

Artículo de investigación

Development of professional-pedagogical focus of a teacher in vocational training**Формирование профессионально-педагогической направленности педагога профессионального обучения**

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Nowadays, the requirements of the state and society for the training of a vocational education teacher have undergone significant changes and have indicated the need for highly educated competent specialists. The purpose of the article is to conduct a study to identify the development of professional-pedagogical focus of the teacher of vocational training in a pedagogical university. The essence of the professional-pedagogical focus in close interconnection with the professional competence of future graduates is revealed in the work. The analysis of scientific literature made it possible to identify the components of the studied trend: motivational, value, cognitive, reflective. The development of each component was considered in the process of preparing a teacher for vocational training at a pedagogical university. Students apply the obtained theoretical knowledge during the projects development, participation in games, discussions and solving case assignments. The project method is used as the most commonly used method in the professional focus development. To contribute to it students carry out a project in the course "Pedagogical technologies." The features of preparing students in these conditions are highlighted. The analysis showed that the methods used for the focus development help to achieve success in interest creation as well as professional competence, further improvement of this process will achieve better results in preparation of a teacher of vocational training.

Аннотация

На сегодняшний день требования к подготовке педагога профессионального обучения со стороны государства и общества претерпели значительные изменения и обозначили потребность в высокообразованных компетентных специалистах. Целью статьи является проведение исследования по выявлению сформированности профессионально-педагогической направленности педагога профессионального обучения в педагогическом вузе. В работе раскрывается сущность профессионально-педагогической направленности в тесной взаимосвязи с профессиональной компетентностью будущих выпускников. Анализ научной литературы позволил выделить компоненты изучаемой направленности: мотивационный, ценностный, когнитивный, рефлексивный. Формирование каждого из компонентов было рассмотрено в процессе подготовки педагога профессионального обучения в педагогическом вузе. Полученные теоретические знания студенты применяют в ходе разработки проектов, участия в играх, дискуссиях, решения кейсовых заданий. В качестве наиболее часто используемого метода в формировании профессиональной направленности используется метод проектов. Для развития профессиональной направленности студенты выполняют проект по дисциплине «Педагогические технологии».

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Keywords: professional and pedagogical focus, teacher of vocational training, professional competence, motivation.

Выделены особенности подготовки студентов в данных условиях. Проведенный анализ показал, что используемые методы формирования рассматриваемой направленности позволяют достичь успеха в формировании рассматриваемой направленности, а также профессиональной компетентности, дальнейшее совершенствование данного процесса позволит достичь лучших результатов в подготовке педагога профессионального обучения.

Ключевые слова: профессионально-педагогическая направленность, педагог профессионального обучения, профессиональная компетентность, мотивация.

Introduction

The change in the educational paradigm of higher school development in connection with the need to improve the quality of education necessitated professional competence of students' development, including future teachers of vocational training (Koshechko, et al 2018). To date, the requirements for their training set by the state and society have undergone significant changes and indicated the need for highly educated competent specialists.

Professional-pedagogical focus allows students to form a clear idea of the future professional activity, its features, relationships arising within it, opportunities for development and self-improvement in the conditions of the future profession, so it is closely interrelated with professional competence (Nikonova, et al 2019b). The change in the educational paradigm of higher school development in connection with the need to improve education quality necessitated the development of professional competence of students, including future teachers of vocational training (Ilyashenko, et al 2019a). Nowadays, the requirements for their training set by the state and society have undergone significant changes and indicated the need for highly educated competent specialists (Ilyashenko, et al 2019b).

Professional-pedagogical focus allows students to form a clear idea of the future professional activity, its features, relationships arising within it, opportunities for development and self-improvement in the conditions of their future profession, so it is closely interrelated with

professional competence (Vaganova, et al 2019c).

Theoretical basis

N. V. Balakina, E. F. Zeer, O. V. Leshner were engaged in questions of professional and pedagogical focus. From the point of View of S. L. Rubinstein, L. I. Bozhovich, A. N. Leontiev and others, the motivational sphere of personality is the basis of professional-pedagogical focus and includes needs, ideals, inclinations, worldview, beliefs and attitudes. Researchers interpret the concept of professional-pedagogical focus as a set of stable motives that help teachers of vocational training to focus on professional activity (Bartkiv, et al 2018). It can also be said that professional focus is the life goals which have a direct connection with professional activities of the future teacher of vocational training.

Methodology

In the process of vocational training teachers to develop their professional-pedagogical focus, the case method, the method of projects, business games, discussions, solutions of case studies (Markova, et al 2018) are used. We identified course design as one of the most popular ways of professional-pedagogical focus development (Markova, et al 2019). When studying the course "Pedagogical technologies", students develop various projects (Myalkina, et al 2018). In this process, a significant role is played by the use of electronic tools that contribute to the development of student independence (Denysenko, et al 2018). The results obtained can be discussed by students and teachers through

electronic platform Moodle which allows for rapid correction of the student's work (Abramova, et al 2018). Electronic textbooks are actively used to study additional indevelopment (Vaganova, et al 2019a). The project is carried out by students in several stages, at the final stage, students defend the results in person in the presence of a wide audience, having previously prepared a presentation and a report to summarize the essence of the results (Vaganova, et al 2019b). The project allows students to acquire deep knowledge in the field of study and prepare for professional activities (Vaganova, et al 2018). In the process of presenting the project, they have an opportunity to show their knowledge and skills as well as their competence. We used the technique of diagnostics of students' educational motivation with purpose of checking professional-pedagogical focus development (A. A. Rean and V. A. Yakunin, modification of N. TS. Badmaeva). Moreover, method of verification of professional activity (the technique by K. Zamfir in modification of A. A. Rean); method Comb K. A. "Identification of motives of choice of profession," which helps to identify the level of motivation of future teachers of vocational training to the development and development of professional-pedagogical focus to professional activity in general were also applied. The study was conducted during 2018 (before the study of future teachers of vocational training course "Pedagogical technologies". The results showed that after studying the course, the students' results became much higher.

Analysis

The development of professional-pedagogical focus is a long process and takes quite a lot of time, has many different aspects that need to be taken into account when preparing a teacher of vocational training (Makhometa, et al 2018). The basis of professional-pedagogical focus is considered to be the diversity of the need-motivational sphere of a person (Bulaeva, et al 2018). Focus is characterized by the interests and inclinations of the individual, constituting its worldview (Garnevskaya, et al 2018). The analysis of scientific literature allowed allocating its components: motivational, valuable, cognitive and reflexive (Vaganova, et al 2019e). The development of each of the components was considered by us in the process of training a teacher of vocational training in a Pedagogical University (Chirva, et al 2018).

The motivational component includes needs (physical, spiritual, social, professional) and motives (targets in professional activity, intentions, interests) (Vaganova, et al 2019d).

The value component represents the values and value focus of students (the meaning of professional work, the essence of career growth) (Sedykh, et al 2019). This component reflects the value attitude of the future teacher to his own future pedagogical activity (Nikonova, et al 2019a).

The cognitive component includes knowledge, skills, ideas about the essence of professional-pedagogical focus and its functions (Ihnatenko, et al 2018).

The essence of the reflexive component consists in the analysis and evaluation of the features of their own professional- pedagogical focus, the student's awareness of himself as a subject of professional activity (Klinkov, et al 2018).

The development of all these components of professional-pedagogical focus of teachers of vocational training in a Pedagogical University is based on students' active involvement into the process: classroom (in lectures, practical classes, in the course of contact independent work), independent work, as well as during vocational practice (educational, industrial, technological) and in the course of bachelor's work (Pometun, et al 2018). In the course of studying the subject "Pedagogical Technologies", students study educational technologies that they need to implement in their future professional activities (Smirnova, et al 2018). They are an integral part of modern students of Pedagogical University training. This course promotes deeper involvement of students in the study of the content. They perform various activities that contribute to the development of professional focus (Vaganova, et al 2019f). The lecture is aimed at systematic presentation of educational material. Students master new material of the course and prepare to perform independent work during lectures. Students apply the acquired knowledge and skills during the development of projects, participation in games, discussions and solving case studies (Rakhimbaeva, et al 2019). The method of projects is of great importance in the training of teachers of vocational education (Kamenez, et al 2019).

In the classroom topics are distributed among students for the project during the course "Pedagogical technologies". The students share knowledge and skills.

Speaking to the audience when presenting the results, students strive to show their best side, awareness and competence.

The development of professional focus of students also occurs during mixed learning which uses electronic resources (Vaskovskaya, et al 2018). This allows students to improve their communication and independently develop their competence. Mixed learning allows students to independently study the material, select relevant information among its total volume. Thus, students expand their knowledge in the studied topic.

One of the most ambitious elements of the development of professional-pedagogical focus is course design.

The project is carried out by students in the course "Pedagogical technologies" at several stages. At the preparatory stage, students receive topics, identify a problem and collect focus information. The second stage is the direct execution of the work. Next comes its design. At the final stage of training, students perform bachelor's work, where they can show independence and creative component as well as acquired during training competence.

To measure professional-pedagogical focus of students, we conducted a study in which we used several techniques: the technique of diagnostics of educational motivation of students (A. A. Rean and V. A. Yakunin, modification of N. C. Badmaeva); method of verification of professional activity (the technique by K. Zamfir in modification of A. A. Rean); method Comb K. A. "Identification of motives for choosing a profession" which help to identify the level of motivation of future teachers of vocational training in development of professional-pedagogical focus and implementation of professional activities in general.

In view of the complexity of the quantitative assessment of motivation, the determining factor in the development of the motivational component of professional-pedagogical focus is the type of predominant motivation (Ivanova, et al 2019).

Students of Nizhny Novgorod state Pedagogical University named after Kozma Minin, whose major is "Vocational training (by industry)" were involved in the study.

The methods were used before the study of the course "Pedagogical Technologies" and after its study in 2018.

The first method is characterized by identifying the motives of students to acquire future profession, which directly reflects the presence

or absence of their professional-pedagogical focus.

Within the framework of methodology by K. A. Grebenko, students, within the scale from 1 to 5, determined how each group of motives according to the description fits him.

When receiving the results, the average value for each group of motivation is calculated that allows identifying the motives prevailing with future specialists.

As part of diagnostics methodology of educational motivation of students (A. A. Rean and V. A. Yakunin, modification of N. C. Badmayeva) students were offered a 5-point system to estimate their motives of educational activity: 1 point corresponds to the minimum significance of the motive, 5 points – the maximum. Motives, in turn, are grouped at 7 scales.

The technique, "Motivation of professional activity (K. Zamfir's method in A. A. Rean's modification)" was applied for diagnostics of motivation of professional-pedagogical activity. It is based on the concept of internal and external motivation. After carrying out this technique, we conclude that before studying the course "Pedagogical technologies" the possibility of the most complete self-realization in pedagogical-professional activity is the least significant motive for students, which indicates a fairly low level of professional-pedagogical focus at the beginning of the study. The results of this technique after studying the course "Pedagogical technologies" show the fact of increasing importance for students of self-realization in professional terms as a teacher of vocational training. This indicates an increase in the level of professional-pedagogical focus.

At the beginning of the study we obtained the results of students' low motivation to carry out future professional activities, that is, the results showed the development of professional-pedagogical focus.

However, after studying the course "Pedagogical technologies", we note that students have increased professional and educational-cognitive motivation, and hence the development of professional focus.

As for the development of professional focus one of the most important motives are professional, then we reflect the results of students in this group of motives in the bar chart.

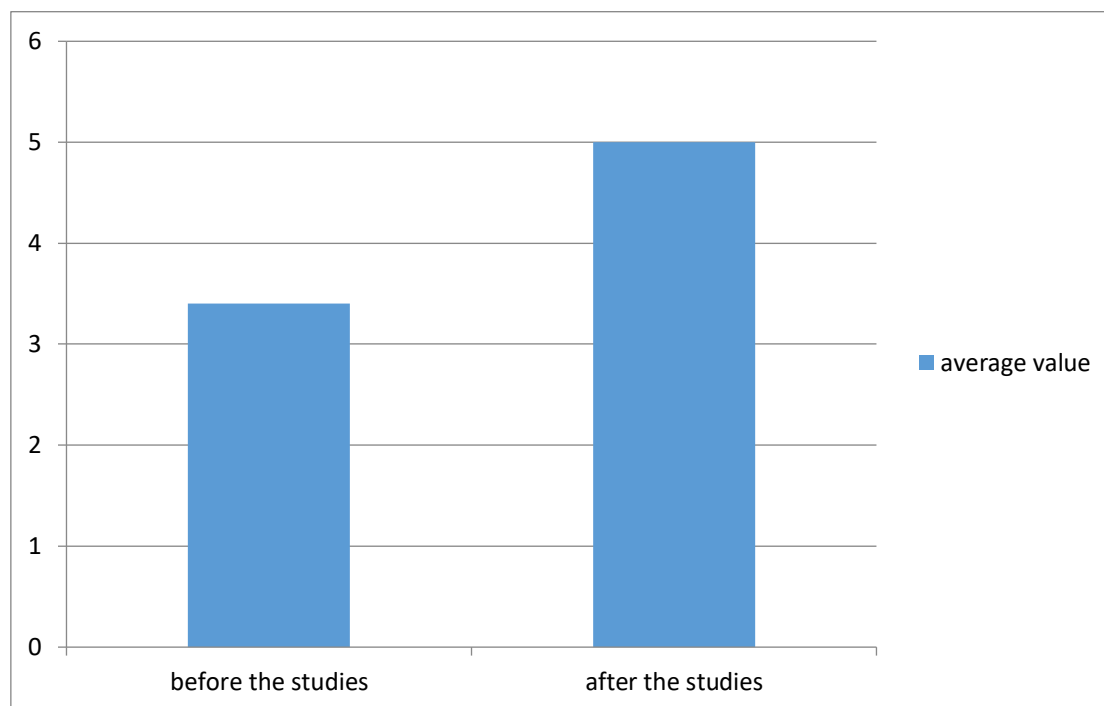


Figure 1. results of diagnostics of professional motives of students on average value for 2018

This figure shows that professional motives at the end of the study became much higher than before the students studied the course "Pedagogical Technologies".

Conclusion

Professional-pedagogical focus is an important element in the professional development of future teachers of vocational training as a step to the development of their professional competence. The whole process takes place throughout the period of study of the student. The case-method, the method of projects, business games, discussions, solutions of case tasks is actively used. Checking the development of professional-pedagogical focus of future teachers of vocational training in the course "Pedagogical technologies" for 2018 showed that after studying the course "Pedagogical technologies" the average value of professional motivation level has increased significantly, therefore, we can talk about the development of professional-pedagogical focus of future teachers of vocational training.

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