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Investigation of the subject of educational activity as the basis of individual-personified model for preschool teachers advanced training

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Abstract

The article is devoted to the issues of individualization and personification in the additional professional education of teachers. The paper considers a personalized model for additional professional education of teachers of preschool educational organizations in the context of the implementation of the requirements of the Federal State educational teacher’s standard and the Federal Law "On Education in the Russian Federation". The author of the article analyzes the national and foreign studies on the problems of individuality, individualization and personification of education. The study reveals the peculiarities of individualization in education, as well as in the system of advanced training. It explains the concepts of "individual educational route" and "individual educational trajectory".

The paper presents various interpretations of the term "personification of education". The study considers different views on the implementation of the personified approach in postgraduate education, the personified model of additional vocational education and the principles of the personification of education. The author describes a number of models of individualized and personified teacher training. The article focuses on teachers as subjects of postgraduate education and describes the algorithm used to evaluate and estimate their competencies, professional and personal deficiencies. A new technique has been designed to study the subject of educational activity that take into account

the parameters of the teacher's competence model previously developed by the author. The department of the theory and a technique of a preschool education of the Nizhny Novgorod Institute for Educational Development has made an attempt to provide teachers of pre-school educational organizations with personified advanced training. Our attention is focused on the individual and personified forms and methods of additional professional programs implementation. The foundations of the future individual-personalized model of advanced training for the educators of pre-school educational organizations and the subsequent steps of its design have been evaluated.

This is the first study to undertake an attempt to designate the possibility of designing an individual-personalized model of advanced training for the educators of pre-school educational system.

The practical significance of the article is the possibility to use the research findings of the department in the study of educators of pre-school educational organizations as a subject of the system of professional development.

Key words: individualization, personification, additional vocational education, competence, professional and personal deficiencies.

Introduction

The individualization and personification of education have become a trend. A significant number of scientific researches are devoted to the definition of these issues. The individualization and personification of adult postgraduate education have become the most acute topic. It is necessary in the context of diversification of additional professional education (APE) and individual educational needs of teachers to make significant changes both to the process of additional professional programs development and professional retraining of teachers.

On the bases of Article 76 paragraph 1 of the Federal Law "On Education in the Russian Federation" "additional vocational education is aimed at meeting educational and professional needs, professional development of a person and ensures that these qualifications match the changing conditions of professional activity and social environment" [50].

However, the realities of the modern system of additional vocational education proves that the individualization of education, the main characteristics of which are the consideration of the specifics of the subject of educational activity and the possibility to choose an educational trajectory individually have not become the norm of postgraduate education.

The process of professional development in many respects does not take into account the individual characteristics of teachers engaged in professional activities at different levels of general education such as preschool education, primary and secondary education. Moreover it does not meet their professional and personal needs. Educators and senior educators of preschool educational organizations (PEO) are a special contingent.

The teachers of preschool education are at the top list among the subjects of advanced training. More than 12,000 educators, including senior ones, currently work for preschool educational organizations of the Nizhny Novgorod region. According to the law "On Education in the Russian Federation" [50], every teacher must improve his qualification once in every three years, becoming a subject of the postgraduate education system.

Consequently, it has led to the contradiction between the mass character of the professional development of personnel (annually more than 4,000 people) and the need to consider individual characteristics, needs and professional interests of every teacher of pre-school education.

Literature review

Studies in the field of individualization of education are widely represented in scientific journals, but the interpretations of this concept are very diverse and contradictory. Therefore, in the course of our research, we turn to the basic provisions i.e. the concepts of "individuality" and "individualization."

In Russian psychological science the issue of individuality was considered in the works of leading psychologists such as B.G. Anan'ev, V.D. Nebylitsyn, B.C. Merlin, S.L. Rubinshtein, and others. It is being currently discussed by A.G. Asmolov, E. A. Golubeva, B.F. Lomov, V.M. Rusalov, and others. A. G. Asmolov

understands individuality "as a total combination of conceptual directions and attitudes of a man in the world, which are acquired in the course of life in society, provide the hierarchy of values and teach how to behave in a situation of motives fight; they are embodied through activities and communication in the produce of culture, other people, yourself " [4, c. 349].

According to V.I. Slobodchikov and E.I. Isaev, "individuality presupposes a total reflection of your entire life, appeal, inversion, the development of a critical attitude to your way of living" [46, p. 37]. The definitions of individuality lead us to the understanding that individualization in education should be closely linked to the independent search for new knowledge, the understanding of one's own priorities in the forms, means and ways of improving one's professional activity.

Today, the most common definition of individualization in education sounds like "the process of development and self-realization of a person as a subject of one's own life and activity; characterized by the accumulation of experience, development of initiative, independence, consciousness, freedom and responsibility of the individual "[54].

The study conducted by L.V. Bayborodova and T.V. Burlakova allowed the authors to determine a number of provisions reflecting the peculiarities of individualization in education:

- " consciousness of self takes place through the profound understanding of educational values and experience, therefore, at the initial stage, individualization should be viewed as the accumulation of energy, the actions that take place in the process of integrating the student into a system of various bonds and relationships with all participants of the pedagogical process;
- the internal basis of individualization ... is the ability to direct one's forces to accomplishment of a single goal, therefore, purposefulness should be the determining characteristic of the individualization;
- individualization ... facilitates the acquisition of greater independence and relative autonomy, which can be displayed in the ability of self-

determination and self-regulation; consequently, the development of self-analysis, motivation and reflection is an essential condition of individualization;

- individualization is a unity of self-actualization and total dedication;
- the process of learning is profoundly individual: the learner consciously and independently transforms the external into internal " [6, c. 13].

All the above mentioned may be closely related to the continuing education of adults , but only a small amount of research is devoted to the individualization of post-graduate education of teachers. Models of such individualization are presented in the researches of S.G. Vershlovsky, D.I. Feldstein, V.M. Rozin, and others.

I.S. Dorovskikh defines individualization of advanced training as "creating an environment for personal involment in education: a reflexive educational environment, open, variable, flexible, saturated, personally oriented; where the joint activity of all subjects of the educational process of professional development is aimed at the implementation of individual programs of students " [20, c. 141].

In the review of scientific researches in the field of individualization and personification of education conducted by Z.A. Kargina we have met several approaches to individualization in education [30]. It is possible to correlate the selected groups with additional vocational education: the first group refers to the self-education of a teacher; the second group provides an opportunity to choose academic disciplines in the framework of additional professional programs of the (PEO) institutions; The third group offers individual educational trajectories for teachers, the implementation of individual educational programs.

O.V. Surikova states that "the individualization of the educational process of additional vocational education is implemented through the design of individual educational trajectories, which is considered as understanding of motives and goals of the subject during development of professional competence in various areas" [49, c. 162].

In the study of A. G. Smirnova, the individual trajectory of learning is viewed as "the way of forming knowledge and skills as a way of implementing the basic educational paradigm by revealing the subject's personal experience, taking into account social focus, professional experience and biopsychic characteristics of an individual, as a means of individualization of the learning process, which consists of subjective experience of students and their preference in various methods of teaching " [47, c. 9].

Under the current conditions of mass training, the individualization of the educational process as the design of individual educational programs or individual educational routes is extremely difficult. The personal involvement of the teachers themselves in the design of programs to improve their skills during additional professional education presents itself as problematic. To a greater extent, teachers are able to choose the forms, means and methods of postgraduate education. Therefore, it seems to us that individualization is often associated with the possibility of personification of teacher training.

The ideas of personalization and personification on designing education based on attracting all the internal resources of the students are presented in the works of such researchers as V.P. Bepal'ko, A.B. Petrovsky, T.E. Galkina, C.B. Kondrat'ev, V.A. Petrovsky, etc. Individual and professional conditions for the implementation of the personified approach in education were considered by T. E. Galkina, M.B. Esaulova, M.S. Klevtsova, G.S. Suhobskaya, T.V. Shadrina.

For the first time the theoretical foundations of the personified approach in the system of additional vocational education were presented in the works of T. Galkina [13]. The author points out that personalism determines the possibilities for the individual development based on the inherent desire for self-improvement and self-actualization. Various interpretations of the term "personification of education" are presented in her study.

Following T. Galkina several approaches were developed in the domestic education:

- a personified approach to students in the distant vocational education (O.V. Popova) [41];
- a personified approach to teaching staff in the process of professional development (E. N. Zharkova, N. Kalashnikova) [24];
- personified-individualized approach to professional development of educators (V.V. Obukhov) [39].

G.P. Matyukevich, E.E. Sartakova, V.V. Obukhov have systemized models of individualization and personification according to the following characteristics: a paradigmatic marker in the system of advanced training; the form of organization of the educational process; the dominant technique of training or its combination and integration; "models of open informal additional pedagogical education that provide personalized individualization, the classification of which is still discussed " [39, c. 115].

In the studies of M.S. Klevtsova on the development and implementation of the technology of personalized enhancement of professional and pedagogical qualifications of educators the author explains the specific nature of the implementation of the personified approach. In the author's opinion, the components of the implementation of this approach in the system of professional development are:

- "the activity of the educational process ...;
- Integrity, which presupposes the existence of a single conceptual basis, the co-ordination of goals, objectives, the content of an individualized system of situational and positional training of teachers;
- modularity associated with the possibility of choosing the content for structuring an individual route for the professional development of teachers " [32; 33].

On the one hand, the personified model of additional vocational education is understood as the system of measures aimed at improving the professional skills of educators, but on the other hand, it is understood as a strategic tool for the vocational education of adults, which allows to stimulate the creative initiative of

teachers and channelize their energy into effective implementation of educational tasks. [43].

A significant number of foreign researches are devoted to the problems of adult education, one way or another, they touch upon the issues of advanced training taking into account the individual and personal characteristics of students (MS Knowles, P. Jarvis, J. Koppich, D. Humphrey, etc.) [54–68].

V. V. Afanasyev and a group of researchers believe that the experience of foreign countries in the field of personification is "quite long, very versatile and rich" [5, c. 48]. V. G. Erykova in her dissertation research discussed a number of principles of individual professional training of specialists, developed by foreign scientists, such as A. Adler, A. Maslow, G. Allport, V. Frankl, K. Rogers, R. Burns, J. Henning. These principles, according to the author, can be regarded as the principles of "personification of education" [23]. These include:

- the principle of the individual nature of learning;
- implementation of vocational and post-graduate education through facilitation of personal and professional growth;
- intrinsic motivation of the employee in the process of professional training;
- the desire for self-improvement and for self-cognition in your career;
- active use research and project activity of specialists in the personified training;
- factors that determine professional and personal growth, interaction with colleagues, professional environment, etc .;
- the importance of external evaluation of a specialist in the process of professional training.

L.F. Savinova has analyzed the most widespread and effective foreign models of professional development, built on learner-centered, profession-oriented, problem-oriented and andragogical principles [44, c. 7].

The main aim that can be achieved in the process of implementing the above-mentioned and other models of professional development is to overcome the

discrepancy between the level of the teacher's professional competence and the social requirements and regulations of modern education.

It is advisable to study the teachers activities in terms of necessary competencies and identify professional and personal deficiencies before proceeding to the design of a personalized model of advanced training of preschool teachers. In order to provide a teacher with the individual support , it is advisable to study his/her professional difficulties, educational needs, and the availability of teaching attitudes.

The studies on postgraduate education were conducted by V.G. Afanas'ev, G.A. Ignat'eva, V.N. Turchenko, M.A. Veit, VG Vorontsova, GS Sukhobskaya, BS Gershunsky, B G. Onushkina and others.

However, we have not found any researches devoted to the study of a preschool teacher as a subject of advanced training.

Materials and methods

We have developed a professional model of a modern teacher (PEO) [51] taking into account the requirements of FSES AE and the professional teacher's standard. В ее структуру входят следующие основные компоненты: It consists of several main components:

- factors affecting the personality of a teacher and his/her professional competence;
- basic competence of a teacher entering the profession;
- vocational and pedagogical activity of the PEO teacher in the context of FSES AE implementation;
- competences formed in the process of vocational and pedagogical activity;
- the personality of a teacher and a self-conception as a system-forming component of the professional competence model for teachers in the context of the FSES AE requirements [51].

We have set a goal to clear out to what extent the competence and personal qualities of teachers from the Nizhny Novgorod region correspond to the parameters of this model, what their professional deficiencies are, whether they

understand the need to develop their professional competences, what the priorities of their professional activity are, what determine their choice of the content and the forms of further training .

180 teachers from the Nizhny Novgorod region took part in the study, including potential applicants for the training, the current participants of the advanced training courses, as well as pre-school educational organizations, that are innovation and training platforms of our department: Municipal Budgetary Pre-school Educational Institution (MBPI) №12 “Solnyshko” and MBPI №16 "Zhemchuzhinka" Sergach; MBPI №435 and MBPI №90 Nizhny Novgorod; MBPI № 17 Lyskovo; MBPI №50 Zavolzhye; MBPI № 58 and MBPI №82 Dzerzhinsk; MBPI "Parus" Uren’; MBPI №39 and MBPI №30 Arzamas; MBPI № 26 "Lastochka" Vyksa.

It was essential for our study to involve not only educators, but also senior educators, who were responsible for managing methodological service of the PEO and were also subjects of postgraduate education.

The study of the subject of educational activity, taking into account the parameters of the teacher's competence model, was carried out in three stages.

At the first stage, we developed and tested pedagogical diagnostics of the teacher's professional competence and materials for the analysis of personal characteristics and the teacher's self-concept. The testing took place on the innovation and training platforms. The following seminars were given during the testing: "Professional development of a teacher in the context of the PEO in accordance with the requirements of the modern statutory basis of PO", "The development of professional competencies of a teacher in the preparation for the personnel appraisal", " The development of professional competences of an educator in the context of the introduction of the professional teacher's standard ", "Methodological work of the PEO in the context of the implementation of FSES preschool education ". During the entire testing period we held webinars and consultations for participants using IT support.

At the second stage, the methodological services of the PEO, which educators applied for the professional development, were offered a scoring table to assess the level of professional competence at the institutional level.

The creative task for the senior educators was to match the indicators of the professional competence of the teachers with the criteria proposed by the chair. The senior educators assessed the obtained results in compliance with the declared criteria and indicators stipulated in the scoring table.

The following methods were used to assess the compliance of the results to the criteria :

- analysis of the teachers' portfolios , steering documents, planned schedules, self-education programs, scripts and abstracts of organized educational activities, projects of the subject environment and group passports, individual maps and pupils' portfolios;
- test-questionnaires revealed actual professional and personal qualities in pedagogical activity, diagnostic interviews for verification, clarification of data obtained through the application of other methods, additional information on issues of interest.

Members of the department used input and output questionnaires, tests, creative assignments, analysis of the final papers based on the results of the course.

Students of advanced training and retraining courses of the department were asked to write an essay on the topics: "My achievements and problems in the implementation of FSES preschool education" and "Why do I work as an educator?".

We determined the following criteria for the essay assesment:

- a conscious motivation in choosing a profession, professional self-determination;
- a desire for professional growth and self-development;
- professional pedagogical attitude;
- analysis of their own professional achievements and failures;

- arguments in favor of working in PEO;
- the need for methodological assistance;
- the need for psychological help.

The essay writing was voluntary and unregulated.

At the third stage of the study, the results were summarized in the forms of charts, tables and diagrams.

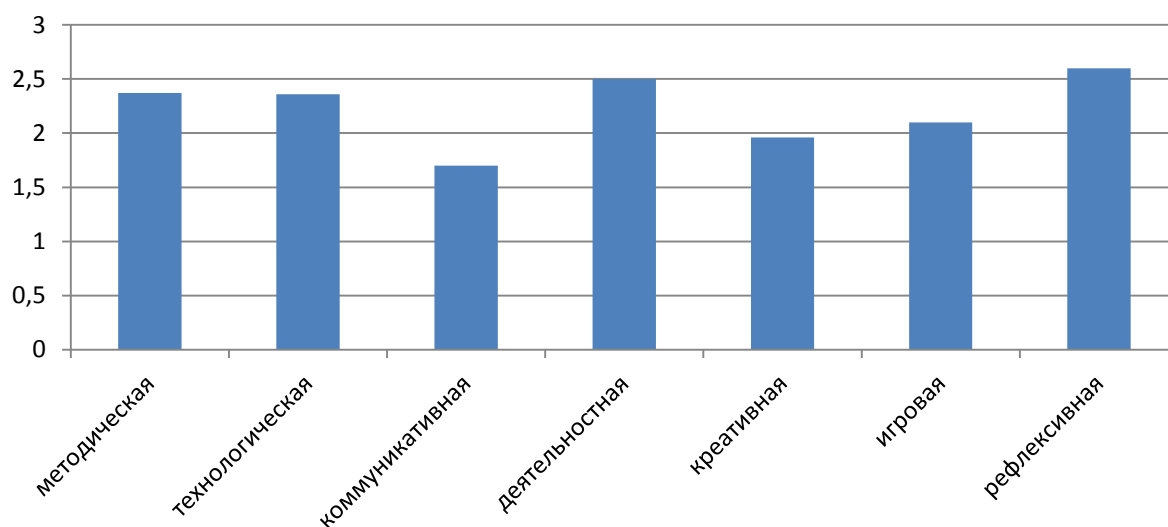
Results

The analysis of the presented materials made it possible to group the identified problems of senior educators during the assessment of the professional competence, which helped to identify their own professional deficiencies:

- insufficient understanding the concepts of "professional competence" and "competences";
- the influence of personal preferences and subjective opinion of senior educators on the objective of assessment of the teachers' professional activity;
- the development of evaluation indicators to the proposed criteria caused the greatest difficulties of the methodological services, since the senior educators could not make the system of indicators, they included knowledge, activity components as well as the products of individual activities of teachers, many of them could not show any indicators of a particular competence;
- poor methodological support of self-development of teachers at the institutional level, many senior educators lacked the tools for self-assessment of professional and pedagogical competences.

There were no difficulties in processing the results, however, the analysis of the results turned out to be quite unexpected for most methodological services (see the diagram).

Результаты диагностики профессионально-педагогической компетентности педагогов ДОО



The results of educational examination of professional competences of PEO educators

Methodological, technological, communicative, activity, creative, play, reflective

3 points – formed;

2 points – partially formed;

1 point – unformed

Based on the data obtained, it can be assumed that the activity and reflexive competence are formed. Methodological, play-related and technological competences are partially formed. And the biggest problem is a clear deficit of the creative and communicative competences of teachers, their quantitative indicator is almost on the verge: they are not formed or partially formed.

It should be noted that the results are rather high because the data was obtained from the teachers of innovative educational institutions, i.e., the best representatives of the pedagogical corps of kindergartens of the Nizhny Novgorod region. Further investigations are needed to prove the reliability of the result, i.e. to conduct additional studies in other regional PEO.

The essays were written by educators who studied at the training courses from 2016 to 2017. Overall, 273 essays were collected and analyzed (see the table).

The results of a quantitative analysis of essays written by PEO educators

№ п/п	Criteria	Number of respondents
1	Conscious motivation in choosing a profession, professional self-determination	177
2	Desire for professional growth and self-development	92
3	Presence of professional and pedagogical attitudes	54
4	Analysis of your own professional achievements and failures	86
5	Reasons for continuation of professional activity as a PEO educator	169
6	Need for methodological assistance	120
7	Need for psychological help	43

The essays presented by the educators reflect their professional needs rather than their personal qualities. It can be explained by the fact that professional and personal self-determination have much in common and lead to higher results. It is difficult for a teacher to differentiate between his/her self-position and the professional tasks assigned to him/her by the society. Professional self-determination occurs at different stages of personality development, professional self-determination is not simply the choice of a profession or alternative scenarios of professional life, but a unique creative process of personal development. Since the sample does not indicate the length of professional and pedagogical activity and the age of the respondents, the analysis of personal characteristics was difficult.

Discussion and Conclusions

Our study reveals that the teachers who has taken part in the essay writing have a proactive approach to life, ready to share their achievements, have made their choice to become an educator consciously and intend to continue their work. However, most of them do not realize their weaknesses and do not see ways for further development. There is a reluctance of most teachers to carry out personal self-assessment, prioritize, reflect on the choice of profession and dwell on motivation at work. Most of the educators teachers do not have an adequate understanding of the "self-concept", "self-development" and "self-determination".

It is necessary to continue studying the subject of the system of professional development i.e. teachers of the PEO in order to obtain more valid data.

The obtained results have become a data base for designing an individual model of advanced training for PEO educators.

The following features of the subject of educational activity has become the basis of our model:

- the level of professional and pedagogical competence (ICT, communicative, activity, etc.);
- particular characteristics of professional and pedagogical activity - early age, preschool, methodological work with personnel, inclusive education;
- gender and age features;
- significant personal characteristics, motivation, preferences in activity, career interests, desire for professional and career growth.

The model will be based on already existing forms, means and methods of individualization and personification of teacher training. Currently the department provided such forms of training as full-time distant courses, webinars, online conferences, individual training programs, modular and block courses, problem-thematic seminars. Various forms of training consists of case-studies, project-research cases , creative assignments which can satisfy the needs and wants of participants of the program. These case-studies can be used either for individual work or for group work in full-time format or distant learning.

Further work should concentrate on the development of structural components of the model with due regard for data obtained and system analysis of the existing experience of the department.

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