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Individual educational paths as factor of enhancing of future teachers training quality

Rutas educativas individuales como factor de mejora de la calidad de la formación de futuros docentes

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ABSTRACT:

The relevance of the issue under study is conditioned by the importance of enhancing the pedagogical education quality and by the following necessity of implementation of an individual approach and individual educational paths of learning. The article is aimed at studying issues of implementing individual educational paths in the framework of the teaching of pedagogical specialty students for making the quality of their training higher. Ten students of the RSVPU took part in the study. As a result of the analysis, the most effective methods and forms of using individual learning paths in teacher training have been identified.

KEYWORDS: Condition, Pedagogical, RSVPU, Specialty.

RESUMEN:

La relevancia del tema en estudio está condicionada por la importancia de mejorar la calidad de la educación pedagógica y por la siguiente necesidad de implementar un enfoque individual y caminos educativos individuales de aprendizaje. El artículo tiene como objetivo estudiar cuestiones de implementación de caminos educativos individuales en el marco de la enseñanza de estudiantes de especialidad pedagógica para mejorar la calidad de su formación. Diez estudiantes de la RSVPU participaron en el estudio. Como resultado del análisis, se han identificado los métodos y formas más efectivos de utilizar las rutas de aprendizaje individuales en la formación del profesorado.

PALABRAS CLAVE: Especialidad, condición, pedagógica.

INTRODUCTION

Presently, the issue of improving the quality of graduate training is raised to universities where pedagogically-oriented students are trained. It is related, first of all, to the fact that just a small part of graduates begin to work on their specialties in schools and institutions of secondary vocational education (SVE), and so there is a deficit in personnel there; the most pressing problem in SVE institution is with the lack of vocational training foremen (Dorozhkin et al.: 2017; Dorozhkin et al.: 2018; Zakirova & Volodina: 2018; Zyrianova et al.: 2018). It is connected, first of all, with the fall in the prestige of teachers' profession in society. Second, with the increased difficulty of the pedagogical work in school, a teacher's activity becomes more and more difficult due to increasing teaching loads and all possible reports to be submitted. Raising of demands in training schoolchildren according to FSES changes value-based orientations of pupils and their parents towards the consumer attitude to teachers and decrease of the teacher's authority, plus to several other versatile factors.

All the mentioned aspects make requirements to pedagogical universities graduates higher. The FSES lists what competencies should be mastered by a graduate pedagogue, and universities' educational programs are aimed at their development; the system of attestation and control of graduates' knowledge is worked out. However, the practice shows that further on young specialists would have quite a lot of difficulties in the pedagogical work, and the staff turnover among young school teachers (to other activities not related to pedagogy) is high.

The issue of increasing the effectiveness of pedagogical education, including using the individual educational paths (IEP), has been quite extensively developed.

The article is devoted to the integration of studies of the effectiveness of pedagogical education and school (Scheerens & Blömeke: 2016). The question about applying the differentiated approach at school and the attitude of teachers to it is stated in work (Brevik et al.: 2018; Tomiltcev & Maltsev: 2018). There is a study (Brown: 2013) on additional support for young teachers to improve their skills. The work (Šramová: 2014) addresses the problems of attitudes towards education, which students take to prepare for the teaching profession. An exciting technology of rethinking by teachers of their school education to improve the efficiency of pedagogical work is proposed in work (Melo: 2015). This method seems to be applicable to training students in pedagogical areas at the stage of their study at the university as well. Researchers (Vanitha et al.: 2019) note that one of the main problems of providing a personalized learning path is to find the correct match between individual characteristics and sequences of learning content; they propose an approach to solve this problem. The research (Barnes et al.: 2018) noted the importance of the extensive use of student-centered approaches in teacher training. Individual educational paths of training professionals in various fields have been widely reflected in literature; for example, there is exciting work (Poell & Van der Krogt: 2014), which addressed the proper ways of nurses teaching.

At the same time, the issues of using IEPs for improving the quality of training of future teachers require additional scientific development and elaboration.

The goal of this study is to consider issues of implementing individual educational paths when training students of pedagogical specialties for improving the quality of their training.

It is worth noting that in most of the Western universities, IEPs are widely used, being demonstrated, first of all, in a large number of subjects to be chosen by students and in individual schedules of performing control activities by students.

1. METHODS

The following principles and methods are laid on the basis of the research:

1. Review analysis of peculiarities of training students in universities of Russia and the use of individual educational paths such as choosing the theme of Diploma and place of pedagogical practice, study of elective

discipline, taking into account reflexing and wish of students and recommendations of teachers, psychologic-pedagogical support of training depending on personal characteristics, study motivation, plans of future study and professional activity.

2. Generalization of the experience of the authors of the work with pedagogically-oriented students;
3. Comparative-pedagogical method; analysis and assessment of methods and forms of use of an individual approach and individual educational paths when training future teachers in universities;
4. Consistency allowing to reveal basic peculiarities and possibilities of use of the foreign and domestic experience of training of students per individual educational paths.

Research sampling contains 10 students of two academic groups of RSVPU, who study in accordance with individual educational paths; period of study for 4 years of Baccalaureate; method of the research is survey and questionnaire, which all students agreed to take part in; opinion of students was assessed basing on the analysis of their questionnaire and also on the withdrawal of handlers of pedagogical practice. Students were asked the following questions: Why did you choose to study with the use of individual educational paths? What learning difficulties did you experience with individual educational paths? How do you assess your learning using individual educational paths? Students were offered response options that they could complement.

The research was conducted in 3 stages:

1. Revealing and reviewing problem aspects of training of future teachers in universities of Russia;
2. Comprehensive analysis of peculiarities of the use of individual educational paths in training of pedagogically-oriented students;
3. Development of methodical recommendations on using individual educational paths when training pedagogically-oriented students.

2. RESULTS

Based on the questionnaire results of principals of schools and institutions of secondary vocational education, pupils and their parents, the authors concluded that it should be noted that the quality of a teacher training is an integral term which includes three groups of features:

- a) Good knowing by the teacher of the subject he/she teaches to pupils, which is especially important when working with talented children and training pupils for academic competitions where quite deep knowledge of various aspects of the material under study are required going far beyond the school curriculum;
- b) Mastering of methods and techniques of training in this subject of schoolchildren of various age categories;
- c) Pedagogic-psychological competences – knowing how to maintain a dialogue with a collective of pupils and individual children of age groups, to exercise educative influence on them, solve conflict situations, etc.

We can also single out a number of other features. It is supposed that IEP implementation will allow balancing training on these three groups of features, depending on requests of a definite student, which are formed by him in the result of the reflection on total results of the passing of the pedagogical practice, his subjective perceptions, evaluations, and recommendations of teachers. Consider the results of a survey of the opinions of students participating in the study regarding the effectiveness of using individual educational paths (Fig. 1).

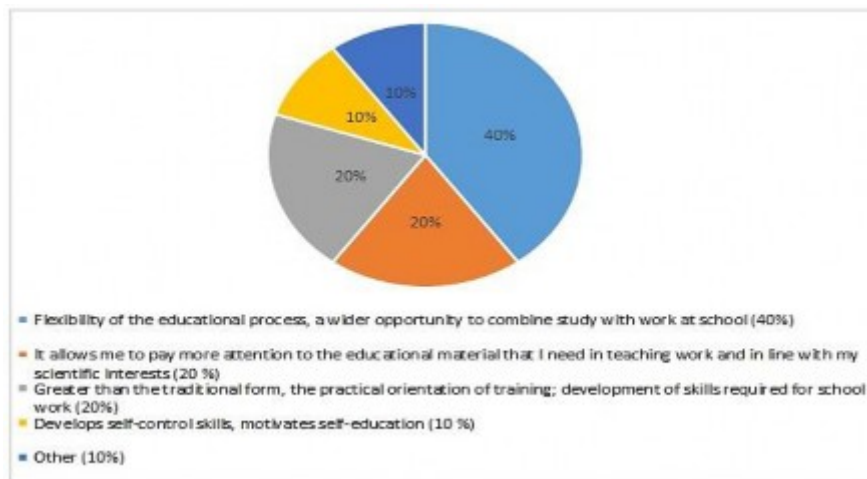


Figure 1. Why did you choose to study using individual educational paths?

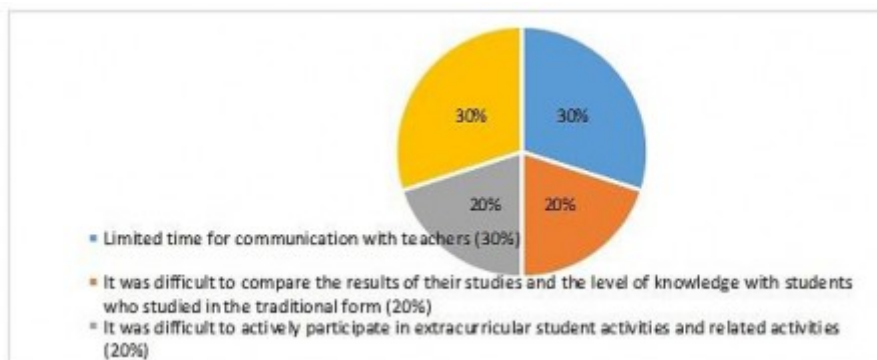


Figure 2. What learning difficulties did you have with individual educational paths?

From figure 2, it can be seen what difficulties students have when learning using individual educational paths.

As we see, a significant part of the students could not clearly articulate the difficulties associated with learning using individual educational trajectories. However, the majority of students participating in the study (80%) noted the effectiveness of using individual educational trajectories compared to the traditional form of education, as can be seen from Fig. 3

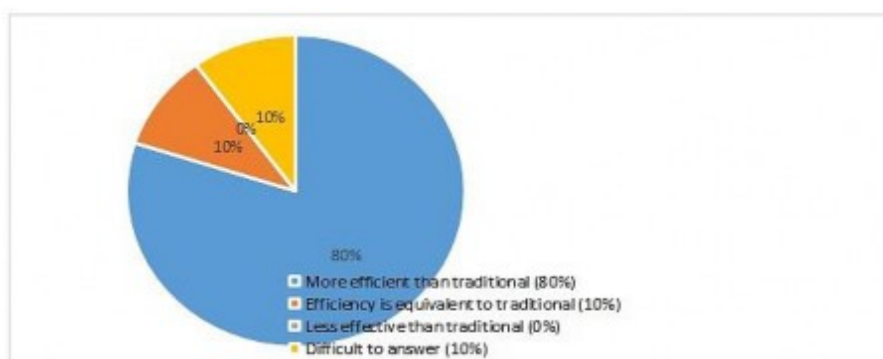


Figure 3. How do you assess your learning using individual educational paths?

On the other hand, students with high motivation were selected for training using IEP; 50% of them have already worked in schools on a part-time day being in the 4th year of the university and pretty organically fit into the teaching staff. This indicator is significantly higher than in groups where traditional methods of

teacher training are used. If a student has low motivation for pedagogical activity, then the use of IEP can lead to its transition to another area of study. In general, the application of IEP is very useful for students who are ready to work according to these methods, are highly motivated to study, and who have defined their further professional development (Dorozhkin et al.: 2018). All these circumstances require quite a cautious attitude to the implementation of the Western experience of IEP-based education.

On the one hand, IEP methods are widely used in the practice of the foreign high school, which allows enhancing efficiency of training. This circumstance increases interest in this experience and striving to transfer it onto Russian soil. On the other hand, questions arise – how students of Russian universities are ready for using IEP and how the education system is ready to switch over to this type of education (Moskalenko et al.: 2017). Here we can single out the following problematic aspects:

1) The use of individual educational paths of training supposes that a student possesses skills of independent work and high self-discipline that he has the developed ability to active self-education. However, as practice shows, a significant part of Russian university students has these skills developed but to a low extent (Kotova et al.: 2017), and arrangement of the academic activity as such does not suppose their development, as O.A states it. Peretrakhina (2015), a student's readiness for training on the individual path, can be regarded as a personality's fundamental characteristics that are expressed in his/her motives, the level of possessing knowledge, skills, and abilities to develop of a personal path of education. Traditions of arranging higher education, which was formed in this country within the 20th century, did not provide the possibility of individualization of educating, thus restricting, among others, becoming of students' subjective position.

2) In a number of studies authors note infantilism of the modern youth: among behavioral settings and life waymarks of upper-form pupils, trends of consumer attitude to the society, formation of ambitious positions with raising claims to the social medium, including for one's failures, are becoming more and more noticeable (Kuznetsov: 2015); juvenile infantilism is becoming wide-spread as well (Sabelnikova & Khmeleva: 2016). Naturally, it also has touched upon the student environment by harming students' readiness for training and self-training.

3) A significant part of students who are taught on pedagogical lines of training, from the very beginning does not plan to work on their specialty, or during the period of learning change their plans for professional realization in life; yet they continue to learn in the scope of pedagogy in order to have a higher education. It is quite challenging to structure an IEP for a student who is not planning to work on the specialty he is taught to, and whose primary purpose of learning is getting a diploma but not professional habits.

4) During end-of-term exams, it is quite difficult for people from the training directorate to monitor the successfulness of attestation of students who learn on individual plans (Mokina & Marukhina: 2014). Moreover, significant complications of the procedure of academic loading calculations on the teachers' staff can occur; also, problems with an enrollment of training groups and control of classes' attendance will be possible.

5) As the experience of introducing "disciplines on the choice" for students in several Russian universities shows, a considerable part of them were choosing academic subjects not needed for receiving a high-quality education but those with less rigid requirements and teachers who are more loyal to students.

Latitude and versatility of knowledge, skills and abilities necessary for a future teacher; non-adaptiveness of the educational environment and students to individualization of teaching; the spiritual-moral crisis in the society (related to the collision of value-based settings brought into in course of the process of modernization with traditional ones, the mentioned collision being of destructive nature, translating socio-cultural split and aggression, weakness of world-outlook and moral settings of the youth) – all these features create a serious load on young diploma-holding teachers and, consequently, result in elevated requirements for the system of their training. IEP shall be used with all these circumstances taken into account.

Particular attention shall be paid to the following to improve the training quality of future teachers when structuring IEPs:

1) Training of students to methods of mediation and preventing conflict situations in school (Ozhiganova et al.: 2016). It is possible to conduct classes on a particular course within this theme, which would consist of the theoretic-legal part and the psychological part (in the form of practical courses). It will allow you to account for individual peculiarities of a future teacher and to prepare him/her for work in school, and this is the right direction where you can widely use the possibilities of IEPs.

2) Great attention should be paid at the passing of academic, pedagogical practice in the process of which students' skills of work with schoolchildren are formed (Lyubchenko et al.: 2015). Unfortunately, at present many universities regard its passing in a too superficial manner. Meanwhile, the practice cannot be overrated in the process of teachers' training. It is necessary to improve organizational mechanisms of passing the pedagogical practice: first of all, the precisely adjusted feedback and good interaction are needed between the student in practice – the school teacher, tutor of the practice – the university teacher, tutor of the practice. This interaction can take place both during personal consultations, and with the use of an internet chat in order, the students could promptly discuss emerging questions or possible difficulties with the school or university teacher and receive appropriate advice. Classes in an expanded format are also possible with the participation of students in practice, young specialists, teachers with long working experience, and the university teacher. The structure and content of such classes shall be elaborated for the efficient exchange of pedagogical work.

The pedagogic personnel which are tutoring passing of a student's pedagogical practice in school shall be thoroughly selected by the management, as not every school or university teacher by far (even with a large experience of work) can be a good tutor for young colleagues who is able to inoculate love for work and to work out the interest to teach to their wards.

The IEP on senior courses of a pedagogical university can be built up in the following way: basing on results of passing the practice in school, with accounting for reflection and wishes of the students himself and recommendations of teachers, it is necessary to arrange psychologic-pedagogical support of his training, depending on his personalistic peculiarities, motivation in learning, and plans of further academic and professional activity. It is needed to select the most efficient pedagogical techniques for each definite future teacher, depending on his disposition, temper, and other personalistic features. Particular attentions should be paid at the training of future teachers to the tutorship of talented children (Bayborodova et al.: 2014; Utemov et al.: 2018). It is also necessary to stimulate and encourage all possible students' work for receiving pedagogical experience, for instance, that of counselors in summer children's camps etc.

CONCLUSION

Summarizing results of this work, we can make the following conclusions:

First, IEPs should be used on senior courses more intensely, when a student has got the basic idea about his future sphere of activity, defined his priorities, passed a pedagogical practice, and made his individual requests to training determined and precise.

Second, it is necessary to take into account a student's inner motivation; the teacher (first of all, the tutor of the term and diploma papers and the pedagogical practice) shall know, what the student sets real tasks to himself in order to plan further work in the needed direction. At the same time, one should remember that, unfortunately, at present, a large portion of students in Russian universities of the pedagogical profile do not plan to work in school, and their motivation in the choice of a university and the relevant curriculum does not relate to further work in the pedagogical sphere. Some part of senior students already has a part-time work in schools or pre-school education institutions, trying themselves in the pedagogical sphere. Such students deserve elevated attention, they should be given an individual schedule of advice, and other elements

of IEP should be applied with respect to them. In order, the education system would assist in their technical realization, working out of knowledge, skills, and abilities, which are essential for a young specialist. To save time and provide convenience, it is possible to widely use the online training and remote techniques: conducting online consultations, etc., as the employment of such working students at schools can overlap their academic classes in the university. IEPs may provide the highest possible efficiency and productivity when working with such students.

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