

Developing professionally significant qualities of competitive vocational training teachers: Dynamics of the process

Desarrollar cualidades profesionalmente significativas de los docentes de formación profesional competitiva: dinámica del proceso

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Content

- [1. Introduction](#)
 - [2. Methodology](#)
 - [3. Empirical Research Findings](#)
 - [4. Research Hypothesis and Stages](#)
 - [5. Methods](#)
 - [6. Results](#)
 - [7. Discussion](#)
- [Conclusion](#)
- [References](#)

ABSTRACT:

The present article considers a wide range of pedagogical contradictions related to problems of developing essential professionally significant qualities of modern vocational training teachers; the authors define professional activities of modern vocational training teachers; study the process of contradiction development; provide the taxonomy of entire set of essential professionally significant individual subjective qualities of a modern vocational training teacher required to provide efficient teaching in modern society; define a set of top-priority tasks of innovative teaching implemented in vocational training; the authors analyze and resolve contradictions related to pedagogical activities performed by teaching staff: synergism in

RESUMEN:

El presente artículo contempla una amplia gama de contradicciones pedagógicas relacionadas con los problemas de desarrollo de las cualidades profesionales significativas de los docentes de formación profesional moderna; los autores definen las actividades profesionales de los docentes de formación profesional moderna; estudiar el proceso de desarrollo de la contradicción; proporcionar la taxonomía de un conjunto completo de calidades subjetivas individuales, profesionalmente significativas, de un profesor de formación profesional moderno, necesario para proporcionar una enseñanza eficaz en la sociedad moderna; definir un conjunto de tareas prioritarias de enseñanza innovadora aplicadas en la formación

integration of the innovative society demand for a brand new type of vocational teachers – with high innovative potential, constantly developing in accordance with requirements for the level of essential professional and personal competency of a teacher working with workforce set by modern employers, society or government and the content of professional educational level of competitive teaching workforce: between the need for modernization of administration mechanisms to provide the principle of conformity of the teachers education level based on professional standard and unsystematic modernization of its separate components.

Keywords: quality, professionally significant individual qualities of competitive vocational training teachers, vocational training teacher, efficient teaching.

profesional; los autores analizan y resuelven las contradicciones relacionadas con las actividades pedagógicas realizadas por la docencia: sinergia en la integración de la demanda de la sociedad innovadora para un nuevo tipo de docentes vocacionales – con un alto potencial innovador, desarrollo constante de acuerdo con los requisitos para el nivel de competencia profesional y personal esencial de un profesor que trabaja con la fuerza de trabajo establecida por los empleadores modernos, la sociedad o el gobierno y el contenido del nivel educativo profesional de la mano de obra docente competitiva : entre la necesidad de modernizar los mecanismos de administración para proporcionar el principio de conformidad del nivel de educación docente basado en la estandarización profesional y la modernización no sistemática de sus componentes separados.

Palabras clave: calidad, cualidades individuales profesionalmente significativas de los docentes de formación profesional competitiva, profesor de formación profesional, enseñanza eficaz.

1. Introduction

The innovation-based space of the modern society transformation is characterized by the increasing demand for highly qualified workforce able to fulfill themselves in a diverse range of production and teaching activities. The process of transformation of modern vocational education subsystems has formed a set of controversial questions relating to approbation of reforms under consideration, directing their strategic vectors as well as the problem of developing essential professionally significant qualities of modern vocational teachers (based on Occupational standards) supposed to be architects of the workforce in the modern society. The most urgent question we need to be asking today is whether vocational training and further education teachers can properly respond to these transformations and inversions, i. e., to properly detect and transform their individual trajectories as of the subject of competitive educational process and implement innovative professional skills in the process of training competitive specialists.

Existing international regulations, such as “World Report on Education, Teachers, Teaching and Professional Activity and Innovative Technologies” and a legal act “Higher education in the 21st century: approaches and practical solutions” in modern pedagogical methodology (D. Ball, M. Torres, S. Feiman-Nemseer, et al.); “Higher Education in the 21st century: approaches and practical solutions” in modern psycho-pedagogical bibliography (M. Ben-Peretz, D. Ball, M. Torres, S. Fieman-Nemseer, et al.) state that the core of all transformations in pedagogical systems involves the active position of “innovative” teachers (Ozhegov 1984).

Top priority vectors of modern vocational education development are targeted at ideas of fundamental reconstruction and modernization of traditional educational algorithms according to innovation realms (Ball, Benz-Perez, Fieman-Nemseer, et al.) (Kolmogorova 2008).

One of the most important top priority directions of innovation transformation vectors in modern teaching is the process of developing currently essential professionally significant competitive qualities of modern vocational teachers whose qualification level is fairly low worldwide.

According to diagnostic evaluation made by Berlin University, 56% vocational teachers in Great Britain suffer from professional dissonance and require constant psycho-medical care; 80% Spanish teachers, as well as their colleagues from Federal Republic of Germany and French Republic experience constant physical fatigue and psychological stress caused by a conflict between professional realization and lack of vocational education (Ikrina 2015).

The dilemma of increasing vocational education quality and professional pre-education of vocational teachers, the demand for developing their essential creative potential, ability to solve professional problems, the need for self-development and competence growth require special work on improving these experts' competency.

The top-priority importance of vocational teachers education quality increase was declared in "Pedagogical European Constitution" adopted by Association for Modern Educational Institutions Administrators for training psycho-pedagogical workforce for European Union in 2013 in Germany and recommendations to the problem of "Pedagogical Constitution of Europe" adopted by Interparliamentary Assembly of Member Nations of the Commonwealth of Independent States.

The aforementioned legislative acts distinguish the following contradictions in pedagogical environment of educational level in a defined context: synergism in integration of the innovative society demand for a brand new type of vocational teachers – with high innovative potential, constantly developing in accordance with requirements for the level of essential professional and personal competency of a teacher working with workforce set by modern employers, society or government and the content of professional educational level of competitive teaching workforce: between the need for modernization of administration mechanisms to provide the principle of conformity of the teachers education level based on professional standard and unsystematic modernization of its separate components: financial support for developing human resources potential, economic cooperation defined by market economy needs, modeling scientific-processual support and other forms of educational process modeling: in accordance of the need for system and processual solution of administrative tasks in the teachers' innovative experience as a part of their educational level and in insufficient level of competence of education managers with the rapid growth of management processes affected by XXI century environment.

The given aspects actualize the problem of developing some fundamental professionally significant individual qualities of modern vocational teachers that are in high demand now and enable realization of professional activity in the field of training competitive workforce in the present day society and in the future.

2. Methodology

Investigating the development potential of modern high-demand professionally significant individual qualities of competitive vocational teachers by foreign scientists (E. Webber, J. Dewey, M. Macmillan, A. North, E. Thorndike, V. Stern, et. al.) caused the integration of methodology in Western and Russian pedagogical science.

In philosophical methodology the category of the subject's professionally significant qualities is related to the processes of reality awareness and is considered in the context of various schools and vectors: subjective-idealism (J. Lock, V. Soloviev, D. Yung, et. al.), modern hermeneutical approach (R. Bart, O. Bolnov, W. Dilthey, F. Nietzsche, M. Heidegger, G. Shepet, et. al.), idealism (N. Berdyaev, G. Hegel, I. Kant, D. Hume, et. al.) (Podlasiy 1999).

The definition of "professional qualities of an individual" is considered in anthropology (M. Block, F. Braudel, A. Gurevich, E. Fink, et. al.) as a complex of an individual's actual experience in his everyday life.

Investigating psychological doctrines (A. Brentano, D. Lock, M. Troitsky, Z. Freud, K. Jung, et. al.) leads to the conclusion that the considered definition is a conscious stratum. In the synergy with the reality, an individual accumulates his/her personal experience and develops individual and professional qualities throughout his/her life (Polyakova 2015).

In modern society, one of the top-priority tasks is to increase the educational level of competitive experts for multiaspect areas of work activity. In this regard, the most urgent are the questions of vocational educational level of teaching workforce providing high competitiveness on the job market.

By now, methodology of vocational pedagogical education has long experience in the field of modeling education for future teachers oriented to the current professional standards for teachers in vocational training.

V.A. Slastenin said that "studying trends in developing socially active identity of a teacher is mostly conducted in the context of functional and processual modern trajectories, outside the framework of its work and learning professional-pedagogical competitive activity. This work resulted in a range of significant findings. However, while the empiric material is generalized, it seems doubtless that the common view of professional pedagogical activity cannot be based only on monitoring results. The methodology of complex monitoring shows that psychological and pedagogical activity can be viewed in an integral research subject, where special attention is given not to the specific parts, but to those interrelations that create the whole activity system, without which it falls into the sequence of separate components, different subjects of functional activity of a teacher" (Ikrina 2015).

Thus far, we mean that the resultative psychological-pedagogical activity is not possible if the teacher providing vocational training does not have well developed professionally significant individual qualities to perform relevant activities.

B.A. Dushkov, I.V. Korpenko, B.A. Smirnov agree on the professionally significant individual qualities of the subject being one of the most important aspects of professional suitability, an integral part of their architectonics developing in various levels of education and anthropologic activity.

Investigating psychological-pedagogical theoretical-methodological basis proves there are a huge number of viewpoints considering that approach to developing professionally significant individual qualities of vocational training teachers.

S.V. Tarasov, E.I. Garber, V.V. Kozach define "professionally significant individual qualities" of an individual as anthropological, physiological, social-psychological qualities of an individual as a labor subject (Rybalchik and Simakova 2015).

A.K. Markova regards professionally significant individual qualities as psychological qualities required for efficient professional activity, pedagogical communication, social-professional growth, and solving professional contradictions (Ikrina 2015).

E.G. Romitsyna thinks that professionally significant individual qualities of a teacher is a set of anthropological, professional-industrial and professional-specific qualities affecting the efficiency of professional activity realization and development of work and professional competency (Kolmogorova 2008).

O.G. Startseva considers professional-productive, top-priority qualities of a vocational teacher as a set of qualification requirements to the social profession additional content-related characteristics resulting from vocational training and vocational teacher's place and role in formation of modern information society.

G.V. Akopov believes that the number of various introductions to professionally most important qualities is defined by two active factors: profession and identity (individuality).

E.Y. Maksimova gives the set of approaches to monitoring of professionally significant individual qualities of a teacher observed in specified periods.

She defines the similar approaches which are the following: professionally significant individual qualities may be analyzed only from functional point of view; the accent is made on acknowledgements, skills, sides of character and behavior and their autonomy in the development level and the result of vocational training teacher formation.

We analyzed the papers of the area leading experts and saw the common approach to understanding the concept of "professionally significant individual qualities of a vocational training teacher" (Ozhegov 1984).

The attitude makes scientific research vital if it is consolidated with learning the nature of the

given opinion, detecting construction and content of professionally significant individual qualities of vocational training teachers.

Professionally significant individual qualities of vocational training teachers are inseparable from the pedagogical process itself.

We agree with M.I. Lukyanova, E.Y. Maximova, and V.A. Slastenin and believe that professionally significant qualities of vocational training teachers should be considered in an integrated manner as components complementing each other, having synergetic effect, and enabling its success in providing professional-pedagogical functions. Scientific research should detect qualities involving professional-pedagogical activity and relating to its nature and specificity.

2.1. Basic Concepts/Definitions

One of the fundamental definitions in the conceptual space of our research is a concept of a *teacher's identity* that is defined as identification, personality that the teacher will model in the process of his subjective professional activity.

The vocational training teacher's development level affects his attitude to the object of education, as well as contributes to relevant evaluation of every student. Based on the development level of professionally significant individual qualities of vocational training teachers, the correction of behavior model can be made.

The specificity of our research lies in the development of professionally significant individual qualities of a specialist with professional-pedagogical education and correspondent qualification to teach academic learning fundamentals (industry-related subjects), a master of vocational (practical) training that performs as an organizing methodologist, a psychologist of vocational training and a manager of educational activity. It is a teacher who studies two profiles: psychological-pedagogical and industry-related, and has a correspondent set and level of developed professionally significant individual qualities of a pedagogical activity subject (Slastenin, Isaev, Mishchenko and Shiyanov 2000).

After analyzing psychological and pedagogical literature, we came to the conclusion that professionally significant qualities are a set of characteristics of intellectual and emotional-volitional sphere, comprising the professionalism of a teacher in the area considered, significantly affecting the result of professional activity, and defining individual style.

Taking into account the specificity of our research, we discovered that professionally significant qualities of a vocational training teacher are those affecting the efficiency of work activity and transforming in the models of those endopathic causes in which external characteristics and professional requirements transform into professional competency of a vocational training teacher.

In the course of our investigation we found out that many scientists have attempted to define stratification components of professionally significant individual qualities of a vocational training teacher.

Based on the poll conducted among employers, students, and teachers, as well as on the monitoring of existing methodology of professional pedagogy and psychology, we believe that the variable set of professionally significant individual qualities of competitive vocational training teachers may be represented by the following characteristics: general culture qualities (morality, intelligence, citizenship, humanity, diligence, highly developed intellect); professional qualities (organizational, communicative, value-ethic, diagnostic, creative, reflective); special qualities (tact, sociability, emotional attractiveness, stress resistance, empathy, tolerance).

Developing professionally significant individual qualities of vocational training teachers is a dedicated process of proper development of the subject qualities included in the process of professional activity and providing high quality of its fulfillment according to criteria and indexes of its productivity and profitability.

To define the content of professionally significant individual qualities of vocational training teachers, we conducted a survey in forty one educational establishments of general education of Chelyabinsk region acting as employers for Professional-Pedagogical Institute of South-Ural State Humanitarian Pedagogical University graduates.

The employers were suggested to specify qualities which they think are essential to a competitive vocational training teacher on a labor market. That category of respondents specified the following qualities: professional-pedagogical motivation, competency in innovation technologies and learning methods, interest in profession, rhetoric skills. Among individual qualities, the employers specified: responsibility, justice, creativity, stress resistance, and goodwill.

As we see, the employers' opinion coincides with students' and teachers' opinion. To summarize all that: based on diagnostics we define professional-pedagogical motivation, personal interest to the chosen profession, determination, independence, responsibility, sociability, creativity, ability to resolve conflicts, knowledge of innovative algorithms and teaching methods, as well as ability to use them in personal professional activity.

2.2. Development Levels of Professionally Significant Individual Qualities of Vocational training teachers

In the process of diagnosing theoretical-methodological basis of the research problem, we specified three levels of developing professionally significant individual qualities of competitive vocational training teachers.

The first level of developing professionally significant individual qualities.

At this level a vocational training teacher does not display sensitivity in respect of personal professional activity and does not project results of pedagogical actions.

The second level of developing professionally significant individual qualities of competitive vocational training teachers includes personal experience and variety of feelings, emotions, fancies, experiences referring to professional activity. The way how a vocational training teacher sees experiences forming the image includes the connection he establishes between a given professional context and emotional condition of the trainees.

The third level of developing professionally significant individual qualities of competitive vocational training teachers implies that the teacher displays projecting of his pedagogical image as a whole phenomenon in the process of understanding and reflection of his own pedagogical activity. The vocational training teacher acquires the system of ideas reflecting personal references according to ideal professional-pedagogical activity.

Based on the synergy of interiorization and exteriorization, we defined four strata of developing professionally significant individual qualities of vocational training teachers: developing values, understanding personal experience in the process of reflection and interpretation, semantic recognition of social experience, and transformation of social experience into personal.

3. Empirical Research Findings

Within 18 years (1998-2016) in the context of social procurement established by governmental authorities in education and evaluation of efficiency and quality of the Professional-Pedagogical Institute of the South Ural State Humanitarian Pedagogical University graduates' education, we carried out some strategic research and diagnosed the development level of professionally significant individual qualities of the subject, the external and internal customers' satisfaction level by the quality of educational process and its results in the sphere of teachers training in the Ural region.

While testing strategic research, we diagnosed three hundred and fifty two vocational training teachers realizing their professional-pedagogical activity in forty one educational organizations;

one hundred and seventy eight graduates of Professional-Pedagogical Institute and eighty seven teachers from South Ural State Humanitarian Pedagogical University participating in vocational training teachers training and further training.

4. Research Hypothesis and Stages

The research is based on the scientific hypothesis that developing professionally significant individual qualities of vocational training teachers shall be realized through the lens of pedagogical activity where the addendums of ideas development are projected on realization of interconnections between the vocational training teacher and his trainee. The ideological reset of the system of interaction among actors is connected with the need for humanization of the system of higher pedagogical education.

At the diagnostic level of our research we did not detect any respondents whose level of professionally significant individual qualities development has reached high rates.

That was caused by some objective factors, so we see that the research needs longer and more systematic work with trainees.

Educational experiment involved the development and approbation of the program of developing professionally significant qualities of vocational training teachers.

In the program testing, top-priority attention was paid to projecting independent cognitive activity of students, creating psycho-pedagogical factors to optimize the process of self-development and of developing professionally significant individual qualities of competitive vocational training teachers.

In conceptual framework, the program of the experiment educational stage included the following: introduction of psycho-pedagogical algorithms focused at developing such stratificational professionally significant individual qualities of competitive vocational training teachers as personal judgment, sensitivity, interpretation and personal meaning; conducting goal-oriented activity on creating a vector to professional activity by means of developing conscientious attitude motivation to a selected profession; creating factors for student's acquiring the content and algorithms of individual professional development of vocational training teachers; increase in the level of individualism and student's activity in the process of educational algorithms testing aimed at developing subjective social and professional contemplative discrete; arranging non-formal environment in groups of students to affect the successful educational activities.

To implement educational stage of the research, we formed an experimental and a control group. The experimental group consisted of twenty first year students undertaking the "Economics and Management" program of "Vocational Training Teacher" profile, where the approbation of individual contemplative discrete development program was meant to be used. The control group consisted of twenty one first year students undertaking the "Economics and Management" program of "Vocational Training Teacher" profile.

The educational stage of the research on developing professionally significant qualities of vocational training teachers in the process of their professional-pedagogical activities has been performed through four years – from 2012 till 2016, and tested in four stages; the first stage – accumulating individual experience of a student before starting his teaching practices; the second stage – developing individual contemplative discrete after technological practice at an industry organization; the third stage – developing individual experience after pedagogical practice in the fourth year of studies; the fourth stage – developing individual contemplative discrete after professional and pre-degree practice in the fourth year of studies.

The psycho-pedagogical factors in projecting professional-pedagogical education level aimed at the development of a student's individual contemplative discrete at the propedeutic stage of educational stage of the research are represented in students' assessment activities, in their ability to perceive psycho-pedagogical aspects, reproduce stratificational elements of psycho-

pedagogical activities according to the etalon, copy activities of psycho-pedagogical kind, creatively resolve educational contradictions.

In the course of implementing the second stage of the research on developing professionally significant individual qualities of vocational training teachers in the process of their professional-pedagogical education, the arranging of psycho-pedagogical factors is aimed at students' comprehension of the specificity of their individual experience in real professional activities with trainees, in the field of teaching practices in specific organizations, as well as at specifying possible field of its development in the process of their third and fourth year internships.

The prospective vocational training and further education teachers can creatively implement algorithms and professional tools developed by leading vocational training teachers into their own professional activities; they can also model their own psycho-pedagogical activities and implement conceptual monitoring of their psycho-pedagogical practices.

The third stage of developing professionally significant individual qualities of vocational training teachers in the process of their professional-pedagogical arrangement includes psycho-pedagogical factors aimed at students' reflection on their own individual contemplative discrete in real professional activities with trainees in the field of teaching practices, specifying possible prospective of its development. The future vocational training teachers show ability to construct professional knowledge, as well as realize conceptualization in the process of psycho-pedagogical activities.

The fourth stage of developing professionally significant individual qualities of vocational training teachers in the process of their training involves modeling psycho-pedagogical factors aimed at students' reflection on their own individual experience in real professional situational activities with trainees in the field of realizing their teaching practices, as well as specifying possible trajectory of its development in the process of professional-pedagogical activities.

Cognitive interpretative technologies are aimed at the development of students' thinking. Using such technologies, the prospective vocational training and further education teachers are taught to use information in order to discover innovative interrelations and establish interdependencies between psycho-pedagogical aspects, specify their common identities. These technologies were involved with the aim to train future vocational training teachers such skills as to rationalize, to discourse, to describe, to make judgments, to explain, to comment, to form own opinion, to evaluate, etc.

Intellectual interpretative technologies allowed students to regard a pedagogical situation as important and valuable for individual development, to acquire pedagogical reality; actualized the teacher's individual experience developed. To achieve the research objectives, we modeled and tested: phenomenological technologies, technologies of undermeaning detection, interpretation of a psycho-pedagogical action, technology of narrative reporting, detection of meaning, conceptual explanation, etc.

Advanced technologies enabled discovering potential field of a vocational training teacher's individual experiment; they helped to actualize dreams, thoughts, intuition, faith, which allowed overcoming the live, present experiment, and understanding further futurity in its development.

The summative stage of the research enabled formalizing initial level of displaying professionally significant individual qualities of vocational training teachers and evaluating consequences of specific development of the student's individual contemplative discrete in educational organization of higher education.

In different years (2012-201) various stages of the research involved three hundred full-time and part-time students of Professional-Pedagogical Institute of the South Ural State Humanitarian Pedagogical University in the following profiles: "Design", "Transport", "Informatics and Computer Science", "Economics and Management", "Food Production".

Individual experience of a vocational training teacher was assessed by key criteria: the first is

the level of students' feelings about professional activities; the second is reflexive abilities, the third is an ability to detect and formulate meanings; the fourth is an ability to interpret pedagogical manifestations.

Characteristics chosen to distribute psychological assessment of developing teachers' individual contemplative discrete were aimed not only at applying to common ways but at modifying, developing new authentic diagnostic procedures.

5. Methods

Our research applies theoretical methods: monitoring of normative-legislative documents, philosophical-sociological and psycho-pedagogical bibliography, definitions, system monitoring, modeling. We also applied empiric methods, such as: pedagogical experiment, questioning, testing, studying results of students' activities, observation; methods of mathematical statistics, as well as interpretation and consolidation of results achieved.

6. Results

After diagnosis we made, students abilities (future vocational teachers) were interpreted as pedagogical manifestations of developing professionally significant qualities at a given level of education. They were divided according to criteria detected for three groups, in the process of training at educational institution of higher education whose students independently acquire personal experience of interpreting psycho-pedagogical manifestations by their graduation course.

50.0 per cent of the first and second year students after giving individual feedback during their seminar studies and in the process of laboratory research conducted during examinations and demonstration of developed professional competences are limited by simple retelling theoretical material learnt from the coursebooks or teachers' lectures, and by the third year the number of such students goes down to 43.4 per cent and by the fourth year, to 40.8 per cent.

38.1 per cent of the first year students, 48 per cent of the second year students, 50 per cent of the third year students, and 52.3 per cent of the fourth year students, in their personal reports, use stratificational interpreting elements: they provide samples from personal experience, with that, they mostly assess the delivered theoretical material according to their agreement or lack of agreement with the coursebook author's view.

In the period of interpretation, 60 per cent of the first and second year students experience difficulties in situations requiring them to analyze interesting facts, ideas, statements which they need to confirm or dispel and define contradictions in the material that made them pause to think. By the third and fourth year this index goes down to 28 per cent.

Based on arguments obtained, we can come to a conclusion: vocational and further training teachers while they study at an educational institution basically accumulate individual experience allowing them to interpret psycho-pedagogical manifestations in the context of social educational model, and feel lack of narrative techniques of explaining psycho-pedagogical phenomenon from the point of view of individual understanding and experience. Studying future vocational teachers' abilities to discover and state the meanings has proved that students' sensing and understanding psycho-pedagogical manifestations depend on the level of their theoretic-methodological knowledge, reflexive skills, the level of individual synergy of these manifestations in individual experience. All students participating in monitoring stated the meanings based on the information perception included in the text fundament, and generated statements according to their propedeutic impression that they had in the process of declamation. Resulting from monitoring of students' reflexive abilities we discovered an unusual role of psycho-pedagogical practices in the process of developing professionally significant individual qualities of competitive vocational training teachers.

Students' independent professional-pedagogical activities in the process of psycho-pedagogical

practices being a part of professional competency of vocational training teachers is regarded as considerable compliance of manifestation and development of students' emotional experience. Future vocational training teachers' emotional manifestations are mostly detected towards personal professional actions. Students' emotions aimed at students can be detected after practices when future vocational training and further education teachers try to deal with their anxiety, discomfort and uncertainty they experienced during practicing their propedeutic knowledge, so the future vocational training teacher feels satisfied with his individual professional activities. As our research discovered, developing professionally significant qualities of competitive vocational training teachers is considered as the process of ascending from reflexive understanding of students' personal problems, emotions regarding individual feeling of expensive persistence and concentration on students' interests. Only in the process of expansive interrelations in professional activities the future vocational training teacher gradually improves his individual experience and sophistication, emotional individual experience allows students to step outside their personal issues, overcome them and be able to share their pedagogical ideals with students. In our research we specified levels of developing professionally significant qualities of vocational training teachers in the process of their professional training.

Low level of students' professionally significant individual qualities development amounts to 30 per cent of respondents.

At this level, vocational training teachers do not have emotional component of representing personal professional actions. Such students often use various ways of psychological defense in order to explain their individual professional failures.

Average level of developing professionally significant individual qualities of vocational training teachers amounts to 32 per cent of respondents.

The students trivially report on their personal emotional condition, they do not try to understand reasons of similar feelings, neither had they made links with successful or unsuccessful personal activities: "my impressions are positive", "I was in a festive mood during the class", "I worried much", "I was anxious", "I am satisfied with my classes".

Level of developing professionally significant individual qualities of vocational training teachers amounts to 38 per cent.

The students in this group not only report on their worries referred to performing professional-pedagogical, industry-related activities, but interpret those worries; a vocational training teacher tries to realize, to figure out the reasons of similar emotions emerged: "I performed more confident behavior pattern, as I explained information I know well enough".

At the present level the students can already understand interdependence between students' individual and personal professional abilities and knowledge.

7. Discussion

The process of developing professionally significant individual qualities of vocational training teachers should have systematic nature and substantively be composed of four components:

- 1) Motivational – providing students' motivation, impulse, ambition to realizing pedagogical duties in their future activities;
- 2) Cognitive – implementing accumulation and clusterization of knowledge required to perform duties;
- 3) Volitional – providing the process of introducing duties into certain actions;
- 4) Reflexive – implying self-monitoring of performance efficiency as well as difficulties students face with in their professional activities.

Among the components discovered the main role, as we believe, is assigned to cognitive component, and the latter represents a backbone element in the process under discussion –

developing professionally significant individual qualities of vocational training teachers.

Information on performance or non-performance of professional functions by a vocational training teacher depends on his motives, emotions, feelings which he experience in the line of duty.

Information on possible specific ways of performing duties, on potential difficulties and ways to overcome them are connected to volitional regulation of actions performed to implement duties in certain consequences. In other words, cognitive component is consolidated with all remaining components.

To summarize the abovementioned, we can conclude that the system of vocational training teachers' education includes the targeted actions which should be straightly oriented to cognitive component, developing knowledge about vocational training teachers' responsibilities, as well as of their professional duties, the possible consequences of their non-performance, the difficulties occurring in the process of implementing of work responsibilities, and the ways to overcome them.

As we believe, the true litmus test of that knowledge is how a vocational training teacher understands the importance of individual social professional behavior pattern.

In our opinion, the level of developing professionally significant individual qualities of vocational training teachers depends on professional culture. That culture, that internal psychic competence, that spiritual responsibility may be considered important when through it an individual can obtain a proper pattern of behavior both in social and professional activities.

8. Conclusion

In order to determine the dynamics of developing professionally significant individual qualities of competitive vocational training teachers at the level of educational stage of the research, we measured students' abilities to reinterpret pedagogical manifestations at various stages of professional-pedagogical, reproductive, and productive competency.

The same measurements we made for the first, the second, the third, and the fourth year students.

As a result of further diagnosis, we discovered more positive dynamics in developing individual experience of students in experimental group, as well as in its detail and the level of ability to interpret psycho-pedagogical manifestations.

Understanding of transfer of theoretical-methodological and diagnostic research activities led to discovering further patterns of developing professionally significant individual qualities of vocational training teachers at all stages of training at educational institution of higher education.

Developing professionally significant individual qualities of vocational training teachers in educational environment of their professional education level should be questioned as a process which occurs at the moment when a student understands the psycho-pedagogical manifestations with existing individual experience taken into account.

Developing professionally significant individual qualities of competitive vocational training teachers is made as a transfer from the inner idea to the external etalon. The psycho-pedagogical etalon is developed; it reflects prospective teachers' intentions, images, and inclinations determined by professional activity, and only after that the choice of external object can be made.

To develop individual experience, the student needs the external role model. That can be a model of an individual who will be assessed by the student.

The individual role model, being a true and ideal object, stimulates the prospective vocational training teacher to reproduce and appropriate both stratificational professional actions of other vocational training teachers, and identification of the individual's personal contemplative

discrete.

The vocational training teachers' ability to develop individual contemplative discrete in the context of professional-pedagogical education is defined by motivation-value attitude to social principles of pedagogical work and pedagogical profession. The motivation-value attitude is represented in vocational training teachers' inclination to develop their individual contemplative discrete with orientation to ideals of pedagogical profession.

The efficiency of psycho-pedagogical education of vocational training teachers in developing individual contemplative discrete is provided with a set of psycho-pedagogical factors comprising required educational environment where structural contents of teachers' individual contemplative discrete emerge, exist and develop.

On initial stages of our research we were aimed at defining top-priority vectors in vocational training teachers' education contributing to developing his individual contemplative discrete.

Focusing at students' individual contemplative discrete seems to be the only one of all requests connected to efficiency of modeling educational environment in multidimensional complex of vocational training teachers' professional education.

Raising number of requests advanced towards the quality of essential cultural and competitive professional education of vocational training teacher leads to necessity to understand and form his competency according to professional standards. Arranging operation activities of organization being a basis for developing professional competency achieved in the context of transforming social, psychological and pedagogical experience depends on personal patterns of behavior.

Restructuring pedagogical area of professional-pedagogical education of vocational training teachers suggests the change in substantive set of professional education with the need to choose modules of the core professional training programs aimed at developing competences directing students to developing professionally significant individual qualities of competitive vocational training teachers.

Growing differentiation in understanding social image of psycho-pedagogical content of pedagogical education requires taking students' individual experience into account by modeling individual trajectories of teaching, technological, pedagogical, and productive practices, creating independent individual educational activities, using algorithms of distant learning and networking to achieve the main goal of education – creating an architect of contemporary and future society.

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[Índice]

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