanities and Technology is the venue for the regional competition "The Educator of the Year in the Moscow Region", on the basis of the university, training seminars for participants are regularly held, prolonged post-competition support for the professional development of teachers is carried out within the framework of the work of the "Nurturer of the Moscow Region". Participation in the competitive movement is one of the most effective ways to enhance the professional competence of the teacher.

Regional universities carry out scientific and methodological support of the modernization of municipal education systems. Universities serve as a base for the activities of regional centers, whose tasks include supporting and developing priority areas in the sphere of education in the Moscow region.

7. Conclusion

Thus, at present in the Moscow region there are all necessary prerequisites not only for preparing competent specialists to work as teachers of preschool and primary education, subject teachers, psychologists, social educators, heads of educational institutions, but also for creating students favorable conditions that contribute to take a worthy place in the modern dynamically developing educational space.

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