Higher Professional and Pedagogical Education: Determinants of Quality, Tasks, Solutions and their Conceptual Basis

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ABSTRACT

The relevance of the topic research is confirmed by the high demand for vocational education teachers in secondary vocational educational institutions. The training of such teachers in institutions of higher education is associated with difficulties for which decisions are unsystematic. Consequently, such decisions require rethinking.

The study examines the solutions, the essence of which is in the implementation of standards and quality assurance recommendations in the European Higher Education Area, taking into account the interdependence of the main spheres of a society, the integration of the technocratic and humanitarian paradigms in the training of future teachers of vocational education, and the orientation of higher vocational education for sustainable development of a society and knowledge-based economy. The research problem consists in the need to define a conceptual basis capable of coordinating these decisions. The definition this basis has become the goal of the study.

The methods of investigation were terminological analysis, system analysis, socio-pedagogical analysis, etc.

The author considers the revealed interdependence of not only the tasks facing educational practice, but also their solutions to be an essential result of the research. The conceptual basis for the coordination of the considered decisions is defined.

Key conclusions: the development of higher professional and pedagogical education in the direction of meeting the requirements of all interested parties for its quality, in our view, should be considered in the context of the concept as "quality culture"

Keywords: higher professional and pedagogical education, quality of education, quality culture, globalization, knowledge-based economy.

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1. INTRODUCTION

The quality of higher professional-pedagogical education today requires a new rethinking. Before the educational practice there are the following tasks: - implementation of standards and recommendations of quality assurance in the higher professional educational school in the European Higher Education Area; - achievement of the result of the teachers of vocational education's training, corresponding to both the educational standard of higher professional and pedagogical education, and the professional standard; - satisfaction of the high demand for pedagogical personnel required in the institutions for the training, retraining and upgrading of workers, employees and middle-level specialists; - training of vocational training teachers and their support, taking into account the future demand for pedagogical staff and the changing requirements of the SVE system to them.

Significant experience in solving similar problems has been accumulated in studies on the issues of management and quality assessment in higher education, the integration of the content of education in a vocational school, the satisfaction of social orders for higher education, and the sustainable development of a society through education. However, in order to improve the quality of training of vocational education teachers, in our opinion, it is necessary to solve the above mentioned tasks in their obvious interrelation today. The relevance of the search for a conceptual basis capable of coordinating possible solutions to contemporary problems facing the higher professional and pedagogical education has predetermined the problem and the goal.

The objectives of the research are the following: 1) to consider the determinants of the higher vocational educational quality; 2) to substantiate the interrelation of the problems facing educational practice solutions.

2. METHODS

Socio-pedagogical analysis of the determinants of higher educational quality, system analysis of solutions to the problems facing educational practice, as well as a terminological analysis of the concepts of quality culture - as applied to the training of vocational education teachers are used.

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3. RESULTS

It is necessary to single out general and local determinants of this quality. The general ones include globalization, informatization, the integration of education, science and production - determinants, differing in that they are beyond the scope of education. Local changes in the quality of higher vocational education should be attributed to the modernization of education in the context of Russia's participation in the Bologna and Turin processes, the renewal of the social order for education, the introduction of a single digital educational environment (the Digital Economy program), the increase in the share of university subjects studied online regime, etc. It is not possible to thoroughly consider all the determinants in this paper, therefore we will confine ourselves to a review of the key one for the declared goal and research.

Globalization in the world occurs in different planes nearly of all spheres of a society: political, economic, social, spiritual. Public life changes and causes a new order for education.

Today, the "quality of education" is a concept that requires rethinking in the context of Russia's current geopolitical situation. If the quality of education, taking into account the interests of Russian society, can be established on the basis of the socioeconomic development of the state, then for the world community this quality must imply the educated generation's ability to resolve the accumulated problems and prevent new ones.

Of course, we are talking about issues of preserving peace, as well as general prosperity, due, for example, to the international labor distribution. The result of such distribution in the 90s of the 20th century was a decline in the growth rate of industry and construction in Russia. Mass privatization of state-owned enterprises, the re-profiling of a number of industries, and the restriction of state subsidies to unprofitable branches of the national economy and individual enterprises entailed adequate changes in the labor market.

Changes in the country's economy were accompanied by an increase in the demand of Russian society for the training of professionally mobile specialists. In particular, the

Articulo recibido: 05-11-2017
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employment of the population in the trade and public catering sectors, logistics and trade intermediation, lending, finance and insurance has steadily increased. Professional educational institutions, taking into account the popularity of economic and legal specialties, created appropriate proposals for their entrants. The number of students receiving engineering and technical education has steadily declined. Higher education, having taken the appropriate challenge, was oriented towards the humanitarian direction.

The modern geopolitical situation in the development of Russia's relations with partner countries has actualized the need to reduce the years of dependence on consumer goods of foreign production. It is obvious that any new changes are presupposed by a new social order for education. The Russian labor market, for example, by the beginning of the 21st century, "overheated" from unemployed economists, lawyers and humanitarian workers, and increased the emphasis on the training of engineering and technical workers, workers for production.

The government of the country, interested in improving the industrial sector of the economy, as a guarantor of the economic stability of the state, has put forward new requirements for professional education. It was the beginning of reforms in education aimed at enhancing the status of an engineer, a man of the working profession. The creation of a "package of preferences" on the part of the state towards industry and construction led to a new approach to the quality of education, which provides an interactive of economy and education. This, in turn, predetermined a new demand for young people for secondary vocational and engineering education.

Representatives of the real sector of the economy did not remain indifferent either. The labor market, as the main consumer, forming an order for education, established the criteria for the quality of training proceeding from the need to solve specific tasks in the production. Together with educational institutions, the development of professional standards, educational programs, a system for assessing the quality of training the future engineer is carried out. The Russian Union of Industrialists and Entrepreneurs, etc., takes part in the development of a certification system for the qualifications of existing

Articulo recibido: 05-11-2017
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engineering and technical workers, actualizing the importance of additional professional education in the formation and development of competencies of the engineer.

It should be noted that the redistribution of priorities in vocational education by the society, of course, actualizes a lot of questions on its quality. So, for example, the development of many industrial technologies is happening today faster than students have time to get higher education. In the conditions of globalization, scientific discoveries in one country become the provision of scientific and technological development for the entire world community. Thus, globalization has conditioned the orientation of education on the international specialization of production, the specialization of domestic production and its outstripping character.

The rapid transition of Russian society to new forms of economic activity has led to an increase in demand for initiative , enterprising, competent and responsible specialists (Formation of the individual's technological culture in general education and professional school / 2015.). In their training, an important role belongs to the teacher of vocational training. Demand in the labor market of skilled workers, engineers predetermined the social importance of higher professional and pedagogical education.

Higher professional and pedagogical education is the process and result of a teacher's training in a university of vocational education . The quality of higher professional-pedagogical education is a cumulative indicator, the criteria of which should be described in relation to the process (its input and resources) and its output, reflecting the satisfaction's degree of participants' interests in relations in the sphere of higher vocational education; a dynamic indicator, the components and criteria of which change as the social order is updated with higher professional and pedagogical education.

The task of implementing standards and quality assurance guidelines in the Higher Education Area in the European Higher Education Area (The Standards and guidelines for quality assurance in the European Higher Education Area (ESG 2015)) is addressed in universities through quality management (including planning, provision, management, quality improvement) and its evaluation. Russia's accession to the Bologna process is one of the local manifestations of globalization. In addition to the obvious changes that have occurred over the past period, it is worth noting the trend in the development of

Articulo recibido: 05-11-2017
Aprobación definitiva: 10-12-2017

quality assurance in vocational education institutions according to general rules. Universities comply with general regulations, develop strategies, compile road maps, determine the individual contribution of each teacher, comply with general regulations, and monitor.

It should also be noted that measures to improve the quality in its bulk are associated with the indicators of the action plan. The practice of improving all monitoring results, for example, on students' questioning on satisfaction with the quality of education, has yet to be formed.

The task of achieving the result of the training of teachers of vocational training, corresponding to both the educational standard of higher professional and pedagogical education, and the professional standard, as well as the students' expectations themselves, their parents, society as a whole.

Two theses were put into the basis for the second task's solution: 1) the thesis of the need to integrate education, science and production; 2) the thesis that society is a system, the element of which is a person. The variety of relations and connections between people in a broad (fairly general) understanding is revealed through the main spheres of social life. Thus, the interdependence of the economic, social, spiritual and political spheres makes up the overall picture of the world. It is not reflected in the different people's minds unequivocally. In this connection, the result of the formation of a general picture of the world in the mind of a person can be designated as an individual understanding of the picture of the world. Since the formation of the world general picture reflects the essence of education, "a person with an individual understanding of the picture of the world" is naturally defined in this study as a "personality". The logic of the formation and development of the individual in the minds of each person creates his own understanding of the picture of the world, there is a personal and social identification, the social order of education is satisfied.

Education finds its expression in the social, spiritual and economic spheres in the necessary sense for each of them. So, for example, in the social sphere, education is oriented towards successful social adaptation of a person, prepares him for social relations. In the economic sphere, the essence of education is reduced to the preparation

Articulo recibido: 05-11-2017
Aprobación definitiva: 10-12-2017

of a man for industrial relations (the man himself is regarded as one of the productive forces). The relations of production are built in the economic sphere through production. In the spiritual sphere, education provides the transfer of cultural heritage to future generations. Replenishment of cultural heritage, development of a society takes place in the spiritual sphere through the institutes of science. The political sphere acts as an integrating factor determining the vector of educational development, science and production, and also improving the welfare of a society as a whole. The presented interdependence of the main spheres of the society life reveals the pedagogical essence of the integration of education, science and production (Sergey ; Sedov and Larisa ,Obukhova, 2015).

In the logic of the presented interdependence, further modernization of the higher professional and pedagogical education should be directed towards the development of a society as a whole. The teacher of vocational training should be ready for the industrial and social relations, transfer of cultural heritage to the future generation, obtaining new scientific knowledge, developing production and improving the welfare of a society through their pupils.

The next task is the task of satisfying the high demand for pedagogical personnel required in institutions for training, retraining and upgrading the skills of workers, employees and middle-level specialists.

The origins of this task should be sought not in the university, but in the future working place of vocational education teachers. Satisfaction of teachers' employers directly depends on the success of the performance of their duties by teachers. This success is determined by the quality of the training of workers, employees and mid-level professionals.

Possible solutions of this problem were considered in the focus of time compression. Time compression is understood by us as "acceleration of historical time" (Kapica,2004), characterized by relatively shorter terms of development of production, science and education, as well as their interaction. Intensification of such interaction under conditions of time compression is considered by the society today as a potential for achieving higher efficiency of components. However, the acceleration of historical

Articulo recibido: 05-11-2017
Aprobación definitiva: 10-12-2017

time represents not only opportunities, but also threats to production, science and education. Some attempts at intensive thinking and their consequences can now draw certain conclusions.

For example, managers of manufacturing enterprises note the low quality of training of workers, employees and middle-level specialists, related in particular to the fact that the latter are not ready to work with modern industrial equipment. The re-equipment of training laboratories will allow secondary vocational education to meet the requirements of employers for the level of training in institutions for training, retraining and upgrading of skills until the equipment is morally obsolete. However, since this occurs in a short time, such expenses lose their meaning. As an alternative solution for the material and technical support of the educational process in certain circles, it is considered a proposal to transfer the practical component of engineering education to production. Similar opinions were supported at the meeting of the Presidential Council on Science and Education on June 23, 2014. A good addition here may be the Russian practice of implementing a dual system of vocational education. Among the latest works of compatriots on the design of the structure and content of educational programs for the training of mentors, in our view, proposals Falyahov II. (Falyakhov,2016) noticeably outstripped the situation and asked an interesting vector for research and implementation.

Of course, this is only one of the directions of the solution of the problem. The task is multifactorial and requires an integrated approach to its solution. However, already on this example, connections with solutions of previous problems are obvious.

Another task that requires consideration is the task of training teachers of vocational training and their support, taking into account the future demand for pedagogical staff and the changing requirements of the SVE system to them. The task reflects the essence of advanced education.

The quality of higher professional-pedagogical education will be much higher if the solutions proposed in the work are implemented in accordance with the concept of sustainable development. Otherwise, the solution of some problems (related to the

Articulo recibido: 05-11-2017
Aprobación definitiva: 10-12-2017

geopolitical situation) can aggravate others (due to the extensive type of thinking), ultimately reducing the potential of the teacher of vocational training.

The mission, vision and strategy of higher vocational education should be reviewed at regular intervals, allowing to take into account both the results achieved and new circumstances (external and internal). The Shewhart-Deming cycle is the best way to understand the content of the described work.

4. DISCUSSION

The integration of education, science and production, meeting the requirements for the education of all stakeholders, ensuring sustainable development and knowledge-based economy, including integration of competence and culturological approaches in education, dissemination of intensive thinking in the younger generation.

There are practically no ready-made solutions, since any proposal requires elaboration. For example, considering the positive European experience in this matter as a confirmation of the effectiveness of standards and recommendations for quality assurance in the European Higher Education Area (ESG), it is nevertheless necessary to disclose the specifics of their application in the Russian example, taking into account the inherent identity, direction and profile of training .

Note that the development of education in the direction of meeting the requirements of all stakeholders to its quality, in our view, should be considered in the context of the concept of "quality culture". Under the culture of quality of the higher professional and pedagogical education, it is necessary to understand the totality of values, norms, rules of behavior of all participants of relations in the sphere of education, through which a high level of correspondence of such education to the requirements of stakeholders for the educational process (its input and resources) and the result (Sedov et al, 2017). The proposed meaning does not contradict the understanding of the quality culture received by the European Association of Universities within the framework of the project for the development of an internal quality culture in European universities as a set of institutional and individual facilities aimed at the continuous improvement of quality (Novaja paradigma obespechenija kachestva vysshego obrazovanija.2013, p. 48) relating to the organizational culture characterized by cultural and psychological and structural and

Articulo recibido: 05-11-2017
Aprobación definitiva: 10-12-2017

administrative components (Novaja paradigma obespechenija kachestva vysshego obrazovanija.2013, p. 54). The sense of the quality culture of the higher professional and pedagogical education proposed by the author of the article and with many other attempts to define the phenomenon of "quality culture" (Vanja Perovšek , 2016 ; Cole et al, 2000; Harvey,2009; Schein,2010) are consistent.

Before science in the aspect of the chosen direction is the task of constructing a theory of the development of a quality culture that contains conceptual provisions for achieving the level of quality adequate to the prevailing social and economic conditions in higher professional and pedagogical education. The results of this study, according to the author's intention, should contribute to the development of professional pedagogy. Its application should allow to identify and explain problems in the quality of training of vocational education teachers, determine the necessary regulatory support for solving such problems, and also to predict the vector and character of the further development of higher professional and pedagogical education.

5. SUMMARY

The solution of the above- mentioned problems facing educational practice must be conditioned by the development of a quality culture of higher professional and pedagogical education. The development of quality culture should ensure the coordination of decisions and the achievement of socially significant results.

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