

Modern Strategies for the Development of Education in the Russian Federation: New Approaches and Solutions to the Problem of Professional Growth of a Teacher

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Abstract. The article analyzes current state of education in the Russian Federation and the strategic objectives of the school education development for the coming period until 2014. The purpose of the article is to highlight the specificity of the activities planned in the project to show their importance for the teachers' professional development the education system improvement. The paper deals with the characteristics of the main issues of the national project "Development of Education" and a set of federal projects that specify the concept of the project. The article shows the ways of improving the quality of education through building the national system of teachers' professional development. The article emphasizes teachers' professional development is achieved by a system of organizational measures, including creation of Continuous Professional Development Centers for the teachers who do not plan to change their profession, and Advanced Training Centers for those teachers who wish to receive a new professional qualifications or the sphere of pedagogical expertise.

1. Introduction

Russia is undergoing the period of great changes in all areas of social practice [1, 2]. The new starting point of educational reforms was marked with the Decree of the President of the Russian Federation "On National Goals and Strategic Tasks of the Development of the Russian Federation for the Period until 2024" [3], published in May 2018. The national project "Development of Education" was developed in line with the Decree. This project is a framework for the updated federal projects in the field of education. Their number is impressive. 6 projects were developed and proposed for implementation in the field of general education (school education), 2 projects - in the field of secondary vocational education, one project - in the field of higher education. The project "Export of Russian education" stands out, being of great importance in modern Russia [4]. The project "Young Professionals" is substantively related to it, as its purpose is to ensure global competitiveness of Russian education by 2024, as well as to create a competitive Russian vocational education system that will provide training for highly qualified specialists and workers in accordance with modern standards, (including standards Worldskills Russia) and advanced technology.

All of the projects are to some extent related to the problem of preparing and improving the activities of teachers, tutors, psychologists.

Projects crucial for the school teachers are:

Social activity;

Digital school;

Modern school;

Every child can succeed;

Young professionals;

Modern parents.

The project, where all these areas are combined, is the project “The teacher of the future”. The purpose of the article is to highlight the specificity of the activities planned in the project to show their importance for the teachers’ professional development the education system improvement.

2. Materials and Methods

The object of the research—are texts of federal projects on topics related to the development of education, as well as the texts of federal state educational standards of higher education, professional standards, official information on their implementation, available at the official websites of ministries and departments, in the media and at the sites of educational establishments.

Research methods—theoretical research methods; analysis, synthesis, comparison, interpretation, generalization, generalization, content analysis, cluster analysis.

The logic of the research requires to study conceptual positions that determine the novelty of strategic approaches to the system of teacher training and continuing education as one of the main means education quality improvement. The concepts can be selected on the basis of the analysis of regulatory documents developed in the national project "Development of Education" allows to select the concepts and give them further detailed consideration at the level of federal projects

3. Results and Discussions

The measures of teaching staff professional development have been studied. Analysis of the data from in the federal project “Teacher of the Future” helped to identify the development indicators, which were then summarized and presented as graphs (Figure 1).

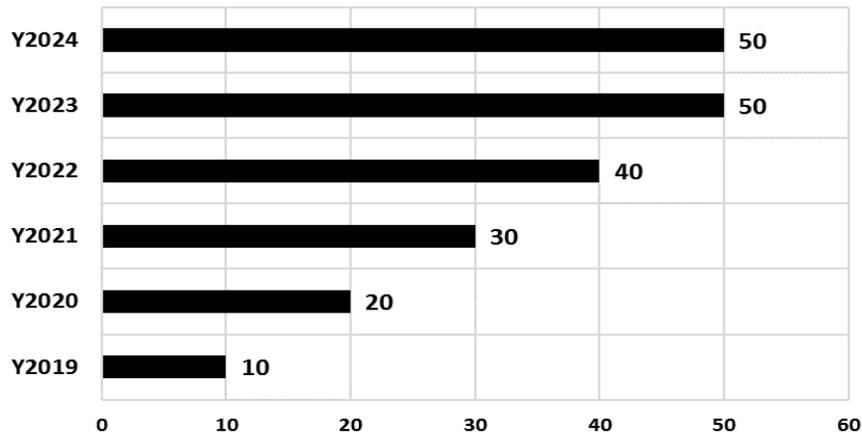


Figure 1. Percentage of Teachers in the National System of Teachers’ Professional Development.

As seen in Figure 1, strategic planning is aimed at increasing the number of teachers actively mastering a variety of professional development programs. The envisaged increasing effect of involving teachers in the system of continuing education is due to specific tasks aimed at ensuring the quality of schooling as the prerequisite of Russian education global competitiveness.

The history of professional training of teachers in the system of general and additional education shows that they receive profound and substantial knowledge in teaching subjects, for example, physics, chemistry, literature. The system of teacher education in modern Russia is going through a difficult period associated with the transition to the federal state educational standards (hereinafter referred to as the Standard) of the new generation [5]. A distinctive feature of the teacher training system is the implementation of the regulatory requirements formulated in the sections of the Bachelor Training

Standard 44.03.01 Pedagogical education, which includes “Universal competencies” and “General professional competencies”. These types of competencies are mandatory for students to master all over Russia, in all universities that provide higher pedagogical education. At the same time, the Standard contains a section “Professional Competencies”, which is filled with the competencies chosen by each educational institution independently in accordance with its pedagogical concept of teacher training. The developers of the federal project “Teacher of the Future” took into account the fact that universities that provide teacher training, while developing this component of the educational program, focus on the content of the subject. However, issues related to the competencies in the field of work in a personality-oriented environment and the construction of their own development paths are not given due attention.

“Teacher of the Future” project is an attempt to bridge this gap (Figure 2).

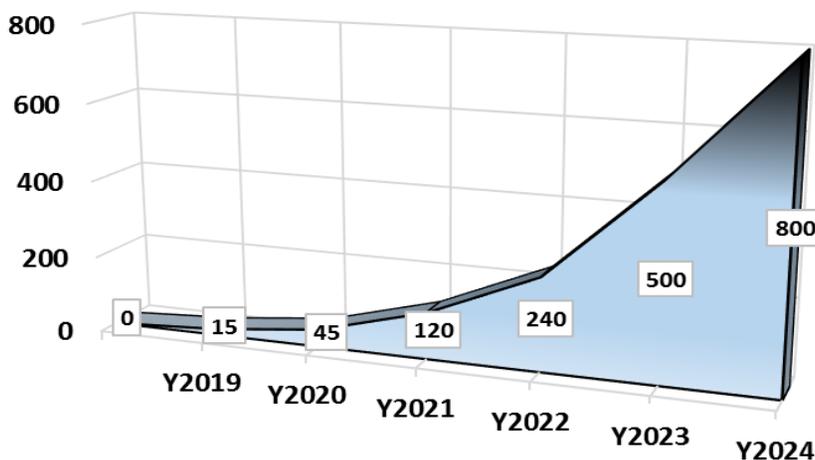


Figure 2. Control Figures of the Practicing Teachers’ Training (Unit of Measurement is One Thousand People).

Figure 2 clearly shows a trend towards an increase in the number of working teachers who will have to improve their skills. The greatest dynamics are foreseen from 2022. Such expectations are associated with the creation of a new system of advanced training.

Instead of the Institutes of Continuing Education and Professional Retraining of Teachers, which have been operating since the 30s of the XX century, the centers of accreditation of professional excellence of teachers will be created. This project will for some time operate in parallel with the existing system of personnel certification through the commissions formed at the Advanced Training Institutes throughout the Russian Federation. To ensure the activities of the new Accreditation Centers of Professional Excellence, a new certification model will be developed on the basis of common assessment requirements and standards. It will be intended not only for teachers’ accreditation, but also for certification of school principals (directors). In the future the process will include certification of teachers-psychologists, who are a mandatory part of teaching staff in modern Russian schools.

The change of the teacher training methods is arranged simultaneously with the creation of centers for the accreditation of professional excellence of teachers (Figure 3).

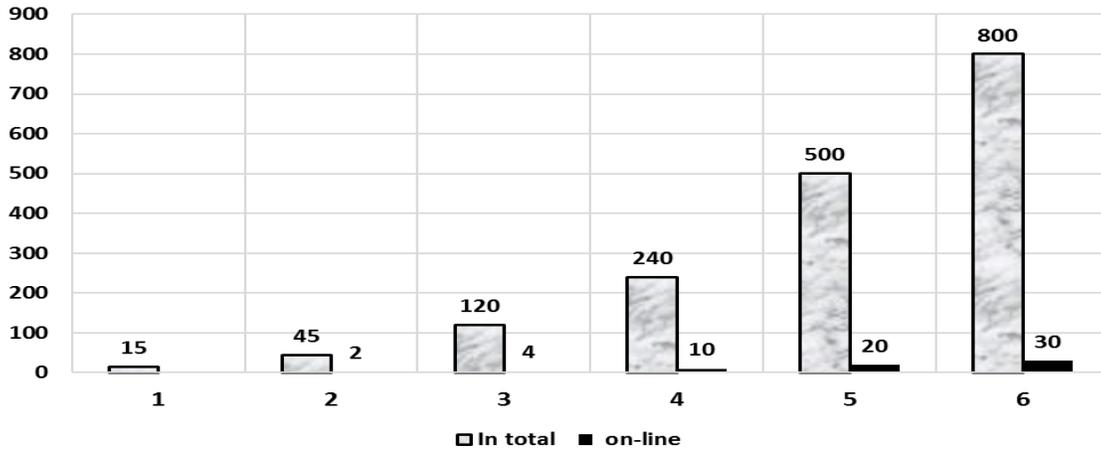


Figure 3. Comparison of the Planned Indicators of Professional Development of Teachers: Total (Planned Number of Teachers, Including Advanced Training Through Online Services). Unit of Measurement—One Thousand People.

The data presented in Figure 3 demonstrate an upward trend in the number of teachers who are able to receive on-line education services. At the same time, the dynamics of the planned growth clearly shows that there is a certain discrepancy between the planned growth rates of the number of those studying distantly and the total number of teachers participating in the training program. The explanation partly lies in the level of the teachers' IT skills. This fact adds relevance to the issue of acquiring and improving digital competencies acquisition and improvement, which is spotlighted in the federal program "Teacher of the Future" (Figure 4).

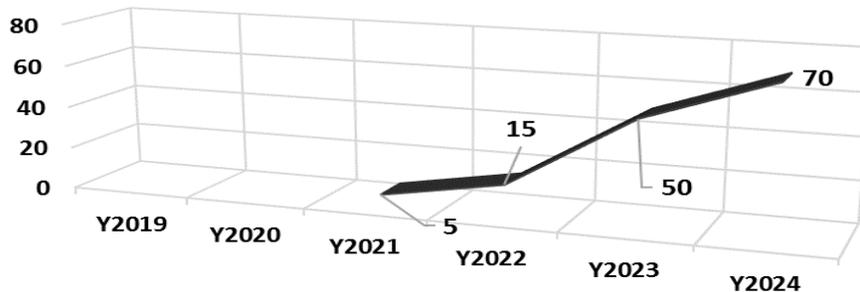


Figure 4. Dynamics of Planned Measures to Increase the Digital Competence of Teachers (as a Percentage of the Total Number of the Teachers Being Trained).

The data in Figure 4 show the number of teachers who have no (or poor) computer literacy and the teachers of school subjects related to IT, both groups mastering new methods of training and education, as well as information educational technologies. There is a positive trend which indicates the possibility of a sharp increase in the quality of the school education once the schools are duly equipped (including tablets and laptops).

4. Conclusions

Thus, the Russian Federation is consistently implementing a strategy to improve the quality of education by improving all areas of pedagogical activity. It provides for both organizational measures and

the modernization of the content of education. Among the most significant steps is creation of the special Centers which are expected to replace the Institutes for Advanced Studies and Professional Retraining of Education Workers. The centers of professional accreditation and the centers of continuous professional development for the teachers who do not plan to change their profession will be created. For working teachers who wish to change the profile of their work, centers of advanced additional professional training will be established.

The system of professional pedagogical training at universities is in the process of transition to the new federal state educational standards 3 ++, the concept of which is based on professional standards. At present, 6 professional standards of pedagogical activity have been introduced. At universities, the implementation of the “navigation weeks” in the first semester of the first year, as well as the step “Entering the profession”, is gaining wide popularity. This measure is aimed at facilitating professional identification of will-be teachers [6].

New professional skills contests for practicing teachers are being arranged. Online pedagogical communities will continue to enjoy financial support.

Popularization of the teaching profession is another important aspect of all federal projects. In this case, the emphasis will be shifted to raising the attractiveness of the rural teacher’s profession.

Such system of measures will ensure the global competitiveness of Russian education, helping the country to be among the top 10 countries providing quality education. Moreover, the moral values of the peoples of Russia and its national-cultural traditions will continue to be the basis of education.

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