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## ПЕРСПЕКТИВНЫЕ ЛИНИИ СОВЕРШЕНСТВОВАНИЯ ПЕДАГОГИЧЕСКОЙ ПОДГОТОВКИ В РОССИИ И ЕВРОСОЮЗЕ

### PROBLEM MODELING IN THE SYSTEM OF INNOVATIVE APPROACHES TO LEARNING

**Аннотация.** Рассматривается вопрос педагогической подготовки преподавателей высшей школы в России и Евросоюзе. Классифицированы основные перспективные линии совершенствования общепедагогической подготовки студентов профессионально-педагогических вузов.

**Abstract.** The issue of higher schools teacher training in Russia and in the European Union is discussed in this article. The main prospective lines of improving general pedagogical training of students of vocational educational institutions are classified.

**Ключевые слова:** педагогическая подготовка, профессиональное образование, студент, современный университет.

**Keywords:** pedagogical training, vocational education, student, modern university.

Pedagogical universities are far from similarities in structure, style, curriculum, etc. in Russia and the European Union. Awareness of the importance and complexity of the integration of European standards in teaching and teacher training increases. The development of a European standard should be considered as part of the necessary international perspective in teacher training. University professors are linked by a common professional concern: the preparation of qualified teachers.

Special attention should be given to structural problems and «language problems», especially to languages of minorities and cultures of minorities. Some important issues need to be considered from different perspectives:

Subject perspective:

- national intellectual cultures play their part in what is appropriate and how it is taught;
- various curricula;
- different (academic) levels;
- various objectives of achievement;
- problems of integrating a European perspective in subject training, curriculum (special problems for teaching history, literature, art, etc.).

Teacher training (perspective of profession):

- in some countries teacher training is organized at various levels;
- the differences in the timeline, the structures of the programs of pedagogical education;
- the differences in the curriculum of teacher training (goals of achievement, the organization of in-service training: special problems of the activity of University professors);

- special problems with the transfer of grades and degrees (ECTS – European credit transfer system);
- problems of European integration in pedagogical training;
- recognition of diplomas;
- the different national roles of teachers and pedagogical cultures.

Socio-cultural perspective:

- various cultural training, cultural differences (ethnic minorities);
- a particular problem: the language problem.

To solve these problems the following measures are proposed. Teacher education needs fundamental reorganization: more time and money should be given to pedagogical training. At the University level more training practice (and professional feedback) and the best research focused on the problems of teachers should be introduced. In colleges the quality of «practical recommendations» should be improved (they should be accompanied by theoretical reflection and empirical research, and the depth of «case studies» must correspond to a certain level of education).

Teachers must provide their own professional plans in which theory and practice, research and practical requirements, etc. must be balanced. Through theoretical reflection, empirical research, participation in public discussions University professors and teachers can earn respect (in public opinion, from colleagues, at the government level). This respect will influence the level of resources required for long-term innovations on which improvement depends. Governments should stimulate research on the teaching profession and teacher training. Universities need to attract teachers and professors to doctoral programs [1, 2, 3, 4].

It should be stressed that pedagogical training can be described as a border area in which interdisciplinary teaching and research projects are essential. Improvement of teacher training in universities depends on the breaking of traditional boundaries between faculties and cooperation between colleagues and universities.

Thus, the main prospective lines of the improvement of general pedagogical training can be classified as follows:

1. Modernization of the content of general pedagogical training. The most important issues here are: what constitutes the professional knowledge of teachers? On what grounds do teachers base this knowledge? How should theory and practice be integrated? How can one integrate knowledge of psychology, sociology, philosophy and history in the content of general pedagogical training? How can one actually integrate pedagogical knowledge, theory of education, theory of educational planning and didactics, the art of teaching as a «system of activities»? The answer to these questions could be the creation of the concept of integration of general pedagogical knowledge based on meeting the needs of pedagogical and non-pedagogical reality: the skills generated in pedagogical training can be used in other professions. Accordingly, new curricula must be oriented to the broader educational and professional context.

2. Technological prospects for general pedagogical education. Here there is a competition between two trends – the reformist and the traditionalist (back to basics). In the first case we speak about pedocentric, reflexological; interdisciplinary and project methodologies. More significant positions are occupied by dialogue methods of teaching pedagogy, acting situations, microteaching, etc. In the second case classical pedagogical forms – lectures, seminars, and appropriate types of control dominate.

3. Upgrading the teaching profession. It can be achieved by solving a series of problems: the problem of various roles of the teaching profession – the teacher as an expert or a

communicator, employee, or «teacher»; the problem of raising the professional status of the teacher, which can be achieved in particular by the extension of professional practice and teacher identity; issues of professional development of teachers, improving his qualification; the problems of developing clear professional and pedagogical standards.

4. Building a vertical structure of the system of professional pedagogical education through the cooperation between the pedagogical universities and teacher training colleges; the creation of a single continuous «chain» of teacher training.

5. Socio-cultural perspective, considered as a way of bringing together teachers with different mental-ethnic traditions: to prepare future teachers with broad outlook and a focus on other cultures and traditions of teaching to participate in international education.

A graduate of today needs to meet the requirements of the modern labor market. He must be willing to work in changing conditions, in the tasks that are put before the society, to have deep knowledge, practical skills and modern skills, be able to efficiently use the knowledge in practice.

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УДК 378.663:378.14

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### **ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА СПЕЦИАЛИСТОВ В ИССЛЕДОВАТЕЛЬСКОМ УНИВЕРСИТЕТЕ АГРАРНОГО ПРОФИЛЯ PROFESSIONAL TRAINING OF SPECIALISTS IN THE RESEARCH UNIVERSITY OF AGRICULTURAL PROFILE**

**Аннотация.** Раскрыта сущность понятия «исследовательский университет». Проведен анализ структуры и особенностей профессиональной подготовки специалистов в исследовательских университетах мирового уровня.

**Abstract.** The essence of the term «research university» is disclosed. The analysis of activity, structure and features of professional training of experts in research universities of world level is carried out.

**Ключевые слова:** профессиональная подготовка, исследовательский аграрный университет.

**Keywords:** vocational training, research agrarian university.