



New Treatment of the Quality of a Pedagogue Training in Modern Russia in the Conditions of Active Integration Processes in the Higher Education System

Nuevo tratamiento de la calidad de la formación pedagógica en Rusia moderna en condiciones de procesos de integración activa en el sistema de educación superior

Elena I. SAKHARCHUK [1](#); Evgenia A. OPFER [2](#); E.V. SERGEEVA [3](#); M.Y. CHANDRA [4](#)

Received: 01/11/2017 • Approved: 30/11/2017

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ABSTRACT:

The purpose of the work is to develop a new treatment of the quality of pedagogue training in modern Russia from the positions of the theory of interested parties in the conditions of activation of integration processes in the system of higher education. The authors use the methods of economic analysis – horizontal, trend, and correlation analysis. The authors evaluate the growth rate of the values of the economic globalization index and the index of effectiveness of the higher education system in Russia in 2012-2017. As a result, the authors come to the conclusion that under the influence of multi-aspect and comprehensive integration processes the higher education system of modern Russia undergoes serious transformation. In particular, there

RESUMEN:

El objetivo del trabajo es desarrollar un nuevo tratamiento de la calidad de la formación de pedagogos en la Rusia moderna a partir de las posiciones de la teoría de las partes interesadas en las condiciones de activación de los procesos de integración en el sistema de educación superior. Los autores utilizan los métodos de análisis económico: análisis horizontal, de tendencia y de correlación. Los autores evalúan la tasa de crecimiento de los valores del índice de globalización económica y el índice de efectividad del sistema de educación superior en Rusia en 2012-2017. Como resultado, los autores llegan a la conclusión de que bajo la influencia de los procesos de integración de múltiples aspectos e integrales, el sistema de educación superior

appear new possibilities and needs in training of pedagogues, which requires new qualitative characteristics of this process. For the purpose of evaluating the quality of pedagogue training, the authors develop and present the concept of quality of pedagogue training in modern Russia and the map of competences of a modern Russian pedagogue from the positions of the theory of interested parties in the conditions of activation of integration processes in the higher education system.

Keywords: quality of pedagogue training, map of competences of a modern pedagogue, modern Russia, theory of interested parties, integration processes, system of higher education.

de la Rusia moderna sufre una seria transformación. En particular, aparecen nuevas posibilidades y necesidades en la formación de pedagogos, lo que requiere nuevas características cualitativas de este proceso. Con el fin de evaluar la calidad de la formación pedagógica, los autores desarrollan y presentan el concepto de calidad de la formación pedagógica en la Rusia moderna y el mapa de competencias de un pedagogo ruso moderno desde las posiciones de la teoría de las partes interesadas en las condiciones de activación de los procesos de integración en el sistema de educación superior.

Palabras clave: calidad de la formación del pedagogo, mapa de competencias de un pedagogo moderno, Rusia moderna, teoría de las partes interesadas, procesos de integración, sistema de educación superior.

1. Introduction

The higher education system of modern Russia is peculiar for intensive integration processes, activated by the mechanism of market transformation of the economic system and by increase of the level of its openness to the external world under the influence of the globalization mechanism and the modernization mechanism in the conditions of acceptance of a new strategic course of the country's development. These integration processes take place in various directions.

The first direction – integration processes in the Russian higher education system. Integration is conducted for the purpose of strengthening of market positions at the regional, national, and global arenas, expansion of access to state financing, and simplification of state monitoring and control over the activities of higher educational establishments (universities) of Russia.

It leads to establishment of large regional associations of universities (for example, regional basic universities, educational clusters, etc.). Within this approach, transregional connections of the Russian universities develop – they are to build cooperation between various educational and scientific schools and ensure the exchange of educational experience, students, lecturers, etc.

The second direction is integration of the higher education system with the labor market and entrepreneurship. The universities that are interested in successful employment of their graduates, which is one of the basic criteria of evaluation of their reputation and effectiveness, and the employers who are interested in receiving trained specialists, build close cooperation and interaction. It may acquire the form of accepting students to universities for the production practice and the form of sectorial economic clusters, etc.

The third direction is integration of domestic and global higher education system. It is conducted within the Bologna process and leads to gradual erasure of strict national differences, as well as unification of the systems of higher education of different countries. This direction also features international exchange of educational experience, students, lecturers, etc., which allows keeping the domestic universities' knowledge on actual tendencies in the world science and education and the global translation of leading domestic scientific and educational developments, as well as high reputation of the Russian universities at the world arena.

The authors offer a hypothesis that under the influence of the above multi-aspect and comprehensive integration processes, the higher education system of modern Russia is subject to serious transformation. In particular, there appear new possibilities and needs in training of pedagogues, which required new qualitative characteristics of this process. The purpose of the work is to develop a new treatment of the quality of pedagogue training in modern Russia from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system.

2. Materials and method

For verification of the offered hypothesis and collection of precise quantitative proofs, the authors use the methods of economic analysis – the method of horizontal, trend, and correlation analysis. With the help of these methods, the authors evaluate the growth rate of the values of the index of economic globalization and the index of effectiveness of higher education system in Russia. Timeframes of the research include 2012-2017, as there is no statistical information for earlier periods. Dynamics of the values of these indicators is given in Table 1.

Table 1

Dynamics of the values of the index of economic globalization and the index of effectiveness of higher education system in Russia in 2012-2017

Indicators	Values of indicators for the years, points					
	2012	2013	2014	2015	2016	2017
Index of economic globalization	51.96	53.74	52.06	53.27	54.91	52.06
Index of effectiveness of higher education system	52	50	49	50	49	50

Source: compiled by the authors on the basis of (Universitas 21, 2017), (KOF Swiss Economic Institute, 2017).

3. Discussion

The essence of the integration processes in the higher education system is reflected in multiple works of modern authors, among which are (Popkova et al., 2016a), (Ragulina et al., 2015), (Bogoviz et al., 2017), (Orudjev et al., 2016), (Bogdanova et al., 2016), (Popova et al., 2016b), (Kuznetsov et al., 2016), (Kostikova et al., 2016), (Simonova et al., 2017).

Fundamental issues and applied issues of treatment of the quality of pedagogue training in modern Russia are studied in the works of such scholars as (Opfer, 2017a), (Opfer, 2017b), (Sakharchuk, (2013), (Sakharchuk et al., 2017), (Chandra et al., 2014), (Chandra, 2014), (Chandra, 2008), (Sergeeva and Chandra, (2013).

4. Results

As a result of processing of data of Table 1 with application of the methods of horizontal, trend, and correlation analysis, we received the following results (Table 2).

Table 2

Results of analysis of dynamics of values of the index of economic globalization and the index of effectiveness of higher education system in Russia in 2012-2017

Indicator	Annual growth rate, %					Average annual growth	2017/ 2012, %	R2 (x1)
	2013	2014	2015	2016	2017			
Index of economic globalization	3.43	-3.13	2.32	3.08	-5.19	0.10	0.19	-0.46

Index of effectiveness of higher education system	-3.85	-2.00	2.04	-2.00	2.04	-0.75	-3.85
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Source: calculated by the authors.

The data of Table 2 show that modern Russia is peculiar for moderate integration processes in the economic sphere, which includes the system of education. Thus, average annual growth rate of the values of the index of economic globalization in Russia for the recent six years constitutes 0.10%, the six-year trend – 0.19%. At that, average annual growth rate of the values of effectiveness of the high education system in Russia for the recent six years constitutes 0.75%, the six-year trend – -3.85. Correlation of the values of these indices is weak and negative.

This means that development of integration processes in modern Russia leads to reduction of effectiveness of the higher education system. This phenomenon indirectly leads to low quality of training of pedagogues in Russia and reflects the necessity for reconsideration of treatment of this quality. In the modern economic conditions, we distinguish four main categories of interested parties in pedagogue training:

- lecturers of pedagogical specialties – lecturers and teach pedagogues in universities. They present the offer in the market of pedagogical educational services and are interested in the pedagogical specialties students' showing high results and high scientific activities, as well as in usage of new educational technologies and equipment;
- Students of pedagogical specialties are future pedagogues. They are direct consumers of the current educational services of Russian universities and are interested in receipt of the full volume of competences – theoretical knowledge and practical skills – for further employment and career growth, i.e., in high competitiveness in the labor market, and in receipt of diplomas of international level which will allow them to find a job in any country of the world;
- Future (potential) employers are managers of educational establishments who are interested in receipt of pedagogues who are ready to start working immediately and showing high efficiency – high results of students, scientific activity of pedagogues, application of new educational technologies and equipment, etc. – and to show constant self-development though continuation of studies.
- Future (potential) customers – students and their parents, who are interested in pedagogues' using flexible and individual approaches to teaching which allows involving all students into the educational process and motivating them for high results and scientific activity.

In view of the distinguished categories of the interested parties, we offer a new concept of the quality of pedagogue training in modern Russia in the conditions of active integration processes in the system of higher education.

The offered concept takes into account two components of the quality of pedagogue training – quality as the process of pedagogue training (educational process) and quality as short-term and long-term result of pedagogue training (educational competences of pedagogue). Lecturers of universities are most interested in optimization of the educational process, while the students of universities, their future employers, and customers (parents and students) are interested in maximization of the results of pedagogues' training.

It should be noted that interests of the distinguished categories of interested parties coincide a lot and here are divided for the purpose of systematization. From the point of view of the educational process, the quality of pedagogue training is determined by optimality (novelty, successfulness of acquisition by lecturers, and treatment by students of pedagogical specialties of universities) of the applied educational methodologies, technologies, and equipment. From the point of view of the results, the quality of pedagogue training is determined by the level of its competence. This work offers the following map of competences of modern Russian pedagogue from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system (Table 3).

Table 3

Map of competences of a modern Russian pedagogue from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system

Type	Competences	Characteristic of competences
Personal	Flexibility of thinking	Capability to use individual approaches to teaching
	Communicativeness	Capability to build relations with all students for determining their individual peculiarities and educational needs
	Capability and striving for self-development	Readiness to continue studies and develop in personal and professional aspects (acquire new methodologies, technologies, and equipment)
Professional	Methodological competence	Knowledge and capability to apply various educational methodologies
	Technological competence	Capability to use the new educational technologies and equipment
	Integration competence	Readiness for exchange of knowledge and pedagogical experience, establishment of cooperation with other pedagogues

Source: compiled by the authors.

As is seen from Table 3, the map of competences of a modern Russian pedagogue from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system includes personal competences – flexibility of thinking, communicativeness, and capability and striving for self-development, and professional competences – methodological competence, technological competence, and integration competence. In totality, these competences allow a modern pedagogue to use the existing possibilities that open in the conditions of active integration processes in the higher education system and to correspond to the interests of all interested parties.

5. Conclusions

Thus, as a result of the performed research, the scientific proofs are received which confirm the offered hypothesis. Based on accessible statistical information, the authors show that modern Russian higher education system does not fully use the possibilities that appear in the conditions of economic integration, and the effectiveness of this system decreases with time. This leads to the necessity for reconsidering the treatment of the notion “quality of pedagogue training”.

This work distinguishes four categories of interested parties in training of a modern pedagogue – lecturers of pedagogical specialties – lecturers who teach pedagogues in universities, students of pedagogical specialties – future pedagogues, future (potential) employers – managers of educational establishments, future (potential) customers – students and their parents.

Based on consideration of interests and needs of the distinguished categories of interested parties, a new – complex – treatment of the quality of pedagogue training in modern Russia from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system is offered. This treatment includes the process component of the quality of pedagogue training, which supposes modernization and

optimization of the educational process, and the resulting component of the quality of pedagogue training, which supposes maximization of the result of this process.

According to the offered new treatment, high level of quality of pedagogue training in modern Russia from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system supposes application of the new educational methodologies, technologies, and equipment in the educational process and high competence of a pedagogue as a result of such training.

For assessment of the quality of pedagogue training, it is possible to use the developed and presented concept of the quality of pedagogue training in modern Russia from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system, as well as the map of competences modern Russian pedagogue from the positions of the theory of interested parties in the conditions of active integration processes in the higher education system.

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1. Volgograd State Socio-Pedagogical University, Volgograd, Russia. e-mail: profsah@yande.ru
 2. Volgograd State Socio-Pedagogical University, Volgograd, Russia. e-mail: eug.opfer@yandex.ru
 3. Volgograd State Socio-Pedagogical University, Volgograd, Russia. e-mail: helse@yandex.ru
 4. Volgograd State Socio-Pedagogical University, Volgograd, Russia. e-mail: chandramargo@yandex.ru
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Revista ESPACIOS. ISSN 0798 1015
Vol. 39 (Number 12) Year 2018

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