

Practical Recommendations to Improve the Quality of Training and Methodical Support of Professional Teacher Education

Valery V. Grebennikov^a, Ludmila Yu. Grudtsina^{a,b}, Nikolay N. Marchuk^a, Badma V. Sangadgiev^a and Nail K. Kudyashev^c

^aRUDN University (Peoples' Friendship University of Russia), RUSSIA; ^bFinancial University Under the Government of the Russian Federation, RUSSIA; ^cKazan (Volga region) Federal University, RUSSIA

ABSTRACT

The research urgency is caused by the transition to the knowledge society and new demands for training and methodical provision of professional pedagogical education. The purpose of this paper is to develop practical recommendations to improve the quality of training and methodical support of professional pedagogical education. The leading approach of the study is the integrative approach which allows considering training and methodological support as a system of training and curricula documentation and training-methodical materials, diagnostic methodic and training materials for the organization of the educational process, independent work of students and intensification of activity of the teacher. The study involved 250 teachers, 300 students, 100 staff of the education authorities that took part in the identification of quality performance criteria of training and methodical support. Main results of the research consist in determining of the functions' content (teaching, educating, developmental, and integrative) of training -methodical support; development of a mechanism for assessing its quality, including functions (productive, regulatory), stages (ascertaining, advisory), criteria (informative, didactic, educational and developmental levels) and tools (analysis, study of consumer preferences, a definition of prospects of development and review). The significance of the results obtained is that the identified functions of training and methodical support lead to effective development of future teacher's professional competences and the formation of intelligence, which expresses the susceptibility to intellectual values, love of learning, interest in history, an aesthetic feeling. Implementation of a mechanism for assessing the quality of training and methodical support allows optimizing the content of professional pedagogical education and improving of the professional portrait of the teacher.

KEYWORDS

The formation of intelligence, training and methodical support, professional pedagogical education

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CORRESPONDENCE Valery V. Grebennikov ✉ grebval@yandex.ru

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Introduction

The research urgency is caused by the transition to the knowledge society and new demands for training-methodical support of professional pedagogical education. The objectives of professional teacher education consists, first, in teachers' training of the qualitatively new type: competitive, enthusiastic, competent, easily adaptable to changes, able to analyze complex situations and take responsible decisions, having an interest in the permanent increase in the level of education and skills (Petrova et al., 2016; Şandır and Aztekin, 2016; Ibragimov et al., 2016). Secondly, in the formation of the intelligence. Famous Russian educator D. Likhachev (2006) writes that intellectuals in one way or another are creators. But the person writing, teaching, creating works of art, but doing it according to order, on the instructions of the requirements of the party, the state or any customer with an "ideological bias", is not intellectual, but a mercenary. The teacher is a very broad concept. In Greek - paidagogos means educator. In the encyclopedic dictionary teacher is determined as the person providing the practical work on the training and education of children, pupils and young people with special training in this area; and as a scientist, developing the theoretical problems of pedagogy (the Soviet encyclopedic dictionary, 1989). Thus, teachers are a social community that unites and kindergarten teachers, and teaching staff of School and scientific-pedagogical personnel of the University. The awareness of belonging to this community is an indicator of professional ethics of the individual teacher and the corporate culture of the entire teaching community. In Russia, teachers have always been the main component of the intelligentsia. And the Russian intellectuals were the most respected and educated social stratum; the keepers of traditions; a vital source of development of society.

The very word "intelligentsia" in Latin means understanding, thinking, reasonable. The mass use of the word "intelligentsia" in Russian culture begins in the 1860s, when the journalist - Pyotr Boborykin begin to use it in the press. Pyotr Boborykin explains that he borrowed the term from German culture, where it was used to denote a part of society, which was engaged in intellectual activity. Calling himself the "godfather" of the new concept, P. Boborykin invested in it a special sense: the definition of the intelligentsia as a set of representatives of "high intellectual and ethical culture" but not "knowledge workers". In his opinion, the Russian intelligentsia is a special moral-ethical phenomenon. Intellectuals in this sense are representatives of different professional groups, different political beliefs, but with a common spiritual and moral Foundation (Boborykin, 1929, pp. 11-15). With this meaning the term "intelligentsia" came back to the West, where it was considered a purely Russian (intelligentsia).

Dmitry Likhachev (1993) in the paper "On the Russian intelligentsia" highlights a number of qualities that are inherent to the true intellectual: 1) intellectual - is not only an educated man, but that who possesses intellectual honesty; 2) intelligence is first of all independence of thought from all that limits it; 3) the basic principle of intelligence - intellectual freedom as a moral category; 4) intelligent people is not free only of their conscience and their thoughts. Intellectuality in Russia has always been considered an integral part of teachers' professionalism (Galitskikh, 2001; Kamalova, Korchagina and Bulatbaeva, 2016). All the above written reasons the purpose of the article - to develop

practical recommendations to improve the quality of training and methodical support of professional pedagogical education.

Methodological Framework

A leading approach to the study is the integrative approach. The concept "support" can be considered, on the one hand, as a system of measures, tools, control conditions, on the other, as the process of creating and providing of this system to improve management efficiency. The integrative approach allow us to consider educational and methodical support as a system of training curricula documentation and training-methodical materials, diagnostic techniques and teaching materials for organizing of the process of professional pedagogical education, independent work of students and intensification of activity of the teacher. The main components of training and methodical support are the textbooks, methodical manuals, methodical recommendations on the discipline study, methods of control of educational activity of students, methods of organization of independent work of students, reference books, supporting notes and electronic sources of educational information. Integrative approach allowed to identify the set of goals of training and methodical support: 1) informational, providing the inclusion of necessary array of fundamental and professional knowledge in the content of education; 2) systematizing, including adequate structuring of fundamental and professional knowledge; 3) the organizational and procedural, providing leadership of the process of education; 4) controlling, focused on fundamental and professional knowledge's assimilation and development of abilities and skills of their practical application; 5) self-education, allowing to use training and methodical support as a stand-alone means of education; 6) educational - research, aimed at formation of students' abilities skills of research activity; 7) integrating, ensuring the formation of necessary competencies; 8) socio-educational, contributing to the formation of intelligence, a professional Outlook, the effectiveness of socialization. During research the following methods were used: theoretical (analysis, synthesis, generalization, systematization); sociological (observation, interviews, questionnaires, expert evaluation).

Results

The main results of this study are: 1) the functions of training and methodical support; 2) a mechanism for evaluating of the quality of training and methodical support; 3) experimental verification of the effectiveness of the quality's assessment mechanism of training and methodical support.

The functions of training and methodical support. It is found that the content of professional pedagogical education is formed on two levels: 1) level of state educational standards; 2) the level of training and methodical support. Like the level of the content of professional pedagogical education, the training and methodical support fulfills training, educating, developmental, and integrative functions. The essence and content of functions are presented in table 1.

Table 1. The essence and content of the functions of training and methodical support

Function	The essence of the function	The contents of the function
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Training	Assimilation of fundamental and professional knowledge for successful solving of various pedagogical problems	1)	1) the organization of collective and individual creativity of students in preparing and carrying out of educational activities; 2) integration of training and education into a single educational process through unity of purpose, tasks, forms, methods; 3) the mini-max, which means that every student is offered educational content at the maximum level for full disclosure of abilities (max), but the content is assimilated by each student according to his abilities and talent (mini)
Educative	the formation of a professional ideology, the humanistic orientation of the individual	1)	1) the removal of the stress forming factors of the educational process, creating in the classroom a friendly atmosphere, oriented to the realization of the ideas of pedagogy of cooperation; 2) development of entity-entity relations between teacher and student
Developing	Forming of creativity as the ability to find and solve problems	1)	1) formation of the capacity for the systematic selection of variations and optimal; 2) the maximum orientation for the creative beginning, the acquisition by the students of their own experience of creative work in the process of training and education
Integrative	the formation of intelligence, reflecting the level of spiritual, moral, vocational, civic culture	1)	1) the continuity of education in which the result of each prior step provides the next stage; 2) the increasing complexity of educational problems from course to course; 3) students' doing of tasks with a gradual increase in the share of independence and activity; 4) orientation to priority development of the content of common cultural components, the formation of personal maturity of the students, identifying the personal meaning of occupational activity

From table 2 it is evident that the training and methodical support implementation of these functions determines, first, the effective assimilation by future teacher of professional competences as the integrative qualities of the personality, influencing professional self-determination and self-improvement, compliance with the requirements of the specialty, standards, qualifications, occupied or performed official activities, the achievement of stable positive results in training, education, development of children, pupils, students. Secondly, the formation of intelligence, which expresses the susceptibility to intellectual values, love of learning, interest in history, an aesthetic feeling. Russian teacher is a person having an inner core, a certain code of honor, which

is characterized by honesty, generosity, tolerance, creative nature of activities, innovative thinking. The teacher should be intelligent, writes Dmitry Likhachev (2006). Intelligence is needed in all circumstances and for others, and for the man himself. It's very, very important, and above all in order to live happily and long. Intelligence is equal to moral health, and health is necessary to live a long time — not only physically, but also mentally (Likhachev, 2006). An intelligent person will be able to distinguish a real work of art from the rough "thing", done only to surprise; to marvel at the beauty of nature; to understand the nature and personality of another person, to appreciate, to understand his situation and help; to show respect for the culture of the past; to take responsibility in addressing moral issues.

The mechanism to assess the quality of training and methodical support. It is found that the mechanism to assess the quality of training and methodical support is the most important component of pedagogical management in professional education, including functions, stages, criteria and tools (Yepaneshnikov et al., 2016). Quality as an integrative category reflects the structural and content aspect of the object, its social value, relevance and functionality. The quality of training and methodical support characterizes the internal potential of professional teacher education, its compliance with the state educational standards and orientation toward self-realization of students (Pugacheva et al., 2016a). Assessment of the quality of training and methodical support performs two functions: 1) productive, focused on improving of components of training and methodical support, to improve its structure and procedure to develop recommendations for its optimization; 2) standard, during which the main attention belongs to the indicators required for reporting in the process of state certification of the University or its accreditation. Stages to evaluate the quality of training and methodical support are clarified: ascertaining and advisory. The ascertaining stage reveals the state of training and methodical support: determines its overall design, sets the parameters and characteristics. For this purpose, questionnaires, interviews with experts, content analysis of publications in the press and materials of scientific-practical conferences, "round tables"; the study of educational and methodical literature on the thematic structure are used; patterns of growth of specific types of publications are identified (Kamasheva et al., 2016). At the advisory stage scientific and methodical recommendations are developed on the adjustment and optimization of training and methodical support. At this stage expert interviews, surveys of students, involvement of public organizations for examination of training and methodical support are used (Pugacheva et al., 2016b). Criteria to assess the quality of training and methodical support include: 1) the quality of information (subject) level (compliance with the state educational standards; the continuity of the fundamental and professional knowledge content and accessibility of their presentation); 2) the quality of the didactic level (multi-level and diverse methodical apparatus; balanced and productive inclusion of diagnostic techniques, reference books; the presentation of educational knowledge, taking into account regularities of educational-cognitive activity of students); 3) quality of educational and developmental level (emotionally-figurative presentation of knowledge; the promotion of intelligence, a professional Outlook). Tools to assess the quality of training and methodical support include: analysis of existing textbooks and other components of training and methodical support; identifying of gaps and causes of these shortcomings;

finding of ways and means to overcome them; the study of consumer preferences; the definition of prospects to develop the textbook and other components of training and methodical support in general; study of reviews. Thus, the evaluation of the quality of training and methodical support is educational activities that are carried out after fulfillment of clearly defined and the designated procedures with the aim to improve the quality of professional teacher education (Zamaletdinov et al., 2016).

Experimental verification of the effectiveness of the quality assessment mechanism of training and methodical support. Experimental verification was conducted from 2014 to 2016. Experimental testing was attended by 250 teachers, 300 students, 100 experts (specialists of education authorities). Experimental testing took place in three stages: ascertaining, forming, and control.

On ascertaining stage requirements of teachers, students, and experts were clarified to the functions of training and methodical support and to evaluation mechanism of quality. It is found that most students (81 %) only see the training function of training and methodical support, when the assessment of its quality consider necessary to pay attention to the clarity of knowledge, availability of reference books. The majority of teachers (83 %), believe that training and methodical support fulfills training and educating functions, when assessing the quality they consider it necessary to take into account the continuity of the content of knowledge, the inclusion of diagnostic techniques, compliance with the content requirements of state educational standards. According to most experts, 78% educational-methodical provision fulfills training, educating, developing functions, and when assessing its quality it is necessary to take into account compliance with state educational standards.

On the forming stage the mechanism to evaluate the quality of training and methodical support was tested. Students prepared reviews of the training and methodical support on the disciplines "Law", "Cultural studies", "Methodic of educational work", "Didactics". The best ones were included in the jury of the contest "the Best training-methodical work". With the teachers round tables were held to discuss problems of optimization of training and methodological support and evaluation of its quality, and competition "the Best training-methodical work" on the disciplines "Law", "Cultural studies", "Methodic of educational work", "Didactics". In the result of the contest among the 24 training and methodical works, 8 of them were recommended for use in the process of professional pedagogical education carried out by the universities. Experts were invited in the jury of the contest "the Best educational-methodical work". The experts note that presented for the competition educational and methodical works include a variety of teaching methods that enhance cognitive activity of students, provide changing of types of educational activities, are geared to the requirements of existing state educational standards, include the use of modern information and communication technologies, contain the author's ideas.

The control phase identifies dynamics of the quality of training and methodical support, through a questionnaire survey of students, teachers and experts (table. 2).

Table 2. Dynamics of the quality of training and methodical support identified by ascertaining and control stages (%)

Criteria for assessing of the quality of training and methodical support	Ascertaini	Control
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	ng stage	stage
compliance with state educational standards	82	100
the content continuity of the fundamental and professional knowledge and accessibility of presentation	57	96
multilevel and diverse methodical apparatus	41	98
balanced and productive inclusion of diagnostic techniques	36	84
balanced and productive inclusion of reference books	28	96
the presentation of educational knowledge, taking into account regularities of educational-cognitive activity of students	27	94
emotionally-imaginative the presentation of knowledge	21	92
assistance in the formation of intelligence	8	84
assistance in the formation of a professional Outlook	15	92

From table 1 it is seen that in the quality of training and methodical support there are positive changes.

Discussion

A number of studies are devoted to the problem of the quality of training and methodical support of professional teacher education. The subject of scientific discussions constitutes the essence, functions of training and methodical support and evaluation mechanism of quality.

It is found that in the publications of T.S. Nazarova & Yu.P. Gospodarik (2005), V.P. Davydov & O.Kh. Rakhimov (2002), L.N. Davydova (2005), V.G. Gorb (2000) the essence of training and methodical support is reduced to training and curriculum documentation, functions – to the method of carrying out of intermediate and final attestation of training, a mechanism to evaluate the quality – to the compliance with the state educational standards.

In studies of A.P. Egorshin & S.B. Pryanichkov (2002) an extended structure of the system of training and methodical support is proposed. The structural components of training-methodical support are: the author's curricula, textbook, anthology, textbook, including poly-variation tasks, instructions for independent work of students, a set of diagnostic techniques. In the works of these authors the functions of training and methodical support are reduced to the organization of independent work of students, the intensification of teachers' activities and information support of the training-educational process, the quality assessment mechanism - the presence of specific recommendations on organization of educational process, solution of certain tasks.

Therefore, among experts there is no consensus about the essence, functions of training and methodical support and evaluation mechanism of quality. The relationship of the idea to form intelligence of the future teacher with the content of training and methodical support of professional teacher education is not traced at all. We believe that assistance in the formation of intelligence should be included in the set of criteria for assessing the quality of training and methodical support of professional pedagogical education.

Conclusion and Recommendations

It is found that the quality of training and methodical support is increased if there is a focus on the optimal development of cognitive independence of each student, the formation of his individual educational trajectory. Training and methodical support is not a set, but a purposeful system of training curricula

documentation and training-methodical materials, diagnostic techniques and teaching materials to improve the quality of professional teacher education. The functions of training and methodical support (training, educating, developmental, and integrative) determines the effective development by future teacher of professional competences and the formation of intelligence, expressed in knowledge, abilities of empathy, facilitation, tolerance, and skills to respectfully argue, behave modestly, quietly (just quietly) to help another one. Implementation of the mechanism to assessing the quality of training and methodical support allows to optimize the content of professional pedagogical education and improve the professional portrait of the teacher, through the development of skills to live in harmony with other people, aspiration to self-improvement and self-education, enrichment of moral status, the formation of a stable orientation for the revival of the sense-making role of education in the life of every person and society.

The results of the study allow us to outline the prospects for further research of this problem which are associated with the development of training and methodical support of specific educational curricula for students of a pedagogical profile. The paper may be useful for leaders and teachers of the institutions implementing curricula of professional teacher education; employees of the centers of training and retraining of personnel in the selection and structuring of contents for qualification improvement of the teaching staff of universities.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Valery V. Grebennikov, Doctor of Law, Professor, Head of the Department of Judicial Authority, Law-Enforcement and Human Rights Activity, RUDN University (Peoples' Friendship University of Russia), Moscow, Russia.

Ludmila Yu. Grudtsina, Doctor of Law, 1) Professor of Civil Law Department, Financial University Under the Government of the Russian Federation, Moscow, Russia; 2) Leading Researcher of the Department of Judicial Authority, Law-Enforcement and Human Rights Activity, RUDN University (Peoples' Friendship University of Russia), Moscow, Russia.

Nikolay N. Marchuk, Doctor of History, Professor of the Department of Judiciary, Law Enforcement and Human Rights activities at the Institute of Law, RUDN University (Peoples' Friendship University of Russia), Moscow, Russia.

Badma V. Sangadgiev, Doctor of Law, Professor, Assistant Manager of the Department of Judicial Authority, Law-Enforcement and Human Rights Activity, RUDN University (Peoples' Friendship University of Russia), Moscow, Russia.

Nail K. Kudyashev, PhD, Associate Professor of the Department of Physical Education and Sport, Kazan (Volga region) Federal University, Kazan, Russia.

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