

**IFTE 2017**  
**III International Forum on Teacher Education**

**PARTICIPATING IN THE PROJECT ON THE  
MODERNIZATION OF RUSSIAN PEDAGOGICAL EDUCATION**

Ludmila A. Abramova (a)\*

\*Corresponding author

(a) Cheboksary (Volga region) Federal State Budgetary Educational Institution of Higher Education «I. N. Ulianov Chuvash State University», Moskovsky Avenue, 15, 28015, Cheboksary, Russia, laabramova@mail.ru, +7(927) 863-9301

*Abstract*

In 2014, the Government of the Russian Federation approved the ‘Comprehensive program of professional development for the teaching staff of general education entities’. In particular, it is aimed at addressing the problem of pedagogical education modernization in accordance with the educator’s professional standard and Federal State Educational Standards for general education.

With the purpose of addressing this problem within the framework of this program and the Federal target programme for education development, several projects were implemented, the department of pedagogy and education development of the Chuvash State University participated in one of them.

In accordance with the subprogramme of pedagogical education modernization the ChuvSU department of pedagogy and education development, one of three new modules to the project developed by the Institute of psychology and education of Kazan Federal (Volga) University was evaluated. The Project Manager was Rosa Alekseevna Valeeva (Valeeva, 2015), Deputy Director for international activities of the Institute of psychology and education of Kazan Federal (Volga) University.

The content included in the disciplines module greatly increases the psychological component of educators’ training, and increases their willingness to implement new features and labour skills provided by the Professional standard of an educator.

The results can be used for retraining graduate students who are not educators as well as for carrying out work on professional enhancement of educators in accordance with the requirements of the professional standard «Educator (teaching activities in pre-school, primary general, basic general, secondary education) (nursery school teacher, teacher)».

© 2017 Published by Future Academy [www.FutureAcademy.org.UK](http://www.FutureAcademy.org.UK)

**Keywords:** Modernization of pedagogical education, project, module, evaluation.



This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

## **1. Introduction**

Research problem. In 2014 the Government of the Russian Federation approved the ‘Comprehensive program of professional development for the teaching staff of general education entities’.

In particular, it is aimed at addressing the problem of pedagogical education modernization in accordance with the educator’s professional standard and Federal State Educational Standards for general education.

## **2. Setting objectives**

With the purpose of addressing this problem, in 2014 – 2015 within the framework of this program as well as the Federal target programme for education development, several projects on development of pedagogical bachelor’s degree programs and on variability of obtaining pedagogical education were implemented, in one of which the department of pedagogy and education development of Federal State-funded Educational Institution of Higher Education ‘Ulianov Chuvash State University’ participated.

The comprehensive programme combined 4 subprograms: 1) Introduction of the professional standard ‘Educator (teaching in pre-school, primary general, basic general, secondary education) (nursery school teacher, teacher)’; 2) Modernization of pedagogical education; 3) Transition to an effective contract. 4. Enhancing the prestige of the profession.

There were 12 Universities participating in the project of pedagogical education modernization, among which Kazan Federal (Volga) University can be named. There were 32 University-co-operators, including Ulianov Chuvash State University. In total 7 Federal districts, 35 constituent entities of the Russian Federation participated in implementation of projects for pedagogical education modernization.

## **3. Research Questions**

In accordance with the subprogramme of pedagogical education, modernization of pedagogy and education development department evaluated one of three new modules of the projects developed by the Institute of psychology and education of Kazan Federal (Volga) University on the theme: ‘Development and evaluation of new modules and rules for implementing a basic educational bachelor’s degree program for expanded specialties group ‘Education and pedagogy’ (training program – Psycho-pedagogical education), involving academic mobility of students of pedagogical higher educational institutions (of non-pedagogical training programs) in conditions of network communication’. Project: F-91.055. Project Manager – Rosa Alekseevna Valeeva, Professor of Kazan Federal (Volga) University (Valeeva, 2015).

## **4. Purpose of the Study**

The department of pedagogy and education development evaluated module №2 EN (psychophysiological) ‘Biological-psychological-pedagogical foundations of child development’.

It consist of 5 compulsory disciplines and 3 disciplines out of 5 electives: ‘Psycho-pedagogical anthropology’, ‘Psycho-physiological developmental peculiarities of a preschool child’, ‘Psycho-

physiological developmental peculiarities of an elementary school student', 'Psycho-physiological developmental peculiarities of early teens', 'Psycho-physiological developmental peculiarities of adolescent children', 'Developmental peculiarities of gifted children', 'Developmental peculiarities of children at risk', 'Developmental peculiarities of children having deviant behaviour', 'Developmental peculiarities of children having addictive behavior', 'Developmental peculiarities of children with disabilities', 'Psycho-pedagogical practice (distributed practice)', and 'Reflexive immersion into the profession'.

## 5. Research Methods

During the module's evaluation at Ulianov Chuvash State University, the department of pedagogy and education development drafted a syllabus with an integrated module of the new educational program.

For conducting the given disciplines lecturers of ChuvSU department of pedagogy and education development completed the program of professional development at the Institute of psychology and education of Kazan Federal (Volga) University: 'Development and implementing basic professional educational bachelor degree programs for expanded specialties group "Education and pedagogy" (training program – Psycho-pedagogical education, involving academic mobility of students in terms of networking' (108 academic hours). After completing this program the lecturers obtained corresponding certificates.

The study of module disciplines directly involved 27 students of group ZUP-14-14 of ChuvSU management and social technologies faculty of extramural form of study on a contract basis on the training program 44.03.02 'Psycho-pedagogical education' – baccalaureate for an expanded specialties group 'Education and pedagogy', their studying term was 3 years (by an accelerated program – individual syllabus) based on secondary vocational and higher education.

Four lecturers of the department participated in evaluation of the module: two Doctors of pedagogical sciences: Abramova Ludmila Alekseevna, Kirillova Olga Vasilievna and 2 Candidates of pedagogical sciences: Chemerilova Irina Albertovna, Alexandrova Svetlana Nikolaevna

## 6. Findings

Analysis of the module evaluation indicates that the content of its constituent disciplines greatly increases the psychological component of educators' training, increases their willingness to implement new functions and abilities provided by the Professional standard of an educator.

In addition, classes with the use of interactive technologies (research method, small-group work, discussion, presentations, project development, etc.), and various types of independent works (problem assignments, preparation of summaries, essays, compiling glossaries, reference schemas, crosswords, catalogues of exercises, training program development, socio-pedagogical work with children, creating a personal portfolio using diagnostic and educational methodologies, etc.) showed good results. To validate knowledge and master diagnostic tools for knowledge assessing, tasks for current, intermediate and final control were used. To evaluate, firstly we checked lecture notes, reviewed problem tasks development, different practical exercises, tests, and thematic presentations.

In respect of the work performed Ulianov Chuvash State University was awarded with a

DIPLOMA for participation as a co-executor of the project for pedagogical education modernization of the Russian Federation (2014-2015), signed by A.B. Sobolev, the Director of the Department of State policy in the sphere of higher education.

## 7. Conclusion

Experience acquired by lecturers of Ulianov ChuvSU pedagogy and education development department were used when carrying out work on professional enhancement of educators in accordance with the requirements of the professional standard 'Educator (teaching activities in pre-school, primary general, basic general, secondary education) (nursery school teacher, teacher)' (Order of the Labour Ministry of the Russian Federation, 2013). The given standard specifies labor actions, involving target work 'with various contingents of students: gifted children, socially vulnerable children, children in difficult life situations, migrant children, orphans, children with special educational needs (autistic children, children with attention deficit disorder and hyperactivity etc.), children with disabilities, children with deviation behavior, and children with addictions' (Chirkina, 2015, p. 10). Labor skills were used to integrate all students into the educational process, including those with special needs in education: students who showed outstanding abilities, foreign students (Russian language is not their dialect); and students with disabilities. Such categories of students usually need pedagogical follow-up (Abramova, & Solodovnikova, 2015).

The pedagogy and education development department developed a supplementary professional training program 'Development of an educator's professional competencies, taking into account the requirements of the professional standard for educators (teaching activities in pre-school, primary general, basic general, secondary education) (nursery school teacher, teacher)', in the volume of 108 hours. It includes necessary themes concerning psycho-pedagogical peculiarities of working with gifted children, children at risk, children with health limitations, migrant children, children from different religious faiths, and children with addictions. The Department is ready to offer this professional development program to educators of the Republic (Kalimullin, & Masalimova, 2015).

## References

- Abramova, L.A., Solodovnikova T.V. (2015). Psychological context for pedagogical follow-up phenomenon development. *Education and self-development*, 2, 118-121.
- Chirkina, S. E. (2014). Features of formation of future educational psychologists' professional identity during their retraining. *Review of European Studies*, 7(1), 161-165.
- Kalimullin, A. M., & Masalimova, A. R. (2016). Actual Issues of National Education: Theory and Practice. *IEJME-Mathematics Education*, 11(1), 1-2.
- Order of the Labour Ministry of the Russian Federation of 2013 (with amendments of 25.12.2014). (2013). *On approval of the professional standard 'Educator (teaching activities in the field of pre-school, primary general, basic general, secondary education) (nursery school teacher, teacher)'* (Registered in the Ministry of Justice of the Russian Federation 06.12.2013 №30550). <http://base.consultant.ru/cons/cgi/online.cgi?base=LAW&n=155553&req=doc>
- Valeeva, R.A. (2015). Editorial. An International review of the possibilities of educational environment in the development of students and teachers. *International Journal of Environmental and Science Education*, 10 (4), 514.