

воение студентами знаний, необходимых для успешной организации инклюзивной среды; формирование и развитие профессионально важных личностных качеств, необходимых для организации инклюзивной среды в предстоящей деятельности; овладение методами и технологиями проектирования и организации инклюзивной среды; развитие рефлексивных способностей и навыков оценки результатов проектирования и организации инклюзивной среды.

Список литературы

1. Григорьева Е.И. Проектирование как основа формирования профессиональных компетенций студентов специальности «Социально-культурная деятельность» / Е.И. Григорьева. Текст: непосредственный // Вестник Тамбовского университета. Серия: Гуманитарные науки. Тамбов. 2018. Т. 23. № 175. С. 106-111.
2. Концепция долгосрочного социально-экономического развития Российской Федерации на период до 2020 года. URL: http://www.consultant.ru/document/cons_doc_LAW_291976/. Текст: электронный.
3. Мамедов О.Ю. Экономика инклюзивной цивилизации. / О.Ю. Мамедов. Текст: непосредственный // Terra Economicus. 2007. Т. 15. № 3. С. 6-18.
4. Основы государственной культурной политики. URL: <https://base.garant.ru/70828330/>. Текст: электронный.
5. Официальный сайт Федеральной службы государственной статистики. URL: <https://www.gks.ru/storage/mediabank/4-1.xls>. Текст: электронный.
6. Послание Президента Российской Федерации Федеральному Собранию. URL: http://www.consultant.ru/document/cons_doc_LAW_291976/. Текст: электронный.
7. Стратегия государственной культурной политики на период до 2030 года. URL: <https://www.garant.ru/products/ipo/prime/doc/71243400/>. Текст: электронный.
8. Федеральный государственный образовательный стандарт высшего образования – бакалавриат по направлению подготовки 51.03.03 Социально-культурная деятельность. URL: <https://base.garant.ru/71851348/>. Текст: электронный.
9. Шамсутдинова Д.В. Научный взгляд на объект теории исследования СКД / Д.В. Шамсутдинова, Р.И. Турханова, А.Р. Шавалеева. Текст: непосредственный // Вестник КазГУ-КИ. 2017. № 3. С. 52-55.

УДК [377.112+378.126]:[371.14:371.214.1]

Д. Е. Щипанова
D. Ye. Shchipanova

ФГАОУ ВО «Российский государственный
профессионально-педагогический университет», Екатеринбург
Russian state vocational pedagogical university, Ekaterinburg
dina_evg@mail.ru

АКТУАЛЬНЫЕ ПОДХОДЫ К РАЗРАБОТКЕ СОДЕРЖАНИЯ ПРОГРАММ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ ПЕДАГОГОВ

MODERN APPROACHES TO DEVELOPMENT OF INTENSIVE RE-TRAINING COURSES CONTENT OF TEACHERS¹

Аннотация. В статье рассмотрены актуальные подходы к разработке программ повышения квалификации педагогов системы высшего и среднего профессионального образования в Российской Федерации. Представлен обзор практик формального и неформального образования. Рассмотрены перспективы профессионального развития педагогов с использованием Европейских практик.

¹ The research in Pro-VET and MODEST projects funded by Education, Audio-visual and Culture Executive Agency, Erasmus+, ref. 598698-EPP-1-2018-1-FI-EPPKA2-CBHE-JP and 598549-EPP-1-2018-1-LV-EPPKA2-CBHE-JP.

The European Commission's support for the production of these publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Abstract. The article deals with the concept of education and training of HE and VET teachers in Russia. The approaches to the design of re-training courses content and a model for the development of continuous professional development educational programmes for teachers of HE and VET education is developed. Professional development perspectives of teachers with European practices are discussed.

Ключевые слова: высшее образование, среднее профессиональное образование (СПО), программы повышения квалификации, перспективы профессионального развития педагогов с использованием Европейских практик.

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

Teacher education in Russia has transformed over the past few decades. Formal systematic pedagogical 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 Education (up to 2018 inclusive – the Ministry of Education and science, in 2020 excluded from the Ministry of Science and Higher Education RF). Education of teachers is regulated by the Federal State Educational Standards (FGOS) for Higher Education undergraduate, graduate and postgraduate levels (includes PhD programs).

Current socio-political and economical situation in Russian education requires the teacher to constantly professional development. There are a number of strategic documents that determine the priority areas for teachers education:

- National project "Education" [10, 11];
- National project "Science" [6];
- National Technology Initiative (NTI) [7];
- Strategy for the development of a system for worker training and the formation of applied qualifications for the period up to 2020 [12];
- A set of measures aimed at improving the system of VET education for 2015–2020 [9].

Formal systematic VET teacher education at the level of higher education began in 1979 For the first time. 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 is the only type of education in Russia aimed at solving the staff problems of VET organizations. Current and perspective directions for the development of Professional and Vocational Pedagogical education are presented in the works of E.M. Dorozhkin, V.A. Fedorov etc. [13, 4].

Areas of continuing education for teachers are being identified now in accordance with the requirements of dynamically changing education: technology development, development of distance learning.

We propose to determine modern approaches to development of intensive re-training courses content of teachers in accordance with our methodological framework.

Methodological framework for intensive retraining courses development presented in two approaches: learning outcomes development; pedagogical approaches: project-based learning, andragogy, E-learning, peer-to-peer learning, collaborative learning, blended learning. These approaches are most relevant for the development of teacher re-training courses.

Learning outcomes development. The various definitions of learning outcomes do not differ significantly from each other [1, 5]. The following definition (ECTS Users' Guide [2]) of a learning outcome may be considered a good working definition: Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

The learning outcome approach is, above all, a perspective and a mode of thinking in order to develop valid programmes. While being an essential part of the implementation phase, writing learning outcomes is of course only the visible surface of this perspective, or a consequence of its implementation. The work of Benjamin Bloom (1913 – 1999) was found by the staff of University College Cork, Ireland, to provide a useful starting point when writing learning outcomes. Learning outcomes development is consists of analysis of qualification to devel-

op coherent set of knowledge, hard and soft skills, autonomy and responsibility. Analysis of qualification has two stages. The first stage – collecting and analyzing a set of documents containing qualification information [8]. Output of this stage - Hard & Soft skills mapping or Set of Skills. First stage – collecting and analyzing a set of documents containing qualification information: stakeholders survey results; evaluated effectiveness of educational programme, SWOT analysis; standards overview (educational, occupational, industrial standards etc.). The second stage – defining learning outcomes for intensive re-training courses.

Pedagogical approaches. Actual pedagogical approaches to development educational programs an re-training courses: project-based learning, andragogy, E-learning, peer-to-peer learning, collaborative learning, blended learning. These approaches are most relevant for the development of teacher re-training courses.

Basis for perspective areas of HE and VET-Teacher Education & training in Russia will be the results of the two international projects:

- 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);

- Modernization of Doctoral Education in Science and Improvement of Teaching Methodologies (MODEST), RSVPU undertakes now this Erasmus + project(Erasmus +, refn. 598549-EPP-1-2018-1-LV-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.

The aim of MODEST project – to enhance cooperation capacities of higher educational institutions of Partner Countries (Russia, Belarus, Armenia) in the field of Doctoral Education within European Higher Education Area (EHEA) and European Research Area (ERA). One of project goal is to develop re-training courses for teaching staff involved in the implementation of PhD educational programs.

Implementation of these projects will allow developing teachers re-training courses in accordance with European practices and values [3] and making make them available for different groups of teachers.

References

1. *Defining*, writing and applying learning outcomes: a European handbook. Cedefop. Luxembourg: Publications office of the European Union, 2017. 99 p. Text: direct.
2. *ECTS Users' Guide*. URL: https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf. Text: electronic.
3. *European Policy Cooperation* (ET 2020 framework). URL: https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en. Text: electronic.
4. *Fedorov V. A.* Advance professional and pedagogical education: The aspect of scientific provision / V. A. Fedorov. Text: direct // Innovations in Professional and Vocational-Pedagogical Education: Materials of the 20th All-Russian Scientific-Practical Conference; 2015 Apr 22–23; Ekaterinburg. Ekaterinburg: Russian State Vocational Pedagogical University, 2015. V. 1. P. 21–25.
5. *Kennedy D.* Writing and using learning outcomes: a practical guide / D. Kennedy. Cork, University College Cork, 2007. 104 p. Text: direct.
6. *National project "Science"*. URL: <http://static.government.ru/media/files/UraNEEbOnbjocoMLPOnnJZx4OT20Siei.pdf>. Text: electronic.
7. *National Technology Initiative (NTI)*. URL: <https://asi.ru/nti>. Text: electronic.
8. *Order of organization and implementation of educational activities for additional professional programs is approved by order of the Ministry of Education and Science of Russia dated*

07/01/2013 N 499 (Registered in the Ministry of Justice of Russia 08/20/2013 № 29444). URL: http://base.garant.ru/70440506/c83f185d8a85a57548df99086c138d6f/#block_1000. Text: electronic.

9. *Order* of the Government of the Russian Federation of March 3, 2015 № 349-p “On approval of a set of measures aimed at improving the system of secondary vocational education for 2015–2020” URL: <http://static.government.ru/media/files/cWukCnDBv5U.pdf>. Text: electronic.

10. *Passport* of the national project “Education” (approved by the Presidium of the Presidential Council for Strategic Development and National Projects, Protocol № 16 of 12/24/2018). URL: <http://static.government.ru/media/files/.UuG1ErcOWtjfOFCsqdLsLxC8oPFDkmBB.pdf>. Text: electronic.

11. *Passport* of the priority project "Education" in the direction of "Training highly qualified specialists and workers with current standards and advanced technologies" ("Personnel for advanced technologies") (approved by the Presidium of the Presidential Council for Strategic Development and Priority Projects (protocol from October 25, 2016 № 9). URL: <http://static.government.ru/media/files/7ARTAf6Lqv5wSXjleJbjViodyObukhty.pdf>. Text: electronic.

12. *Strategy* for the development of personnel training and the formation of applied qualifications. URL: <https://minobrnauki.rf/collegiya/319/file/2293/13.06.17-Strategy.pdf>. Text: electronic.

13. Zhukov G. N. Formation of students' readiness for professional and pedagogical activity of the master of industrial training. theoretical and methodological aspect / G. N. Zhukov, E. M. Dorozhkin, P. F. Kubrushko. Ekaterinburg: Russian State Vocational Pedagogical University, 2020. 227 p.