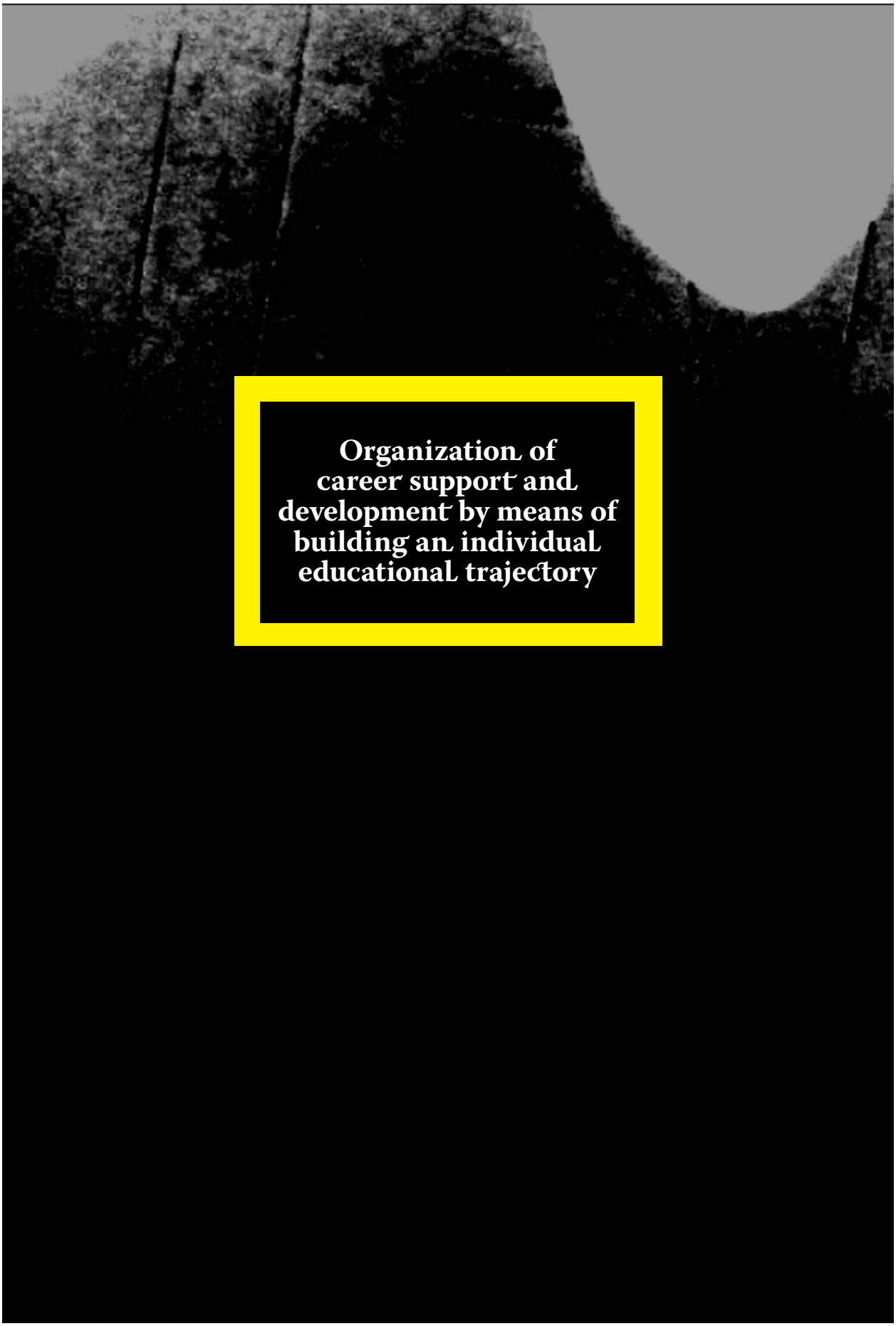

Organization of career support and development by means of building an individual educational trajectory

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Organización del apoyo y desarrollo de carrera mediante la construcción de una trayectoria educativa individual

ABSTRACT

A prerequisite for the development of educational trajectories is the developed and implemented in practice monitoring system, which is based on the following principles: purposefulness, continuity, integrity and diversity, consistency of actions of its subjects, targeting and publicity of the extracted information. A necessary condition for the development of educational trajectories is continuity, which provides: the unity of goals and objectives of the educational process; the content and methods of work of the teacher and students at all stages of their development; common understanding of the development laws, which reveal the relationship of learning, education and personal development. Analysis of the forms of joint activities of different educational institutions found that multi-level integrated training of specialists is carried out on the basis of the interaction of different types of professional educational institutions that retain legal independence, and meaningful one – on the basis of successive curricula and optimization of the content of academic disciplines. There are a number of problems that are being slowly solved: training of professional personnel lags behind the pace of structural adjustment of high-tech industries, there is a "washing out" of high-tech expensive specialties, the demand of national production is significantly ahead of the supply of educational institutions in terms of volumes and structure of personnel training, etc.

KEYWORDS: Labor sphere, education system, advanced personnel training, innovative economy, individual educational trajectories.

RESUMEN

Un prerrequisito para el desarrollo de trayectorias educativas es el sistema de monitoreo desarrollado e implementado en la práctica, que se basa en los siguientes principios: determinación, continuidad, integridad y diversidad, coherencia de las acciones de sus sujetos, orientación y publicidad de la información extraída. Una condición necesaria para el desarrollo de las trayectorias educativas es la continuidad, que proporciona: la unidad de metas y objetivos del proceso educativo; el contenido y los métodos de trabajo del profesor y los estudiantes en todas las etapas de su desarrollo; entendimiento común de las leyes de desarrollo, que revelan la relación entre aprendizaje, educación y desarrollo personal. El análisis de las formas de actividades conjuntas de diferentes instituciones educativas encontró que la capacitación integrada de múltiples niveles de especialistas se lleva a cabo sobre la base de la interacción de diferentes tipos de instituciones educativas profesionales que conservan la independencia legal y significativa, sobre la base de sucesivas Currículum y optimización del contenido de las disciplinas académicas. Hay una serie de problemas que se están resolviendo lentamente: la capacitación del personal profesional va por detrás del ritmo del ajuste estructural de las industrias de alta tecnología, hay un "lavado" de especialidades costosas de alta tecnología, la demanda de producción nacional es significativamente adelantándose a la oferta de instituciones educativas en cuanto a volúmenes y estructura de la formación del personal, etc.

PALABRAS CLAVE: ámbito laboral, sistema educativo, formación avanzada de personal, economía innovadora, trayectorias educativas individuales.

Sergeeva M.G.

Research Institute of the Federal Penitentiary Service of the Russian Federation

esfehani.mohamad3@gmail.com

Roman M.Yu.

Moscow Finance and Law University – MFUA. Russian Federation

Myavlina N.Zh.

Russian University of Transport (Moscow State University of Railway Engineering (MIIT). Russian Federation

Storozhenko O.M.

Russian University of Transport (Moscow State University of Railway Engineering (MIIT)

Panko Iu.V.

Russian University of Transport (Moscow State University of Railway Engineering (MIIT)

Fedorova T.E.

Russian University of Transport (Moscow State University of Railway Engineering (MIIT)

Yashkova N.V.

Russian University of Transport (Moscow State University of Railway Engineering (MIIT)

ARTÍCULO RECIBIDO: 14 DE MARZO DE 2019
ARTÍCULO ACEPTADO PARA PUBLICACIÓN: 20 DE MARZO DE 2019
ARTÍCULO PUBLICADO: 30 DE ABRIL DE 2019

INTRODUCTION

Modern aspects of the modernization process – the transition to a system of multi-level education, the development of mobile educational programs and standards (European Qualifications System), the achievement of academic mobility – suggest the availability of alternatives in the educational sphere and allow developing individual educational trajectories that motivate students to make choices based on their own capabilities and needs of the labor market. This process is multifaceted and designed to ensure the development of independence and initiative of the individual, the possibility of the fullest realization of its creative potential (Abdulatipova & Tsakhaeva, 2017; Abuzjarova, 2018; Badakhova, 2017; Borovikova, 2017; Borisova & Novoseltseva, 2016; Borisova et al, 2018; Gasanova et al, 2017; Gadzaov & Dzerzhinskaya, 2018; Daudova et al, 2016; Bolotin et al, 2017; Zulaeva et al, 2018; Ilkevich & Medvedkova, 2017; Kuznetsov, 2018; Ghazanfarpour et al, 2013; Sergeeva & Trubakova, 2017).

Professional education, organized on a continuous trajectory, combining practice-oriented training allows preparing a highly qualified specialist, more adapted to the requirements of the modern labor market, which not only provides a specialty, but also creates conditions for the promotion of the individual in the educational system, and then in a professional career (Morozov et al, 2018; Tsahaeva et al, 2016; Tsahaeva et al, 2017; Gadzaov & Dzerzhinskaya, 2018; Yazovskikh, 2018; Pozharskaya & Deberdeeva, 2017; Golub et al, 2017; Trifonova, 2017; Enygin et al, 2017; Kryazheva & Vinogradskaya, 2017; Taova, 2017).

In many states the system of vocational guidance for young people includes psychological professional advice, which is implemented in the following forms: reference (professional information), the simplest one, the definition

RESEARCH METHODOLOGY

of professional suitability on the basis of psychological study of the individual. Professional psychological consultation is based on the following principles: voluntary participation of the client in the consultation; active decision-making; confidentiality of diagnostic information; multiple choices.

In terms of the organization of career support and development as a structural unit of the pedagogical process aimed at the development of the function of self-realization of the individual, we consider the situation of self-realization as a complex multilateral phenomenon, causing the result of the assimilation of material and personal development. Full self-realization of the person in the formation of their professional and educational trajectory is possible by observing the following psychological and pedagogical conditions:

- awareness and deep faith in life's self-realization, in their individual unique purpose, in the highest meaning of their life;

- awareness of their abilities, interests, life preferences and motives of behavior and their management in different life situations;

- having the knowledge, skills and abilities to realize fully their abilities in a particular job and a variety of relationships;

- the ability to purposeful and effective volitional efforts necessary for the implementation of their desire for full life realization at all stages of life path.

The study of the structure of the function of self-realization of the individual allowed us identifying the following essential qualitative characteristics: independence - the ability to plan, regulate, focus on their activities, to reflect themselves and others; freedom - the ability of the individual to autonomous behavior (freedom of choice, action, decision), self-regulation, will and inter-subject interaction; creativity - the ability to concentrate creative efforts, creativity in activities, independence of judgment and responsibility for their actions and deeds.

The conducted research makes it possible to identify a number of reasons that affect the attitude of a person to education: the specifics

of motivation of educational activities, the nature of a person's position in learning, the impact of practical experience on the assimilation of knowledge. The formation of educational trajectories can be influenced by the reasons that provoke the onset of a career crisis or the threat of its development - obvious (the employee does not receive a promotion) and hidden (there is no interest in the work and satisfaction with the result of activity). In this case, possible reasons may be: inability to continue learning; lagging behind in acquiring new skills; lack of regular contribution to the success of the organization; lack of other employment.

The research conducted by the authors of the article was based on the following principles of continuous education: system, continuity, diversification, integration of educational structures, variability and flexibility of educational programs, continuity of successive levels, and completion of each individual level of education.

In our study, we consider the individual educational trajectory (IET) as one of the ways to implement individualization in a new paradigm, which refers primarily to the activities of the student as a subject of their own education. At the heart of this concept is the student's own role and responsibility in the implementation of cognitive activity, which reveals his/her personal potential.

Implementation of the IET also involves content-information, modular matrix and administrative and technological support.

Content-information support of individual educational trajectory is a complex in which the content (curriculum, education programs, schedule of the educational process, etc.) and information (advertising, open days, websites of educational institutions, etc.) shows the possibility of implementing IET aimed at the formation of professional competencies.

Module-matrix and methodological support includes methodological support of each discipline and methodological recommendations to ensure the various types of educational activities of the student and the teacher.

Administrative and technological support regulates the cooperation of the student and the teacher in the formation and implementation of individual educational trajectory, in a phased cascade development of the educational program.

In the course of the study, the main advantages of building an individual educational trajectory of a person in the conditions of continuous education were highlighted:

- for the individual - the ability to carry out individual choice of content, level and path of education, professional training that meets the intellectual, social and economic needs of the individual, and the effective completion of education at each level. Thus, the rights of young people who are not yet ready to receive a higher level of education are protected;

- for the society - the opportunity to get a specialist with the required qualification parameters in a fairly short time (1-2 years). This protects the rights of consumers who pay the cost of training the workers they need;

- for teachers - in the possibility of the most complete realization of their scientific and pedagogical potential, as this system gives greater autonomy in determining the content, learning technologies and protects the right of teachers to work with students prepared for training at this level and interested in obtaining the selected educational services.

RESEARCH RESULTS

A prerequisite for the development of educational trajectories is the developed and implemented in practice monitoring system, which is based on the following principles: purposefulnesses, continuity, integrity and diversity, consistency of actions of its subjects, targeting and publicity of the extracted information. In education, monitoring is designed to perform numerous functions, including: adaptation, diagnostic, integrative, comparative, pragmatic, forming, system-forming, etc. Scientific research of the last decade contributed to the allocation in the monitoring of its characteristic features: the duration and continuity of the study of a pedagogical phenomenon; system and systematic tracking based on the objectives of educational activities; the ability to identify the dynamics of change.

Retrospective consideration of the problem of formation of the system of monitoring the quality of education made it possible to state the presence of historical prerequisites for the emergence of pedagogical monitoring: significant experience in the organization of statistical information collection; systematic statistical research; understanding the relationship of information, analytical and evaluation, control, prognostic and corrective functions of education management. The main functions of monitoring were considered:

- integrative - monitoring of the education system development is one of its system-forming factors, provides a comprehensive description of the processes taking place in this system;

- diagnostic - scanning the state of the education system and the changes occurring in it, which allows assessing these phenomena;

- comparative - a function that creates conditions for the state of the education system as a whole or its various elements in time - the state of the system in different periods of time and space - the ability to compare with the education systems or elements of these systems in other regions and countries;

- expert - within the framework of monitoring it is possible to carry out an examination of the state, concepts, forms, methods of development of the education system, its components and subsystems;

- information - monitoring the development of the education system is a way to obtain regularly comparable information about the state and development of the system, which (information) is necessary for the analysis and forecast of the state and development of the education system;

- pragmatic - the use of monitoring information in making the most reasonable and adequate to the requirements of the situation decisions, especially management ones.

Currently, the subject of monitoring has undergone significant changes: the emphasis has shifted from monitoring the state of education in general towards assessing its quality.

A necessary condition for the development of educational trajectories is continuity, which provides: the unity of goals and objectives of the educational process; the content and methods of work of the teacher and students at all stages of their development; common understanding of the laws of development, which reveal the relationship of learning, education and personal development.

The organizational condition for the choice of educational trajectory is the multilevel and multidisciplinary educational institutions, which allows the individual to build an educational trajectory in the learning environment of a particular institution or to continue training on integrated educational programs in another institution of higher education.

The development of necessary and sufficient methods and ways of building and implementing individual educational trajectories in our study, we considered at different educational levels in the system of continuing education. Thus, at the stage of pre-school education, taking into account the legal aspect, it was established that at present, in accordance with Article 19 of the Russian Law “On education”, pre-school education is not included in the system of continuous education. In our view, pre-school education should be seen as an integral part of continuing education. In this case, the main methods of building IET will be: the skill of the educator; the perception of the child, physical education and development; language situations; child safety; legal education.

DISCUSSION

The analysis of educational programs at different levels of the education system revealed the features of the educational trajectories development at each level:

- general secondary education – educational trajectories are selected in the following areas of basic training – specialized training, gifted children, children with disabilities and additional education in accordance with the capabilities and abilities of children –clubs and interest sections, professional training and education;

- elementary and secondary vocational education – the formation of training trajectories is realized through the acquisition of various

levels of qualification – from basic to advanced and the acquisition of additional qualifications or second vocational education;

- higher education – the possibilities of movement at this educational level are determined by two educational stages: bachelor's, master's or specialist's degree, as well as additional specialization and second higher education;

- postgraduate education – a wide range of educational trajectories is provided with various courses of advanced training in the chosen or related specialties, second vocational education, educational programs for personal development.

Analysis of the forms of joint activities of different educational institutions ("interaction", "interpenetration", "organic merger") found that multi-level integrated training of specialists is carried out on the basis of the interaction of different types of professional educational institutions that retain legal independence, and content – on the basis of successive curricula and optimization of the content of academic disciplines.

In the study of approaches to the design of interfaced educational programs of different stages of training:

- the stages of development of their content were defined: comparative analysis of qualification requirements and characteristics of university and college graduates, existing curricula and programs; development of experimental curricula and related training programs;

- two approaches to the development of coordinated curricula between the stages of vocational education were identified: their coordination and the transition to a step-by-step system of training; the development of cross-cutting plans that exclude duplication of academic disciplines.

The analysis of models of continuous education presented in the pedagogical literature and practice-oriented experiment convinced of the need for a "buffer zone" between the systems of SPE and HPE, the role of which can play an increased level of SPE or individual training aimed at the formation of college students' readiness to study at the university.

Realizing the opportunity to advance through the educational stages, both without interruption and with a gap in time, the student practically chooses a continuous or discrete training scheme, including entry to the labor market. The possibility of effective completion of training at each level of multi-level education removes the contradiction between the abilities and capabilities of the student and the requirements of the educational standard. This protects the rights of those who are not yet ready to receive a higher level of education. For example, two-level system of training of specialists of basic and advanced levels implemented in college provides students with the opportunity to build their own educational trajectory.

In the organizational aspect, we considered ways of building IET on the basis of the network organization of education. There are three types of network pedagogical associations: school, municipal and inter-district. They are created both to solve the pressing issues of pedagogical practice, and for the study of a certain set of problems and the development of adequate innovative ways of activity.

The main characteristics of network management are decentralization and the absence of a single decision-making center; partial leadership in the responsibility for maintaining a common space of meanings and activities; wide specialization, involving the solution of "border problems"; a combination of professional and informal, club nature of relations of network members. Conditions of network interaction – the possibility of joint activities and a common information space.

Educational networks in the city (region) can be formed as a tool for solving different problems and have a diverse nature of interaction: cultural and educational initiatives and innovative educational institutions; schools on a territorial basis, type or profile of activity (a network of presidential schools, agricultural schools, a network of nomadic schools, etc.); resource centers; corporate information network of educational institutions.

In the last decade, various models of educational networks began to appear in different

regions of the country: "simple partnership" (Krasnoyarsk region), "community of registered schools" (Penza region), "trajectory-network organization of education in rural areas" (Altai region), "modular organization of education in the region", various educational associations, "network university", regional and interregional innovation networks, etc. In form and content, these networks represent a significant diversity.

CONCLUSIONS

Professional educational institutions operate in objectively difficult conditions - the need for advanced training for an innovative economy, the long-term demographic situation, increased competition between educational institutions, the adoption of a new order of conscription into the Armed Forces of the Russian Federation, (up to 40% of youth admission after 11 grade), etc.

There are a number of problems that are being slowly solved: training of professional personnel lags behind the pace of structural adjustment of high-tech industries, there is a "washing out" of high-tech expensive specialties, the demand of domestic production is significantly ahead of the supply of educational institutions in terms of volumes and structure of personnel training, etc.

The study carried out on the basis of specific principles (consistency, continuity, diversification, integration of educational structures, variability and flexibility of educational programs, continuity of successive levels, completion of each individual level of education) revealed:

- the content essence of the concept of "educational trajectory" as a continuous conditional line, the movement on which the person carries out in the educational space in accordance with the levels of training (educational qualifications) and taking into account the continuity of previously acquired knowledge;

- features of development of educational trajectories at each educational level (age and psychological characteristics of students; the possibility of an educational institution to provide a wide range of educational services on a budgetary and extra-budgetary basis; the availability of training levels and additional educational programs);

- pedagogical conditions of development of educational trajectories of the person in the system of continuous education:

- necessary - personality characteristics (propensity to a certain type of activity, need and readiness for professional self-determination); continuity, which provides: the unity of goals and objectives of the educational process; the content and methods of work of the teacher and students at all stages of their development;

- required - the monitoring system developed and implemented in practice;

- organizational - multilevel and multidisciplinary educational institutions, which allow the individual building an educational trajectory in the learning environment of a particular institution or to continue training on integrated educational programs in another educational institution of a higher level of training; practice-oriented professional education aimed at training highly qualified specialists.

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