

BASIC DEPARTMENT OF THE PEDAGOGICAL UNIVERSITY IN THE CONDITIONS OF RESEARCH-ORIENTED TRAINING

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Abstract: The article presents the results of a study of the activities of the basic departments of the pedagogical university at the sites of educational organizations. The possibility of a basic department for the implementation of research-oriented learning and improving the quality of practical training of students is substantiated. The authors have revealed the mechanism of practical training in the conditions of the basic department, which consists in the consistent solution of a set of methodological tasks. The results of the study show that the organization of research-oriented learning based on contextual activity and research approaches in the conditions of the basic department contributes to the strengthening of interdisciplinary connections, integration of theoretical knowledge and pedagogical practice.

Keywords: basic department, research-oriented training, research approach, research competence, context-activity approach, practice-oriented training, pedagogical university, educational organization.

1 Introduction

The relevance of the research is due to the steady tendency to strengthen the role of the research component in the structure of professional training of a student of a pedagogical university. The research competence of a teacher, on the one hand, makes it possible to adapt more successfully to a changing professional environment, and on the other, to work more effectively in the mode of innovative development of educational practice. This makes it necessary to design an educational environment at the university that would facilitate the active and motivated inclusion of students in practice-oriented research work. The authors of this study rely on the theoretical and methodological position that the training of students of a pedagogical university who are able to effectively solve professional problems in the conditions of dynamic and profound changes in educational practice can be carried out on the basis of the synergy of two approaches – context-activity and research ones.

The context-activity approach involves the use of professionally contextual situations in the educational process that ensure the student's immersion in the actual problems of educational practice, the formation of professionally significant personal qualities and competencies. This approach makes it possible to strengthen practice-oriented training, which seems especially important today in the light of the existing contradictions between the dynamic processes of technological and methodological renewal of school education, on the one hand, and a certain desynchronization of the content of university education and modernization processes in school, insufficient readiness of a graduate of a pedagogical university for the practical application of acquired knowledge, mastering new means and methods of pedagogical activity, their flexible use in changing conditions, on the other.

One of the effective tools for improving the quality of future teacher training and achieving high educational results is the implementation of research-oriented training at the university within the framework of a research approach to professional training. A research student takes a more active, author's position in the educational process. The inclusion of students in professional contextual research activities within the framework of classroom and extracurricular work, various types of pedagogical practices has significant opportunities for the formation of qualities that ensure the competitiveness of a

university graduate in a professional environment, such as research skills, the ability to work with information sources, professional reflection, self-organization and independence, developed divergent thinking abilities, i.e. the ability to see various solutions to the problem and choose the optimal ones, etc. The teacher-researcher is better prepared for professional activity in changing conditions, for pedagogical creativity and innovation, for continuous education and self-education.

It is of scientific interest to search for effective organizational forms and pedagogical technologies that allow integrating the possibilities of contextual activity and research approaches in the process of university teacher training. To achieve this purpose, the research team of Mordovian State Pedagogical University named after M. E. Evseviev is implementing a project to create basic departments of the university in educational organizations of the region in a search and experimental mode.

2 Literature Review

At present, the necessary theoretical and methodological basis for practice-oriented and research-based education at the university has been accumulated. The development of the problem of practice-oriented learning is associated with the strengthening of those aspects of the content of education and the introduction of such pedagogical technologies that are aimed at the functional component of the teacher's professional activity, the formation of applied skills and practical experience of students through their contextual immersion in educational and professional activities (Bermous, 2020; Verbitsky, 2015; Bondarenko & Latkin, 2012; Schnewly & Vollmer, 2018; Tatur, 2004; Brockbank & McGill, 1998; Mayer, 2016; Moira, 2007; Shukshina & Movsesyan, 2018; Shukshina et al., 2018; Zamkin et al., 2014). The implementation of a practice-oriented campaign involves the consistent and progressive formation of professional competence of a pedagogical university student from basic professional actions to creative activity in search mode (Petrova, 2010; Brunnet & Portugal, 2016; Zamkin et al., 2018; Buyanova et al., 2019; Kuzmina & Rean, 1993).

The interrelation of research activity in the process of professional training at the university and the key characteristics of the university graduate's readiness to study, professional reflection and innovative transformation of pedagogical practice is an urgent and interdisciplinary problem. The inclusion of students in practice-oriented research activities in the learning process ensures the integrity and interrelation of their theoretical knowledge and professional skills (Lijnse, 2004; DeMilo, 2011; Ligozat & Almqvist, 2018). Thus, one of the key factors of the effectiveness of practice-oriented teaching at a pedagogical university is the formation of professional experience of students in the process of their research immersion in a professional environment (Mamontova et al., 2016; Biggs & Tang, 2011; Yorke, 2003; Onushkin et al., 1987). As the analysis of scientific literature and educational practice shows, such an approach in higher education is possible when creating basic departments at a pedagogical university (Orkibi, 2012; Afonina & Shukshina, 2020; Shukshina & Movsesyan, 2018; Shukshina et al., 2018). The basic departments enable students to organize the development of an educational program in real conditions in the process of performing practical tasks. At the same time, practical activities in the mastered training profile are carried out with the participation of professionals in this activity (Andreev, 2005; Clanche & Sarrazy, 2006; Mayer, 2017).

3 Research Methodological Framework

The purpose of the article is to substantiate the capabilities of the basic department of the pedagogical university for the implementation of research-oriented training and improving the quality of practical training of students of a pedagogical university. Research objectives: to reveal the peculiarities of the activities of basic departments; to consider the possibilities of

basic departments in the implementation of research-oriented learning in the process of practical training of students. The research was carried out using theoretical methods (analysis of psychological and pedagogical literature, synthesis, systematization of material on the research problem), as well as the method of generalization of pedagogical experience. The methodological guidelines of the study were contextual activity and research approaches. The study was conducted during 2020-2021. 26 scientists and 115 students of 8 faculties of Mordovian State Pedagogical University named after M. E. Evseev (physics and mathematics, natural technology, philology, history and law, pedagogical and art education, foreign languages, psychology and defectology, physical culture), 65 teaching staff (administrative and managerial staff, subject teachers, classroom teachers) from 12 educational organizations of general secondary educational institutions of the Republic of Mordovia (Municipal Budgetary Institution "Secondary school with in-depth study of individual subjects No. 24", Municipal Budgetary Institution "Gymnasium No. 23", Municipal Budgetary Institution "Secondary school with in-depth study of individual subjects No. 38", Municipal Budgetary Institution "Secondary school No. 40", Municipal Budgetary Institution "Lyceum No. 26", Municipal Budgetary Institution "Lyceum No. 26", Municipal Budgetary Institution "Education Center "Tavla" - Secondary school No. 17", Municipal Budgetary Institution "Secondary school with in-depth study of individual subjects No. 24", Municipal Budgetary Institution "Gymnasium No. 20 named after the Hero of the Soviet Union V. B. Mironov", Municipal Budgetary Institution "Secondary school No. 8", Municipal Budgetary Institution "Secondary School No. 5", Municipal Autonomous Preschool Educational Institution "Center of child development-kindergarten No. 2", Public Educational Institution "Saransk comprehensive school for children with disabilities") took part in the research.

4 Results and Discussion

At the first stage of work at Mordovian State Pedagogical University named after M. E. Evseev, a model of the basic department of the university at a general education organization was developed, as well as a local regulatory framework regulating their activities (regulations on the basic department, staff schedule, job descriptions of employees, activity plans, reporting forms, a page was created on the university's website covering the activities of the basic departments). At the second stage of work, in order to strengthen the practical orientation of pedagogical education, the development of integration ties between the pedagogical university and the regional education system, 12 basic departments of the university were created in educational organizations of the Saransk city district: the Department of Innovative Methods of Teaching Foreign Languages (Municipal Budgetary Institution "Secondary School with in-depth study of individual subjects No. 24"); the Department of Social Science and Legal Education (Municipal Budgetary Institution "Gymnasium No. 23"); Department of Historical Education (Municipal Budgetary Institution "Secondary school with in-depth study of individual subjects No. 38"); Department of Russian Language and Literature (Municipal Budgetary Institution "Secondary School No. 40"); Department of Native Language and National Culture (Municipal Budgetary Institution "Lyceum No. 26"); Department of Natural Science Education (Municipal Budgetary Institution "Center of Education "Tavla" - Secondary School No. 17"); Department of Methods of Teaching Physical Culture and Life Safety (Municipal Budgetary Institution "Secondary School with in-depth study of individual subjects No. 24"); Department of Pedagogical Technologies (Municipal Budgetary Institution "Gymnasium No. 20 named after the Hero of the Soviet Union V. B. Mironov"); Department of Physical Education (Municipal Budgetary Institution "Secondary school No. 8"); Department of Mathematical Education (Municipal Budgetary Institution "Secondary School No. 5"); Department of Innovative Practices of Preschool Education (Municipal Autonomous Preschool Educational Institution "Child development center-kindergarten No. 2"); Department of Special and Inclusive Education (Public

Educational Institution "Saransk comprehensive school for children with disabilities").

The basic department is a structural subdivision of the university, created jointly with a general education organization and functioning on its site. The analysis of the activities of the basic departments in the experimental mode during 2020-2021 revealed the following possibilities of this form of organization of the scientific and educational process for the pedagogical university:

- strengthening the practical orientation of the training of the future teacher based on the orientation of the content of education on the functional component of the professional activity of the teacher, attracting highly qualified practitioners to the educational process;
- improving the quality of students' training by improving the technologies of the educational process, ensuring the cyclical nature of educational, cognitive and practical activities, the unity and integrity of the process of mastering theoretical knowledge through their practical application in typical and non-standard professional situations;
- development, testing and promotion of scientific and educational products and services, both for students, their parents, and teaching staff, based on the analysis of requests and needs of real practice and the market of educational services;
- early professionalization of students and subsequent employment of graduates of the pedagogical university;
- professional orientation of high school students to psychological and pedagogical specialties.

The organization of practical training at the site of the basic department was carried out in the conditions of research-oriented training. The implementation of practice-oriented research cases by students, the content of which was constructed on the basis of the contextual principle, took place both within the framework of tasks received during the study of the main and elective disciplines of the university educational program, various types of practices (pedagogical, research, etc.), and in the process of extracurricular research work of student research groups. Thanks to this, the connection between research work, the educational process at the university and future professional and pedagogical activities was ensured. The subjects of educational interaction were university teachers of the basic department, teaching staff of the educational organization, students. The educational organization represented the basis for the experimental part of students' scientific research. The result of such research is scientific and methodological manuals aimed at improving the forms, technologies, techniques and methods of teaching and educating schoolchildren. Effective, as practice has shown, is the creation of research teams with the involvement of young scientists (students, postgraduates, undergraduates and teachers) for the implementation of joint research projects of the basic department staff and practice-teachers.

In the process of practice-oriented research, the student gained the skill and experience of substantiating, verifying and evaluating the effectiveness of scientific and practical developments, their relevance and implementation potential for the transformation and improvement of practice. Approbation and examination of research results was carried out within the framework of scientific and practical seminars, conferences, master classes, project scientific schools for students.

The mechanism of practical training through research-oriented training in the conditions of the basic department requires solving the following methodological tasks: decomposition of educational goals, step-by-step design of ways to achieve specified educational results; development and implementation of practice-oriented and flexible educational programs with modular organization and providing students with the opportunity to master them according to individual educational trajectories; development and implementation of training courses of the basic and variable parts of the educational program based on practice-oriented content, forms, technologies and teaching

methods; development of organizational and managerial mechanisms, regulatory, resource and software-methodological support for various types of students' practices (integrated, dispersed and long-term), organized at the sites of basic departments; providing conditions for the development of theoretical knowledge through their practical application in educational-professional and professional situations; formation of applied research competencies, experience in research, search and experimental activities; introduction of a system for diagnosing educational achievements, an independent system for assessing the quality of education, including with the involvement of employers and socio-professional organizations.

It should be noted that the students who participated in the study and were trained in educational organizations where the basic departments function demonstrated the ability to a deeper and holistic analysis of pedagogical phenomena and facts, current problems in educational practice and the development of optimal solutions in a real pedagogical situation. It is important to form students' value attitude to the phenomena and objects of pedagogical reality. We believe this is due to the fact that research activities in the conditions of real educational practice include, to one degree or another, an evaluative component. Evaluation is implicitly inherent in various stages of solving contextual research problems, in particular, in a situation requiring the correlation of a pedagogical phenomenon recorded in practice, a fact with some theoretical provisions, norms, standards. At the same time, the act of correlation is not a mechanical overlay, but is a process of problematization in the mode of dialogue with the supervisor, with different points of view and approaches presented in the scientific literature. The evaluative and reflexive experience acquired in this case serves as a kind of "prism" through which a value attitude to pedagogical reality and future pedagogical activity is formed.

Thus, the practical training implemented by the basic department in the process of research-oriented training of pedagogical university students contributes to changes that characterize the increase in the level of formation of their professional competence.

5 Conclusion

The results of the study showed that the basic department is a completely successful form of practical training of a teacher-researcher in the conditions of research-oriented education at a university. To ensure the effective operation of the basic departments, it is necessary to develop an appropriate regulatory framework, form a staff of university teachers and teaching staff of general education organizations, determine the content of students' research activities through the development of practice-oriented research cases and assignments within a separate academic discipline or several academic disciplines and modules of the educational program, various types of practices, as well as extracurricular research work of students. Such an organization of the scientific and educational process at the university has significant didactic and developmental opportunities in expanding and strengthening interdisciplinary ties, contributes to the problematization and dialogization of the content and process of pedagogical education, the establishment of links between research and educational activities, universal, general professional and professional competencies, promotes orientation in modern problems of educational practice, readiness to use research skills in solving educational, professional and professional tasks.

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