

STANDARDIZATION OF TEACHER EDUCATION IN RUSSIA: FROM THEORY TO PRACTICE

Natalia A. Biryukova^{1*}, Elena V. Kondratenko², Nadezhda D. Glizerina³, Olga V. Timofeeva⁴

¹Assoc. Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA, biryukova316@gmail.com

²Prof., Pedagogical Institute, Mari State University, RUSSIA, elena_kondratenko12@mail.ru

³Assoc. Prof., Faculty of General and Vocational Education, Mari State University, RUSSIA, glizerina77@gmail.com

⁴Assoc. Prof., Faculty of Law, Chuvash State University named after I.N. Ulyanov, RUSSIA, korneeva.o@inbox.ru

*Corresponding author

Abstract

Qualified teaching staff is a crucial condition for ensuring the quality of national education. In this regard, the training of competent teachers and the standardization of teacher education is the focus of educational policy in various countries. Basic elements of standardization of teachers' professional education are professional standards of different levels and types. The aim of the study is to determine the conditions for the introduction of professional standards in teacher training in modern Russian university. The hypothesis of the study is that the effective conditions for the standardization of teacher education are: the relationship of Federal state educational standards with the professional standard of the teacher, with educational standards in the field of General education standards in all the diversity of their typology, quality standards, safety standards, etc.; scientifically grounded selection of educational material on the basis of its didactic significance taking into account psychological features of perception and preservation of educational information by students; compliance of educational technologies used in professional training of future teachers at the university with the concept of educational standards; focus on ensuring the quality of pedagogical education that meets the social requirements of modern teachers and ensure their readiness for continuous development. The experimental part of the study was implemented at the Mari State University (Mari El Republic, Russia). The data obtained during the experiment confirm the hypothesis of the study and show the importance of standardization of teacher training to ensure the quality of pedagogical education that meets the social requirements of modern teachers and provide their readiness for continuous development.

Keywords: standardization of teacher education, quality of education, professional standard, educational technologies.

1. INTRODUCTION

The standardization of education is one of the global trends in the reform of vocational education worldwide. In modern educational conditions, the standardization of education is an activity aimed at establishing norms,

rules and requirements for the educational process and its result in order to achieve optimal orderliness and stability of the education system (Matronina L.F., Ruchkina G.F., 2012). The educational standard as a normative document defines the content, scope and requirements for the preparation of graduates and, according to experts, is the basis for an objective assessment of the level of education.

The standardization of education in Russia is becoming an ongoing process, which, on the one hand, requires the inclusion of all subjects of education, and on the other, leads to significant changes in education itself (Radionova N.F., Rivkina S.V., 2015). As a result of the implementation of the educational standards, the structure of education is changing, its content, methods and forms of organization, the subjects of education themselves and the relations between them are changing. In other words, the whole set of conditions is changing in which the man's personal and professional development takes place.

The elements of the standardization system in teacher education are educational standards of various levels and professional standards (Sakharchuk E.I., 2017). A significant feature of the last generation of Federal state educational standards (Federal State Educational Standard) in the field of teacher education was their relationship with professional standards of teachers. A professional standard is a characteristic of the qualifications necessary for an employee to carry out a certain type of professional activity. Professional standards of a teacher, developed on the basis of a system-activity approach, include a set of competencies that provide solutions to the basic functional tasks of teaching activity.

A comparative analysis showed that the already developed professional standards of pedagogical activity reflect its main tasks. Among them - the development of the individual abilities of the teacher: to analyze the situation of development of their wards; together with students and their parents to design an individual educational route; design, organize and research the pedagogical process using a variety of methods, forms, means and techniques; organize interaction with students, their parents, colleagues, administration, the public; use the available educational environment for specific problems; to develop and implement your individual route of professional and personal growth (Biryukova N.A, Petrova T.N. et al., 2019).

The transition to a new model of educational standards in higher pedagogical education actualizes a number of problems: organizing students' independent work as a priority pedagogical task, ensuring students are ready for lifelong education, for professional activity; building research activities of students as an important element of the scientific and educational environment for the training of future education specialists; variability of interaction between teachers and students; assessment of learning outcomes; determination of the place and role of teaching practice in the training of educational specialists (Makarova O.A., Maltseva E.V., Biryukova N.A. et al., 2018).

2. MATERIALS AND METHODS

The aim of the study is to determine the organizational and pedagogical conditions for the standardization of teacher education in a modern university. In the course of the study, methods of comparative and theoretical analysis, modeling, observation, questioning, a pedagogical experiment, expert evaluation, and SWOT analysis were used.

An electronic survey "Standardization of teacher education: experience, problems, prospects" was conducted, in which 43 respondents took part: heads of structural divisions, teachers, students of Mari State University and Nizhny Novgorod State Pedagogical University, heads and teachers of educational institutions of the Republic Mari El

The majority of respondents (72.1%) indicated that they are familiar with the professional standards of teachers and regularly use them in the design and organization of their professional activities.

According to the respondents, the introduction of educational standards had a positive impact, first of all, on the level of practical readiness of teachers for pedagogical activities (34.9%), mastering the research skills (32.6%), significantly increased the level of career orientation of students to teacher profession (32.6%).

At the same time, respondents noted that standardization had a negative impact on such factors as the motivation of students to study (32, 6%), the quality of training of students in theoretical disciplines of specialization (20, 3%). The most significant changes in the educational process of the University, due to the introduction of standardization were considered as an increased requirement for logistical support of educational process (41,9%), strengthening the role of research activity in the formation of professional competences (37.2 %), development of a digital educational environment (37,2%) , the expansion of the tasks of professional activities, which are the focus of preparing future teachers (37.2 %), strengthening of requirements to the pedagogical practice and its content (27.9 %).

At the same time, 60.5% of respondents note that the introduction of standardization entails the emergence of new teacher functions (tutor, moderator, project manager, developer of electronic educational resources, etc.), requires a review of educational technologies used in the learning process (56, 8%) and significantly increases the requirements for the professional level of university teachers providing vocational training for future teachers (53.5%). The survey participants primarily associate changes in the technological component of teacher training with an increase in the share of interactive technologies (69.8%), technology for project activities (62.8%), as well as technologies for organizing students' independent work (56.8%).

The involvement of employers (managers and teachers) in the educational process at the university is assessed positively by most respondents (62.8%). A large proportion of respondents (55.8%) positively assess the possibility of conducting complex examinations for individual educational modules, which is provided by the new version of educational standards, because, in their opinion, it significantly expands the possibilities of assessing the formation of students' competencies. 34.9% expressed a negative attitude to this form of control, leaning towards maintaining the traditional position of "one discipline – one form of control".

The survey results became the basis for a SWOT analysis on the problems of standardization of teacher education. Among the strengths of the standardization of teacher education, we have identified: the orientation of educational standards at the same time satisfying the interests of the individual, the employer, the labor market, the need for educational services; the relationship of educational and professional standards of teachers based on a competency-based approach; determination of the main competencies of the teacher as the goals and content of his professional education, taking into account his future professional activities; attracting employers not only to design, but also to implement the process of training teachers; strengthening the practical component in the content of educational programs; ensuring the quality of educational services, improving the professional level of the teaching staff, providing training for teachers.

Among the negative trends in the standardization of education, a certain separation of the content of standards from the peculiarities of the development of education systems in individual regions should be indicated; maintaining a certain discrepancy between the requirements of educational and professional standards of teachers.

Promising areas of standardization should be considered: strengthening interaction between educational organizations and the labor market, bridging the local gap "employer-university"; the measurability of the requirements specified in the standards, uniform criteria for the formulation of these requirements. Possible risks of standardization are the need for continuous monitoring of the needs of the regional labor market; the impossibility of forming a full-fledged experience of the professional activity of a future teacher in the process of learning at a university.

The organizational and pedagogical conditions for standardizing the professional training of teachers at the university are:

- the relationship of federal state educational standards with professional teacher standards, with educational standards in the field of general education, standards in the whole variety of their typology, quality standards, safety standards, etc .;
- scientifically substantiated selection of educational material based on its didactic significance, taking into account the psychological characteristics of the perception and preservation of educational information by students;
- compliance of educational technologies used in the training of future teachers at the university, the concept of educational standards;
- focus on ensuring the quality of teacher education that meets social requirements for modern teachers and ensures their readiness for continuous development.

4. CONCLUSION

The data obtained during the study confirm the hypothesis of the study and show the importance of studying the problems of standardization of teacher education in order to determine the prospects for its development and opportunities for improvement.

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