

TRAINING A SPECIALIST IN THE FIELD OF UPBRINGING FOR DESIGNING AN INDIVIDUAL ROUTE

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Abstract: The article considers the problem of training a specialist in the field of upbringing for designing an individual route. The authors determine the possibilities of additional professional education program for qualification enhancement as a means of preparing for this kind of activity. Using the possibilities of this program as a means of training specialists in the field of upbringing allows to immerse into professional environment through designing of the individual route for students belonging to different categories. The article presents the results of the program introduction "Technologies for personalized education: designing and maintaining an individual route" developed by the authors and the outcomes of the pedagogical experiment based on it.

Keywords: design, individual route, qualification enhancement, personification, support, professional standard, readiness of the specialist, educational technologies.

1 Introduction

In the current sociocultural situation, significant success in life is achieved by people who are able to plan and realize their personal and professional development, own career growth, the process of their physical, moral, emotional and spiritual self-improvement. All these peculiarities actualize the need for training teachers in the aspect of developing individual educational and upbringing routes, creating appropriate conditions in the open educational space and motivating students to implement them.

The problem of upbringing personification as a whole and the question of development and implementation of technology connected with the individual upbringing paths are considered at two levels: a targeted achievement of personal upbringing results and formation of the productive mechanism for person's upbringing. The issue of preparing a teacher for designing individual student routes is reflected in the requirements of the professional standard "Specialist in the field of upbringing".

In the context of the labor function "Organization of social and pedagogical support of students in the process of socialization", the need for knowledge of pedagogical support technology by the students when designing an individual route and in self-determination situations is indicated. In the framework of labor function "Organizational and methodological support of upbringing activities", a special attention is paid to the knowledge of the forms and methods of organizational and methodological support for students in designing an individual route in collective activity and self-education; in relation to the labor function "Planning upbringing activities with a group of students", the skills that motivate students to design an individual route as part of a joint activity program and provide pedagogical support for students to implement individual routes in collective activity are considered as necessary.

Based on this, the priority task of training a qualified specialist in the field of upbringing is to promote the mastery of design competence, which will ensure the formation of readiness to carry out the design of an individual route, create conditions for the implementation of a personified approach to students in the future professional activities, develop skills in creating success

situations for each child, work effectively on the development of their interests, abilities, create conditions for successful socialization and formation of positive qualities and personality traits.

2 Literature Review

Addressing the problem of teacher training is not a new aspect in the psychological and pedagogical literature. Researchers are actively studying the methodical and methodological issues of readiness formation by the project activity specialists in the field of upbringing, practical aspects of designing various types of individual routes.

The issues of practice-oriented training of teachers are updated in modern studies (Kuznetsova et al., 2016; Parshina et al., 2019; Vinokurova et al., 2018a; Zetkina et al., 2018); methodical and methodological aspects of the process of future teachers' training in modern conditions are widely researched (Pozhidaeva, 2018; Vinokurova et al., 2018b; Tatiyanina et al., 2018; Shukshina et al., 2018); conditions and technologies for effective training of specialists in the field of education and other fields, organization peculiarities of the educational process are often determined (Kutnyak et al., 2019; Vinokurova et al., 2018c; Spirenkova & Oskina, 2018; Kudashkina et al., 2018; Belyaeva et al., 2018).

Some works focus on the conditions for developing optimal individual routes for students of various educational levels (Tutoring for Gifted High School Students, 2020; Innovative Technologies for Upbringing..., 2012; Okolelov, 2015; Kolechenko, 2006; Kulebyakina, et al., 2018); technological aspects of designing individual routes for students of different categories are being developed (Antonova et al., 2019; Belova et al., 2018; Vasilkina et al., 2018); the issues of using various techniques and tools in the design and implementation of individual student routes are also addressed (Vinokurova et al., 2018d; Mikhalkina et al., 2018; Lipatova et al., 2017; Vasenina et al., 2018). The literature study confirms the relevance and significance of the problem dealing with teacher training for designing an individual route.

3 Research Methodological Framework

The aim of the article is to determine the potential of additional professional education program for qualification enhancement as a means of training specialists in the field of upbringing for designing an individual route.

It was achieved by solving a number of task that aimed at:

- generalizing the theoretical foundations of training specialists in the field of upbringing for designing an individual route;
- developing and implementing additional professional education program into educational practice;
- determining the effectiveness of this new program as a means for preparing a specialist in the field of upbringing to design an individual route.

The experiment was conducted during 2019-2020. The experimental base of the research was Mordovian State Pedagogical Institute named after M.E. Evseev. 120 teachers participated in it, carrying out upbringing functions at all levels of the educational system and falling within the scope of the professional standard "Specialist in the field of upbringing".

The study was carried out using theoretical (analysis of psychological and pedagogical literature, synthesis, generalization, systematization of the material on the problem of training a specialist in the field of upbringing for designing an individual student's route, forecasting, comparison, design) and empirical (pedagogical experiment) research methods.

4 Results and Discussion

To solve the first task, the analysis of the information sources close to the research theme was conducted. We found that readiness of a future specialist in the field of upbringing for project activities should be understood as a dynamic, integrative personal characteristic resulting from the professional training and personal growth of a specialist in the field of upbringing, providing him/her with the ability to correctly predict the process of upbringing, based on the accumulated professional knowledge, skills, experience and the corresponding level of personal development. As a result of the analysis, the requirements for the personality of a specialist in the field of upbringing who is capable of high-quality implementation of project activities have been identified; the structure and criteria of readiness for the implementation of this type of activity, pedagogical conditions of practice-oriented training of a future specialist in the field of upbringing and project activities have also been considered.

To solve the second research task, a pedagogical experiment was organized. 120 pedagogical workers became its participants; some of them were the specialists in the field of upbringing, working in educational organizations of the Republic of Mordovia. Such specialists in accordance with the professional standard "Specialist in the field of upbringing" include social educators, tutors, teachers-organisers, counselors, senior counselors, educators and senior educators (except for preschool educational organizations), etc. At the ascertaining stage of the experiment (April-May 2019), control and experimental groups were formed and compared in terms of basic characteristics. The preparedness level of specialists in the field of upbringing was checked on the basis of performing case studies, tests, and competency-based tasks.

The difficulties in completing the tasks related to the criterion of "necessary knowledge" defined by the professional standard "Specialist in the field of upbringing" regarding the issues related to the design and support of the individual route implementation were experienced by 34.3% of potential students of qualification enhancement program in the control group and 36% in the experimental group. 79% of people in the control group and 81.7% in the experimental group were not able to demonstrate the skills indicated in the above mentioned professional standard as necessary.

Based on the study, it was found that 36% of the respondents in the experimental group and 34.3% in the control group had a low level of readiness to design and maintain an individual route; 45.7% in the experimental group and 44.7% in the control group had the average level; 18.3% of people in the experimental group and 21% in the control group showed a sufficient level; 0% of people in both groups demonstrated a high level. Based on the data obtained, purposeful work was planned and organized to increase the level of readiness for design and maintenance of the individual route.

In accordance with the Federal Project "Success of Every Child", as part of the national project "Education", the team of authors developed and implemented additional professional education program for qualification enhancement "Personalized Education Technologies: Designing and Maintaining an Individual Route". The total complexity of the program is 108 hours. From September 2019 to February 2020, the formative stage of the experiment was carried out through the implementation of this program, its participants were the ones from the experimental group.

The main aim of the additional professional education program for qualification enhancement "Technologies for personalized education: designing and maintaining an individual route" was to improve competencies in the design, implementation and pedagogical support of individual routes for children, to assist students in the conscious choice of socialization, upbringing and self-education strategies, and to distribute and evaluate available child's resources for the implementation of educational and life goals.

Mastering of this program ensures the improvement of the following teachers' competencies:

- willingness to use the methods and technologies of upbringing and training, taking into account personal, age and individual characteristics, students' special educational needs;
- readiness for the development and implementation of educational methods, technologies and methodologies for the analysis of the results obtained within their use in educational organizations during pedagogical support of individual routes.

Additional professional education program for qualification enhancement is aimed at solving the following problems:

- familiarization with the theoretical and methodological foundations helping to organize the process of education, design and implementation of individual routes;
- mastering the technology of designing and implementing an individual route;
- obtaining the technology of pedagogical support for the implementation of individual student's routes.

The content component of the programs is built on a modular basis. Additional professional education program includes 2 modules, each of them involves the development of theoretical material, formation of skills, ways of working and practical experience.

The first module, "Theoretical foundations of designing and implementing individual routes in the context of a personalized approach to upbringing" is focused on the problem of individualization of the educational process in line with the Federal State Educational Standards of General Education and the professional standard "Specialist in the field of upbringing", theoretical foundations of design and pedagogical support of individual routes helping to assist students in determining personal development strategies at different levels of education and efficient use of resources in the productive achievement of educational and life goals.

The second module "Pedagogical support for the implementation of individual routes in personalized educational activities" helps to deepen the knowledge of specialists in the field of upbringing on design and implementation of the individual route, taking into account age, psychophysiological and social characteristics of students as well as development characteristics. This module is focused on the formation of skills in the field of mastering the technology of pedagogical support for the implementation of individual routes, including those with special needs: students who have shown outstanding abilities; students with disabilities, students at risk.

Mastering of the program involves independent reaching of the following educational tasks by the students:

- familiarity with the legal framework for designing individual routes;
- development of requirements for the teacher within implementation of a personalized approach to education;
- diagnostics of the student's level of socialization and upbringing with the aim of further design of the individual route based on the obtained results;
- development of recommendations for parents on the implementation of the individual route by a child;
- studying the interaction between the subjects of educational relations for designing of the individual route;
- consideration of the functional responsibilities by various specialists in the field of upbringing while designing individual routes;
- designing a technological map of the upbringing class activities (cases, events) using individual routes;
- acquaintance with the activities of different educational organizations with the aim of designing complex individual routes;

- development of recommendations for individual and group correctional and developmental classes with children having special educational needs within the framework of educational routes` implementation.

Completion of the additional professional education program for qualification enhancement is presented by the final certification, which implies the defense of the individual student`s route by the student on the choice of the listener (child at risk, hard-to-educate student, student with special educational needs).

As a result, by the end of the additional professional education program for qualification enhancement "Technologies for personalized education: designing and maintaining an individual route", the students will acquire the knowledge of:

- regulatory documents governing the design and implementation of individual routes;
- patterns of age development, stages and crises in development and socialization of the individual;
- indicators of individual characteristics of personal development trajectories, possible deviations;
- ways and methods of pedagogical diagnostics of individual characteristics by educational relations` subjects;
- psychophysiological characteristics of children with special educational needs.

The program is focused on the formation of the following skills:

- to carry out diagnostics of educational relations` subjects in designing individual routes;
- to use educational events for design and implementation of the individual route to satisfy the educational request;
- to use, test and implement individual routes to include all students into the educational process.

Participation in the additional professional education program will allow to master the following ways of activity:

- design of the individual route taking into account age, psychophysiological parameters and specifics of the student`s personal development;
- provision of pedagogical support for the implementation of individual routes.

Readiness assessment of the specialist in the field of upbringing for design, implementation and pedagogical support of individual routes of children was carried out in the process of establishing compliance between the criteria showing the formation of the improved competencies with the planned results.

During the control phase of the experiment (February-March 2020), participants in the control and experimental groups were asked to perform competency-based tasks, solve case problems, do tests and questionnaires. 73% of the students in the experimental group demonstrated a sufficient and 17% - high levels of readiness formation for designing and maintaining an individual route. It was expressed in the knowledge of the principles and design stages of the educational environment, individual routes, forms and methods of diagnosing the level of education and socialization, the ability to provide assistance in the pedagogical design of the educational environment and students` individual routes; knowledge of the system of pedagogical design technologies used for shaping educational environment and individual student routes, forms and methods for monitoring the results of personified education. Whereas in the control group the low level is 35%, the average is 44%, the sufficient one is only 21%, and the high level is 0%.

5 Conclusion

In conclusion, it is worth noting that practice-oriented training of a specialist in the field of upbringing at the university should be focused on the formation of professional competencies that allow designing, implementation and pedagogical support of individual routes, assisting students in making an informed

choice of educational strategy, allocating and evaluating available resources for the implementation of educational and life goals.

Readiness of a specialist in the field of upbringing for designing an individual route is an integrative professional and personal education, characterized by the presence of the arrangement to carry out professional activities taking into account personal, age and individual characteristics of students, a complex of knowledge about personification of the educational process, the ability to design and implement individual routes, and provide pedagogical support for their implementation.

One of the means for preparing a specialist in the field of upbringing for designing individual student`s route, contributing to the formation of practice-oriented professional activities of students and stimulating their pedagogical creativity, is an additional professional education program. This form of professional training, closely related to the development of the main professional educational program, helps to create conditions that go beyond the requirements of the Federal State Educational Standards of Higher Pedagogical Education and improve design competencies of specialists in the field of upbringing.

Careful selection of educational content and pedagogically expedient compositional design of the additional professional education program for qualification enhancement ensure the highest possible level of preparedness of specialists in the field of upbringing for designing individual routes, creating conditions for improving professional competencies and contributing to the formation of stable positive motivation for the professional activity of a teacher.

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