

## Artículo de investigación

## The system of professional-educational technologies in the system of training specialists in the social profile

El sistema de tecnologías profesional-educativas en el sistema de formación de especialistas en el perfil social

O sistema de tecnologias profissional-educacionais no sistema de formação de especialistas no perfil social

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### Abstract

The paper studies the problem of the use of modern educational technologies for training specialists in the social profile. The quality of university professional training is an integrity of several educational technologies, each of which separately has a fairly independent character, but only together can provide a new quality of breeding professionals in the field of social work. The results of the introduction of modern educational technologies in the teaching and education process of the university social system show: the increase of graduates competing in the labor market, in addition to the development and growth of their social, professional and research competence. Therefore, the quality of university professional training of experts in the social sphere is caused by the synergistic integrity of several educational technologies that together provide a new quality of education in the field of social work.

**Keywords:** educational technologies, motivation, qualitative realization.

### Resumen

El artículo estudia el problema del uso de tecnologías educativas modernas para los especialistas en capacitación en el perfil social. La calidad de la formación profesional universitaria es una integridad de varias tecnologías educativas, cada una de las cuales por separado tiene un carácter bastante independiente, pero solo juntas pueden proporcionar una nueva calidad de profesionales de la cría en el campo del trabajo social. Los resultados de la introducción de tecnologías educativas modernas en el proceso de enseñanza y educación del sistema social universitario muestran: el aumento de los graduados que compiten en el mercado laboral, además del desarrollo y crecimiento de su competencia social, profesional y de investigación. Por lo tanto, la calidad de la formación profesional universitaria de los expertos de la esfera social está causada por la integridad sinérgica de varias tecnologías educativas que juntas proporcionan una nueva calidad de educación en el campo del trabajo social.

**Palabras claves:** tecnologías educativas, motivación, realización cualitativa.

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## Resumo

O artigo estuda o problema do uso de tecnologias educacionais modernas para formação de especialistas no perfil social. A qualidade da formação profissional universitária é uma integridade de várias tecnologias educacionais, cada uma das quais separadamente tem um caráter bastante independente, mas apenas em conjunto pode fornecer uma nova qualidade de profissionais de criação no campo do trabalho social. Os resultados da introdução de modernas tecnologias educacionais no processo de ensino e educação do sistema social universitário mostram: o aumento de graduados competindo no mercado de trabalho, além do desenvolvimento e crescimento de sua competência social, profissional e de pesquisa. Portanto, a qualidade da formação profissional universitária de especialistas na esfera social é causada pela integridade sinérgica de várias tecnologias educacionais que, juntas, proporcionam uma nova qualidade de educação no campo do trabalho social.

**Palavras-chave:** tecnologias educacionais, motivação, realização qualitativa.

## Introduction

One of actively discussed questions in pedagogics is the problem of modern professional and education technologies that make the base of teaching in university educational system of today including the education of social and pedagogical profile.

The current system of social education in the Russian Federation is characterized as an independent direction in vocational training, retraining and improvement of professional skill of experts for social sphere.

Modernization of the system of vocational training of experts of social sphere can be based on technological approach.

In the Russian pedagogical literature there are different interpretations of the term «educational technology». The analysis of approaches of various authors shows that there is no unity in understanding the essence of educational technology. Particularly they interpret this concept as follows:

- a project of a certain pedagogical system being realized in practice (Biktagirova, 2011; Gilmullin, 2016);
- means of activity and corresponding structurally functional blocks (mechanisms) in their state of activity presuming an organic combination of personal activities, abilities and skills (Dolzhenko and Shatunovsky, 2009; Kamalova, & Raykova, 2016);
- a process of regulation and description of operations on management;
- a set of the psychological and pedagogical installations defining a

special selection and configuration of forms, methods, ways, receptions, didactic conditions, the training content based on general methodology, shaping the goals focused on satisfying the interests of current policy of the state in the field of university vocational training in Russia (Chernilevsky and Filatov, 2018);

- the ordered set of actions, operations and procedures, structurally providing reception of diagnosed and predicted results in the rapidly changing conditions in the educational process; strict scientific designing and precise reproduction guaranteeing pedagogical success etc (Slastenin et al, 1998);
- Such variety of approaches in understanding the essence of educational technology it is not casual. Every author starts this understanding with a certain conceptual approach in general. Any educational technology should meet the basic methodological requirements (Selevko, 1998):

- **Conceptuality:** any pedagogical technology must be based on definite scientific concepts including philosophy, psychology, didactics and social pedagogics supporting the achievement of the educational purposes); *system*— the pedagogical technology should possess all signs of the system: the logic of the process, interrelation between all its parts, integrity; *management*— the possibility of diagnostics to define the goals, planning, designing the process of training, stage-by-stage diagnostics, methods of correction of the results; *efficiency* — modern university

pedagogical technologies exist in competitive reality and should be effective and justified at expenses, guarantee achievements of a certain standard of education.

- **Reproducibility:** the possibility of application of pedagogical technology in other educational departments.

The basic structural components of educational technologies are:

- 1) Conceptual basis;
- 2) The essence of training:

The training purposes – general and precise;  
The training component.

- 3) Procedure — technological process:

The organization of educational process;  
Methods and forms of activity of the trained;  
Methods and forms of activity of the teacher;  
Diagnostics of productivity of educational process.

In recent years the researches have become more active on the problem of the technological approach to vocational training of experts of sphere. For example, V.V. Guzeev under educational technology understands a system that includes a certain notion of planned results of training, means of diagnostics of the current conditions of the trainees, a set of training criteria and training technologies that accord the training conditions of the moment (Guzeev, 2006). According to M.V. Klarin the technological approach to vocational training of experts of social and humanitarian profile also experience remarkable vulnerable moments: underestimation of individual and unique peculiarities of the trainee; insufficient attention to the specifics of the educational motivation of the trainee; Orientation to the training of the reproductive type, connected with the general will to reproducibility of the educational process (Klarin, 1989).

### **Short Characteristic of Some Educational Technologies Used in the Social University Training Process**

Technologies of context training (A.A. Verbitsky) are based on the theory that purposeful development of professional activity of an individual is impossible out of the context of his being where he interrelates with external

conditions and communicates other people (Verbitsky, 2003).

Realization of educational process in modern university of a social profile the technologies of contextual training allow to execute a number of basic positions connected with breeding a future professional expert employed in social work:

- 1) the student is plunged in the active thinking process as far as the subjects are presented in the form of scenarios in various aspects of the future professional work;
- 2) the student is forced to reveal the whole potential of his activity – from perception to the level of the social activity on making joint decisions in sphere of work activity in practice;
- 3) Students acquire knowledge in the context of imitating professional situations that stimulate professional motivation, personal sense of the process of training; the essence of processes is reflected in the models that represent different sciences, manufactures, communities. Thereby the problem of integration in education in the scientific and professional activity of the student is solved substantially and pedagogically;
- 4) The proved combination of individual, collective and joint forms of work is used that allows everyone to share ideas with others and this will lead to the development not only of formal relations but also the grow up moral qualities of a person;
- 5) The student accumulates experience to use the educational information in his professional activity. This input personal senses in labor activity.

It is difficult to overestimate the meaning of the role-play in professional and educational technologies in the course of training professionalism for the experts of social sphere.

Didactic (professional and educational) role play is an interactive method in education which allows students to be trained on personal experience. With this method special existential

situations are created in the classes and the students imitate professional activities by playing roles.

Role Play is planned by the scenario and the imitation with the real situation helps the student:

- 1) to acquire personal emotional experience of interaction with other people and in significant professional situations;
- 2) to establish links between the behavior and its sequences based on the analysis of the personal experiences, and also the experiences of partners;
- 3) to provide risky experiments with the new models of behavior in similar situations.

Professional imitating role-play is a didactic means for development the theoretical and practical professional thinking abilities of the future expert. The given kind of didactic game should be considered as model of the professional activity where simultaneously situational, theoretical and professional-practical purposes are realized. Didactic role-play helps narrow contradictions between the abstract character of the subject matter of study and the real character of professional activity, systemizes the use of knowledge in professional work. Role-play is characterized as precisely formulated purpose with exactly expected results in training and breeding professionals.

In the course of plays imitating business the training is carried out by the following scheme: practical activities → facing problems → perception of problematic situations → the subsequent reflex → modeling new situations and their realization. Reflective researches form new skills and abilities, the development of reflective skills raises the intellectual and professional level of a person, teaches them to a way of professional thinking.

Games-trainings in use in university educational system give students possibility to react emotionally to various alarms, the difficulties connected with perception and training (in practice) activity, to learn to control their behavior. Professional role plays included in the

educational programs are means of self perception and self knowledge, understanding others, allow to model professional self-development of the future expert. The necessary element of such games is "feedback", i.e the discussion of results of the game. In role-plays the roots of professional activities are formed, stereotypes easier overcome, the self-estimation is corrected, skills of professional dialogue developed. Traditional didactic technologies assume domination of intellectual sphere, in role-play technologies a person is revealed brightly professionally and personally.

Role plays activate the processes of reflectivity, provide possibility for individually remarkable interpretation and perception of the received results. Thus we may underline, that the game technologies do not substitute traditional methods of training but rationally supplement them, expanding the pedagogical arsenal. It allows reach the exact purposes in the training process effectively. Thus it is necessary to note the importance of psychological competence of the teacher, inventing and planning the role-play. The teacher must possess the ability to the analysis of a situation and the emotional experiences of participants; ability to predict development of the events; ability to being flexible and quickly react to the events; skills of management without prejudice.

In the professionally focused preparation of the future experts of social sphere are of special importance the design technologies (Selevko, 1998; Monakhov, 1995; Bordovskaya, 2011; Kamalova, 2015). At the heart of the design technology lays the ability of the student to be oriented in the information field and design and shape independently his practical and professional knowledge. At the performances the student can act individually, in pairs or groups. Work is carried out during a certain interval of time and directed on the decision of a concrete professional training process.

The university teacher using design technology should be able: to create motivation for qualitative realization of the project by students; create the educational atmosphere as close as possible to the future professional work; to define precisely what should the students learn while realizing the project; to be able to use simple examples to explain the complex; to organize design work in groups or individually; to consult; to have criteria of an objective

estimation of the received result of the project. Actually the university teacher obtains the skills of a researcher.

### **Kinds of Design Activity of Students, the Most Effective in the Preparation of Experts of Social Sphere**

- **Information-analytical projects:** students master the methods of reception of the multidimensional and professionally significant information and the ways of its processing: the analysis of the international, domestic standard-legal rules, financial and economic documents, databases, scientific and methodological, sources of literature for monographic work, interview with experts, the analysis of materials of special professional magazines; ways of presentation of professionally significant information: a report, a publication, Internet forum and so forth.

- **Imitation role play projects:** students in groups work out the scenario of performing a real business situation sharing the roles with the others in the group. For example, for the future teachers – “educator”, “class teacher”, “tutor”, “leader of the children's summer camp”, “head of the school circle”, “social teacher”. The decision of a precise social and professional problem during the role play professional activities must include.

- **Special practice focused projects:** formulation and working out a plan of realization of the concrete project, for example mathematical modeling of collective behavior of electorate (a city, region, etc.); forecasting of crisis of political and social and economical situation in concrete region based on the analysis of files of the professionally significant information; during the presentation of the project ways of its realization in practice should be shown or recommendations should be worked out considering the data of deputy's activities, social and political organizations, etc.; the external expert estimation of the project by professional practitioners must be given.

### **Some new Opportunities in the Educational Activities of Students in the Implementation of Project Technologies**

The implementation of project technologies by the student, together with the teacher, opens up new opportunities in learning activities, in particular:

- **Co-creation of educational content:** Interaction with the content of training in the framework of the project is not limited only to free access to open collections of digital educational resources. The student, together with the teacher, can form their own learning content by incorporating information resources created by him (texts, photographs, drawings, etc.) into the educational process.

It is worth noting that the possibilities of both existing educational information resources and those created by students will help to substantially complement the list of materials that can be effectively applied to future teachers both for educational activities and for self-education. In this direction, special attention is paid to the possibilities of the Internet, namely, ways of presenting information, its hypertextuality and multimedia, effective organization of information retrieval, a wide range of interactive technologies that allow students to interact with the training system, contributing to the implementation of new approaches to learning based on dialogue with a computer.

- **Development and formation of new metasubject competencies, knowledge and skills:** related to the use of ICT. Project technologies implemented in the electronic educational environment of the university open up fundamentally new opportunities for learning activities, the results of which are a metasubject educational product and the corresponding internal increments of subjects of education. The implementation of the types of project activities of students involves the participation of students in educational communities, which greatly expands the field of interaction and joint activities of students and teachers. The teacher can not only communicate directly with the student, but also monitor their activities in the network, as well as manage it.

### **Conclusion**

The ability to organize the design activity of students is an indicator of qualification of the teacher, his ability to use advanced technologies in the professional-focused training. Here again the great role plays the pedagogical heuristics – a science studying the ways of developing the abilities of productive creative thinking.

According to M. Doel, S. Shardlou, in a the context of social and cultural educational

paradigm the central core of the educational process is man knowing and revealing the truth for himself but not the learner, the trainee ready acquire knowledge reproductively. But as far as there is no unique truth, it is not that the most important but the relation to it. Thus the subject-subject interrelations and the relation of participants of pedagogical process are built on the principles cooperation, dialogue, an exchange of opinions and mutual responsibility for a free choice of the position, knowledge of the world by the exchange of moral and spiritual values. An organic part of realization of education in the course of training experts of social sphere is its trend to humanistic and spiritual and moral values.

### Summary

Currently systematic passage social workers training courses and professional training is regarded as one of the necessary conditions for improving their professional competence, professional culture and personal development, as well as enhance their competitiveness in today's job market. In modern Russia the question about the quality of the implementation of training courses and professional training of these specialists had never been more relevant. The article states that the current approaches to the problem provide an objective assessment of the quality of postgraduate professional education professionals social profile is largely based: a) on the basic provisions of the theory of educational measurement, b) on the basic provisions of the didactic and didactic testology taxonomy, c) to theory of independence procedures of expert assessments; d) on the methods of mathematical statistics; e) The pedagogical paradigm of quality management functioning educational systems, f) on the ideas of standardization of educational processes. The results of introducing of modern educational technologies in teaching and educational process of social university system show: increase of the competing graduates on the labor market; development and growth of its social, professional and the research competence. Thus the quality of university vocational training of experts of social sphere is caused by synergetic integrity of various educational technologies,

each of which separately has rather independent character, but only together they can provide new quality of education in the field of social work.

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