

Additional education in the system of professional training of university students

Дополнительное образование в системе профессиональной подготовки студентов вузов

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Abstract

The article reflects the results of the implementation of a theoretical and experimental approach to understanding the role of additional education in the professional development of university students. Considering additional education as an element of the continuing education system, we believe that it is the activation of the development of additional education programs for university students, as well as the creation of conditions for effective implementation in the educational process, that will allow us to realize the main task of further education, as defined in the Law of the Russian Federation "On Education", - education of a creative person, ready for self-development and self-determination. At the same time, the study we organized showed that only a little more than 50% of the students who took part in our study are positively oriented towards receiving additional education. In order to stimulate students' interest in obtaining additional education, including, within the framework of optimizing their professional development, we propose to focus on "immersing" students in research activities.

Keywords personality, sociocultural development of personality, education system, continuing education, additional education.

Аннотация

В статье отражены результаты реализации теоретико-экспериментального подхода к пониманию роли дополнительного образования в профессиональном становлении студентов вуза. Рассматривая дополнительное образование как элемент системы непрерывного образования, мы полагаем, что именно активизация разработки программ дополнительного образования для студентов вузов, а также создание условий для их эффективной реализации в образовательном процессе позволит нам реализовать главную задачу дополнительного образования, определенную в Законе РФ "об образовании", - воспитание творческой личности, готовой к саморазвитию и самоопределению. В то же время проведенное нами исследование показало, что лишь немногим более 50% студентов, принявших участие в нашем исследовании, положительно ориентированы на получение дополнительного образования. В целях стимулирования интереса студентов к получению дополнительного образования, в том числе в рамках оптимизации их профессионального развития, мы предлагаем ориентироваться на "погружение" студентов в исследовательскую деятельность.

Ключевые слова личность, социокультурное развитие личности, система образования, непрерывное образование, Дополнительное образование.

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Introduction

“Education is a debt that the present generation must pay to the future,” said D. Peabody (Peabody, 1967), one of the prominent American businessmen and philanthropists of the 19th century.

Analyzing this statement from the standpoint of modernity, we can definitely argue that only quality education can provide the opportunity for the effective implementation of all those technological, technocratic, globalization and sociocultural transformations that are not only typical of modernity, but also condition information openness and related active updating of all spheres of life and activity of each person, regardless of his age and type of activity.

The special emphasis of modern scientists is on the system of lifelong education, which, in our opinion, is quite rightly considered by L.G. Loginova (Loginova, 2004), will allow each person (regardless of his age) to provide not only updating knowledge and improving skills, but also comprehensive development, as well as the disclosure of his potential.

A similar idea is formulated in his study by LN. Buylova (Buylova, 2012), as the main goal of lifelong education, defining the provision of the opportunity “to all, without exception, to show their abilities, talents and creative potential, realize personal plans, teach how to be flexible, adaptive to changes in professional activity, to continuously develop” (Buylova, 2012).

The most important, from our point of view, link in the system of continuing education should be additional education, oriented, as noted in Article 75 of the Law of the Russian Federation “On Education”, “to comprehensively meet the educational needs of a person in intellectual, spiritual, moral, physical and (or) professional development and is not accompanied by an increase in the level of education ” (The law of the Russian Federation "On education", 2012). Being the most important component of the educational space, it is additional education that will ensure the formation of such important social competencies as the willingness to be included in social and economic processes, the willingness to be responsible for one’s activities, the willingness to be independent, initiative and some others.

Turning to the logic of ontogenetic development, the basic levels of ontogenesis are undoubtedly of particular importance in terms of

implementing the goals we have set for modern education (research results by Sh.A. Amonashvili (1995), B.G. Ananyeva (1980), L.I. Bozhovich (2008), L.S. Vygotsky (1996), V.V. Davydova, L.V. Zankov (1990), L.F. Obukhova (2001), S.L. Rubinstein (2015), D.B. Elkonin (2001), etc.). Early and pre-school childhood, as well as schooling, are undoubtedly the years when the foundation of the personality is laid and its basic social attitudes and habits are intensively formed. The developing cognitive abilities and abilities, as well as the emerging multifaceted system of relations with the surrounding reality, objectively become the basis for the formation of attitude, attitude and, as a consequence, the worldview of a person. At the same time, the basic levels of ontogenesis is only a platform on which a person “rests” in the future in terms of his harmonious development.

In this article, we turn to the consideration of the possibilities of additional education in terms of the professional development of university students.

Review of literature

Globalization processes, which, as we noted above, are typical of modern times, are characterized by information openness, intensive technological updating of all areas of science and practice, intensification of the process of implementation of communication technologies in all spheres of life and activity, and, cardinally related to this, cardinal transformations in all spheres of life and activity of almost every person. These changes also affected the education system, which is directly reflected in the technologization and technocratization of all levels of education, its internationalization and unification.

“Modern Russian society needs such human qualities as spirituality, the desire to do good, professional competence, enterprise, perseverance in achieving goals, civic responsibility for everything that happens around,” writes V.A. Berezina (Berezina, 1998). Despite the fact that the personal characteristics that we cited by the author were identified at the end of the last century, they are absolutely consistent with the highest goal of education, which is defined in the Law of the Russian Federation “On Education” - the creation of all the conditions necessary for the formation of a self-developing and self-determining personality, capable of to open, creative

interaction with the environment, society, and the state on the basis of generally accepted humanistic values (The law of the Russian Federation "On education", 2012).

Speaking of modernity as a qualitatively new stage in the history of mankind associated with the "radical restructuring of the value-cognitive foundations of human activity and culture" (Mamedov, Vinokurova, 2015), modern scientists (research by I.V. Guskova, A.I. Gretchenko, A.P. Egorshin, V.I. Zagvyazinsky (2005), T.L. Klyachko (2013), S.S. Korneenkov (2005), D.D. Sinityna (2016), etc.) believe that only a changed education will ensure Russia's competitiveness in community level.

In order to develop the methodology of our research, we found it appropriate to turn, first of all, to an analysis of the historiography of the problem of additional education, which allowed us to draw the following conclusions:

- 1) The first experience of organizing and implementing some forms of additional education of the younger generation in Russia dates back to the turn of the 19th and 20th centuries. As V.A. notes Berezina (Berezina, 1998), these were "isolated extracurricular institutions" - circles, clubs, workshops and day-care centers for children. They were organized by advanced teachers of that time, aware of the importance and importance of organizing the work of training, education and enlightenment of the younger generation. The most striking example of the first institutions of further education is rightfully the cultural and educational society "Settlement", which was opened in Moscow in 1905 under the leadership of the outstanding domestic teacher-innovator S.T. Shatsky, set the culture of children and youth from low-income families.

Contributing to the formation of the system of additional education in Russia, through the purposeful organization of extracurricular activities at the beginning of the 20th century, such famous teachers as A.S. Makarenko, striving in practice to implement the principles of integrity and complexity of education and training. Setting the task of creating the most favorable conditions for the development and unleashing of the potential of each pupil, the emphasis in their activities was on the implementation of the principle of "self-

government", which, from our point of view, was of great importance for the development of creative opportunities for children and youth.

- 2) The relevance and importance of the organization of institutions of additional education almost from the moment of the appearance of the first experience in this direction has been actively supported by the legislative branch. So, having appreciated the positive experience of the functioning of institutions of additional education, already in November 1917 the department of out-of-school education was specially created in the People's Commissariat of Education, and "out-of-school education is included in the system of public education" (Berezina, 1998).

Currently, the following legislative and regulatory documents are oriented towards optimizing the functioning of the continuing education system:

- The Law of the Russian Federation "On Education" (The law of the Russian Federation "On education", 2012), in which article 5 enshrines the right of everyone to receive additional education; Article 10 defines the types of additional educational services provided to both children and adults; Article 23 discloses the types of continuing education organizations; Article 75 defines the guidelines for the functioning of continuing education institutions; article 76 discloses the nature and specificity of continuing professional education;
- No less, from our point of view, the Order of the Ministry of Education of the Russian Federation dated 09.11.2018 No. 196 "On Approving the Procedure for Organization and Implementation of Educational Activities for Additional General Educational Programs" (Order of the Ministry of Education of the Russian Federation dated, 2018) "On approval of the Procedure for the organization and implementation of educational activities for additional general educational programs", which notes that all the activities provided by institutions of further education should be aimed at "the formation and development of creative abilities of students; meeting

- the individual needs of students in intellectual, moral, artistic and aesthetic development, as well as in physical education and sports ... ” (Order of the Ministry of Education of the Russian Federation dated, 2018), that is, the comprehensive and harmonious development of each individual.
- 3) The goals and guidelines of the organization and implementation of the supplementary education institutions of the services provided have undergone a change. So, if, as we have already noted above, the first institutions of additional education defined as their main goal the improvement of the culture of children and youth, then, as noted in modern regulatory documents concerning the organization of institutions of additional education, their goals have expanded significantly. This is the creation of conditions for the optimal development of the creative potential of students; the satisfaction of all their individual needs “in intellectual, moral, artistic and aesthetic development, as well as in physical education and sports; the formation of a healthy and safe lifestyle culture; providing spiritual, moral, civil-patriotic, military-patriotic, labor education of students; identification, development and support of talented students, as well as individuals who have shown outstanding abilities; vocational guidance of students; creation and provision of necessary conditions for personal development, professional self-determination and creative work of students; socialization and adaptation of students to life in society; formation of the general culture of students ” (Order of the Ministry of Education of the Russian Federation dated, 2018). In other words, modern institutions of additional education are called upon to provide the entire list of services necessary for the self-development and self-determination of each individual. Of particular importance, in our opinion, is the orientation of modern institutions of additional education, including the provision of the necessary additional educational services to people “with disabilities, disabled children and people with disabilities” (Order of the Ministry of Education of the Russian Federation dated, 2018).
 - 4) Along with positive conclusions, we consider it possible to draw for ourselves a conclusion that determines, from our point of view, the problem field in the functioning of institutions of additional education. Our analysis of studies on the problem of interest allows us to say that the emphasis, in particular in the studies of scientists, is placed on the study of the specifics and problems of institutions of additional education for children, mainly of preschool and school age. The importance and significance of both the organization and the analysis of the experience of the functioning of additional education institutions for these age categories is obvious and objective. We completely agree with M.V. Ereschenko (Ereschenko, 2016) and Dmitrieva E.E. (Dmitrieva, 2019), which note that modern additional education of children is the most important component of the educational space. Moreover, the authors call the “free choice of activity, which determines the individual development of the child; substantial variability and the possibility of transforming the forms of organization of the educational process; accessibility and adaptability of knowledge and information in accordance with the age characteristics of children” (Ereschenko, 2016).

But is all this less significant when organizing the learning process at later stages of ontogenesis? For example, when implementing the learning process in a modern university, to which, as B.A. Sozanov (Sozanov, 2006), with the introduction of new FSES and the transition to a two-level system, new professional development strategies are being developed that allow a future specialist to form a development path, training and professional formation in accordance with his individual inclinations, capabilities and interests, thereby optimally satisfying his needs.

A special role in the work on the modernization of higher education, from our point of view, is the active implementation of the competency-based approach to the practice of higher education. How very fair, in our opinion, notes A.A. Khusaenova (Khusaenova, 2015), the formation of competences in the field of vocational training at a university

- cognitive activities based on the development of methods for self-

acquisition of knowledge from various sources of information;

- public activities related to the fulfillment by each person of a whole range of social roles (citizen, member of a social group, collective, etc.);
- labor activities that provide the opportunity and ability to analyze and timely use information about situations on the labor market, evaluate and improve their professional skills, abilities and capabilities;
- cultural activities, suggesting the possibility of a rational choice of ways and means of using free time, cultural and spiritual enrichment of the individual;
- in the domestic sphere, including aspects of family life, as well as preserving and strengthening their physical and mental health, will optimize the process of preparing students for the use of both learned fundamental knowledge and skills, and methods of activity necessary not only for the effective solution of practical and theoretical problems arising in the process of professional activity, but also for the successful socio-cultural formation of the subject at this stage of its development.

The most important personal characteristics of modern students (especially when it comes to solving the problem of actualizing the role of universities in the intensification of scientific, technical, intellectual, social and cultural potentials at the global community level) should be “activity <...> of the subject’s interaction with the surrounding reality as in the form of internal processes and external manifestations” (Ilaltdinova E.Yu., Kisova VV, 2018) and a steady need, as well as the ability for independent cognitive activity of students, suggesting the availability of skills necessary for them to carry out various types of professional activity” (Kaznacheeva S.N., Perova T.V., 2017).

We have already noted, and once again consider it important to note that “the growing role of students in a changing socio-economic reality places increasing demands on the activities of institutions implementing programs not only of higher professional, but also additional education” (Serebryakova TA, Morozova LB, 2017).

At the same time, as the results of our study showed (Kostina O., Simonova M., 2018;

Serebryakova TA, Morozova LB, 2017), many students experience particular difficulties in the framework of social adaptation, experiencing numerous difficulties, both in terms of mastering their profession and in the framework of personal formation and development. Moreover, according to the results of our study (Kostina O., Simonova M., 2018), many students are not ready to actively and creatively express themselves, fully realizing their potential, but ““go with the flow”, practically not Rogers interested in either real educational or future professional activities” (Gorshkova V.V., 2014). As C. Rogers (Rogers, 1983), the university environment itself should be oriented towards creating opportunities for students’ conscious attitude to their development. In other words, each institution of higher education should provide students with a range of both basic and additional educational services, which would allow them to fully satisfy all their desires, needs and interests, both in terms of optimal professional development and in terms of personal development and self-improvement. Moreover, we believe that it is additional education that will not only expand our horizons and develop the value system of each individual, but also provide an opportunity to actualize all potential, reserve possibilities of this development.

Research methods

Based on the above theoretical and methodological principles, we organized a pilot experimental study.

The aim of our research activity was to study the real and potential students’ choice of continuing education programs.

The study involved 2-4 full-time students of one of the universities in Nizhny Novgorod in the amount of 425 people.

The main method of our research was the survey method, in the framework of which the respondents who took part in our study were asked to answer a list of questions focused on studying both their attitude to obtaining a vocational education in general and to receiving additional professional education. This questionnaire included 30 statements, each of which has three different endings. Of these three options for completing approval, respondents had to choose the option that, from their point of view, was the most correct.

Results and discussion

Our study showed that additional education is of interest not to everyone.

Only 58% of students answered yes to the question of whether it is interesting for them to receive additional education.

Of these, 39% of respondents consider additional education as an opportunity to deepen and expand their existing knowledge within the framework of their profession (as a rule, these are 3–4 year students).

19% of respondents consider additional education as a way of self-development and personal growth.

10% of respondents said that they would go to receive additional education if there were financial opportunities.

And 42% of the respondents we surveyed (slightly less than half of our sample) gave a categorically negative answer to the question “Do you have a desire to receive additional education”.

After analyzing the range of disciplines offered to students within the framework of the ongoing GEF, we considered that changing the situation and stimulating students' interest in receiving additional education can be done as part of their study of such a training course as “Organization of research activity”, the purpose of which is to expand, deepen, concretize and systematization of students' ideas about the specifics of the organization and implementation of scientific research.

Tasks:

- create conditions for the formation of students' system of ideas about the role and place of science in modern society,
- expand, deepen, concretize the students' perceptions of the cognitive capabilities of the individual,
- to develop the mental processes and operations of students as manifestations of their cognitive abilities,
- contribute to the mastery of students by the methodology and methods of research activities, to develop the skills of their independent research activities.

We also believe that the “immersion” of students in research activities is nothing more than the

implementation of targeted additional educational activities that will optimize the students' cognitive development process, which, as we wrote above, is important.

In the logic of our study of this course that we built, we relied on the principle of reversal, which involves a person turning to his own means of life, including knowledge of the world. At the same time, it was taken into account that it is traditionally customary to talk about three levels of scientific knowledge:

- The empirical level, focused on the study of particular individual characteristics of real-life objects, objects, environmental phenomena, and the main tasks of the researcher are the collection, description, accumulation of facts, as well as the implementation of their primary processing (analysis). Studying the specifics of such empirical methods as observation and experiment, questioning and conversation, as well as carrying out their implementation in laboratory studies and as part of writing term projects in their direct activities as a psychologist, allows students to master the basics of the applied aspects of professional psychological activity, describing the results of research. At the same time, no matter how great the significance of reliable facts obtained at the empirical level, the existence of truly scientific knowledge is impossible without their theoretical understanding, since any investigated phenomenon must be considered inextricably linked and dependent on other phenomena and facts, which is possible only under the condition of a theoretical study of the problem.
- Theoretical, involving the operation (analysis, comprehension) of existing knowledge. Empirical knowledge here is replaced by an ideal (outwardly perceptible) object of study, which is ideas, models, concepts, in which the researcher needs to determine not only their categorical composition, but also the logical relationships between the selected categories. The theoretical level of the study, due to the researcher's attention on the individual, most significant aspects of the problem being studied, and the construction of ideal objects from them, not only provides a means for studying problems that cannot be solved empirically, but

also provides the opportunity for deep insight into the essence of the issues under study, makes it possible through the use of methods such as analysis and synthesis, induction and deduction, the method of similarity, discrimination, related measurements, etc., to study regular changes of interest and communication objects and phenomena, as well as the inner workings of these links. By analyzing the results of empirical studies, correlating them with the results of scientific research in the field of related problems, as well as carrying out a theoretical understanding of research on the problem of course projects, students get the opportunity to touch the theoretical psychological heritage, analyze those problems that were historically relevant and attracted scientists, and also “look” at them from the standpoint of modern scientific, psychological and sociocultural transformations.

- Methodological, aimed at disclosing, first of all, the worldview principles on which each specific study will be based. It is the research methodology that reflects the basic requirements of the dialectical method of cognition and transformation of reality, the dialectical principle of movement, change and development. Turning to the analysis of the ideas, concepts and theories of leading foreign and domestic scientists-psychologists and correlating them with the results of both theoretical understanding of the problem of interest and the results of an empirical study, students have the opportunity to realize the essence of the problem being developed, its dialectics and development logic by scientists, as well as practical applications.

Conclusion

As our study objectively proved, many students studying at the university are not focused on immersion in their professional activities and their improvement through obtaining, including, and additional education.

At the same time, it is training in a university, in particular, that capacious range of educational and extracurricular subjects offered to students, which, in our opinion, allows us to significantly adjust their motivation to improve themselves.

According to Yu.D. Ovchinnikov, “in this fusion of what is visible with the eye and captured by” smart vision”, the amazing ability of human knowledge is rooted. The human eye sees, and the mind gives the name visible” (Ovchinnikov, 2016). In other words, empirical research, based on a theoretical analysis of the problem field, allows us to comprehend, realize the problem being developed in full and in volume.

We believe that the purposeful, systematic and systematic “immersion” of students in independent research activities that we organize will not only increase the level of their professional, scientific research and personal culture, but will also become the starting point for the emergence of a steady need for development and self-improvement that can be achieved only through continuing education (including - additional).

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