

ее дальнейшую реализацию в ходе педагогической практики, во-вторых, рефлексию над собственными когнитивными умениями, формируемыми на первых стадиях таксономии, поскольку за ними следуют метакогнитивные, такие как, возможность планирования собственной учебной деятельности, самоанализ, самооценка, способность к самообразованию.

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АКТУАЛЬНЫЕ НАПРАВЛЕНИЯ ПОДГОТОВКИ ПЕДАГОГОВ ДЛЯ СИСТЕМЫ СПО В РОССИИ¹

CURRENT TRENDS OF VET-TEACHER EDUCATION & TRAINING IN RUSSIA

Аннотация. В статье рассмотрены актуальные направления подготовки педагогов для системы среднего профессионального образования в Российской Федерации. Представлен обзор практик формального и неформального образования. Рассмотрены перспективы профессионального развития педагогов СПО с использованием Европейских практик.

Abstract. The article deals with the concept of VET-teacher education and training in Russia: formal and non-formal education current trends observe. Professional development perspectives of VET teachers with European practices are discussed.

Ключевые слова: среднее профессиональное образование (СПО), формальное и неформальное образование, перспективы профессионального развития педагогов СПО с использованием Европейских практик.

Keywords: vocational education and training (VET), formal education, non-formal education, professional development perspectives of VET teachers with European practices.

There are a number of strategic documents that determine the priority areas for VET teachers education:

- National project "Education" [5];
- State Program of the Russian Federation "Development of Education" [7];

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- Strategy for the development of a system for worker training and the formation of applied qualifications for the period up to 2020[8];
- A set of measures aimed at improving the system of VET education for 2015–2020 [2].

In general, the training of VET teachers is carried out both in the form of formal and non-formal and spontaneous education. Occupational standard “Teacher of vocational education and training, additional vocational education” established that teachers should have training in the field of vocational education pedagogy [3]. Type and level of education chosen by the employer (VET organisation), as it determines the needs for training VET teachers.

Identifying current and potential deficiencies by comparing the level of VET teacher education with the occupational standard allows to determine the type and direction (profile) of education.

Currently, the formal education of teachers of secondary vocational education is carried out in two main areas:

- systematic VET teachers education at the level of higher education - specialized multi-level vocational and pedagogical education in the system “bachelor’s degree — master’s program and postgraduate study”;
- non-systemic VET teachers education on additional professional programs (DPP).

Multi-level Vocational Pedagogical Education in the system “bachelor’s degree — master’s program – postgraduate study”

Perspective directions for the development of Professional and Vocational Pedagogical education are presented in the works of V.A. Fedorov [1].

VET teacher education in HE level in the system of "bachelor's degree - magistracy - postgraduate study" is carried out by HE organizations having a state license and accreditation, subordinated to the Ministry of Science and Higher Education RF (up to 2018 inclusive – the Ministry of Education and science). Education in this system is regulated by the Federal State Educational Standards (FGOS) for Higher Education undergraduate, graduate and postgraduate levels.

For the first time at the HE level, systematic VET teacher education began in 1979. The first engineering-pedagogical institute in the country was organized, at present RSVPU. From 1979 to the present, RSVPU is the head university in the system of higher Vocational Pedagogical Education of the Russian Federation.

Vocational & pedagogical education (PPO) is the only type of education in Russia aimed at solving the staff problems of VET organisations.

Training is carried out in accordance with the FGOS for HE levels according to accredited curricula and educational programs: level of bachelor degree; level of the magistracy; postgraduate level.

Additional vocational programs for VET teachers education

Types of additional professional programs [4]:

- 1) advanced training programs;
- 2) professional retraining programs.

Also pilot project for improving the qualifications of teachers and industrial education masters, as well as WorldSkills standards experts (as part of the priority national project "Training highly qualified personnel with current standards and advanced technologies" ("Human resources for advanced technology ")) is an innovative direction for improving the qualifications of VET teachers at the RF level [6].

Development of higher and additional vocational education programs is based on the requirements of educational and occupational standards. Participants of the labour market and educational services are VET stakeholders now.

Occupational standard “Teacher of vocational education&training and additional vocational education” (approved by the Order of the Ministry of Labor and Social Protection RF of September 8, 2015 N 608n) contains requirements for the VET teachers qualification. In accordance with the order, the occupational standard is applied by employers in the formation of staff policy and HR management, in organizing training and certification of employees, entering into employment contracts, developing job descriptions and establishing wage systems from January 1, 2017. Implementing occupational standard must be completed no later than January 1, 2020.

Type of professional activity is a pedagogical activity in vocational training, vocational education, additional vocational education.

Within each qualification level, there are three sub-levels. This allows us to demarcate the differences between labor functions that belong to the same skill level, but differ in the level of authority and responsibility (degree of autonomy, scale of activity, completeness of implementation of leadership functions), skills (developing new ways of solving problems of professional activity), features of knowledge (science intensity). Substantive features of qualification sublevels are presented in various labor activities performed at each level.

In accordance with the order of the Ministry of Labor and Social Protection, occupational standard is applied by employers (VET organizations) in the formation of staff policy and in HR management, in organizing training and certification of employees, entering into employment contracts, developing job descriptions and establishing pay systems.

Basis for perspective areas of VET-Teacher Education & training in Russia will be the results of the project Professional Development of Vocation Education Teachers with European Practices (Pro-VET), RSVPU undertakes now this Erasmus + project(Erasmus +, refn. 598698-EPP-1-2018-1-FI-EPPKA2-CBHE-JP).

Pro-VET will introduce a systematic approach to continuous professional development on European VET policy and practice for VET teachers (in-service trainers, instructors, mentors etc.) and HE teachers engaged in VET teacher training in both school and work-based settings for Serbia and Russia by e-learning tools. Pro-VET will provide opportunities for HE/VET teachers for pedagogical skill development and increased work-life relevance and collaboration with proven European approaches and methodologies in VET. It will help to build confidence in the industry on the development of the VET systems. Pro-VET will therefore address the challenges of the educational quality, relevance, delivery, and management of the VET systems following VET Pointers for policy development.

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