

Artículo de investigación

Additional education in higher professional educational institution

Дополнительное образование в высшем профессиональном образовательном учреждении

Educación continua en una institución educativa profesional superior

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With the active renewal and development of science and technology in society, there is an objective need for continuous improvement of competencies for the implementation of qualified professional activities. The issues of retraining and advanced training of specialists are becoming particularly important, which necessitates the development of additional education. The purpose of the article is to analyze the experience of additional education. Based on the necessary regulatory support, the University organizes the activities of the Institute of continuing education, which prepares students for programs of courses of different directions. The authors analyzed the program of additional training, highlighted its features. The methodological support of the courses is highlighted. Analysis of the experience of additional education courses showed their high level of demand among students, so it is planned to expand the scientific and methodological support for the implementation of additional areas.

Keywords: Additional education, higher education institution, courses of additional education, student, competence.

Аннотация

При активном обновлении и развитии науки и техники в обществе возникает объективная необходимость постоянного совершенствования компетенций для осуществления квалифицированной профессиональной деятельности. Особую актуальность приобретают вопросы переподготовки и повышения квалификации специалистов, что обуславливает необходимость развития дополнительного образования. Целью статьи является анализ опыта дополнительного образования. Опираясь на необходимое нормативное обеспечение, университет организует деятельность Института непрерывного образования, который готовит студентов по программам курсов различных направлений. Авторы проанализировали программу дополнительного обучения, выделили ее особенности. Выделено методическое обеспечение курсов. Анализ опыта проведения курсов дополнительного образования показал их высокий уровень востребованности среди студентов, поэтому планируется расширить научно-методическое обеспечение реализации дополнительных направлений.

Ключевые слова: дополнительное образование, высшее учебное заведение, курсы дополнительного образования, студент, компетентность.

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Resumen

Con la renovación activa y el desarrollo de la ciencia y la tecnología en la sociedad, existe una necesidad objetiva de mejora continua de las competencias para la implementación de actividades profesionales calificadas. Los temas de reciclaje y capacitación avanzada de especialistas se están volviendo particularmente importantes, lo que requiere el desarrollo de educación adicional. El propósito del artículo es analizar la experiencia de la educación adicional. Basado en el apoyo regulatorio necesario, la Universidad organiza las actividades del Instituto de educación continua, que prepara a los estudiantes para programas de cursos de diferentes direcciones. Los autores analizaron el programa de capacitación adicional, destacaron sus características. Se destaca el apoyo metodológico de los cursos. El análisis de la experiencia de los cursos de educación adicional mostró su alto nivel de demanda entre los estudiantes, por lo que está previsto ampliar el apoyo científico y metodológico para la implementación de áreas adicionales.

Palabras clave: Educación adicional, institución de educación superior, cursos de educación adicional, estudiante, competencia.

Introduction

The information stage of the company's development is characterized by high growth of received, stored, transmitted and assimilated information (Nikonova, 2019a). In this connection, there is a contradiction between the existing qualifications, the competence of the specialist and constantly changing, continuously developing technologies, updated competencies. This contradiction necessitates constant updating of knowledge in each specific field (Bezliudnyi, et al 2017). This trend affects many countries, including Russia (Bartkiv, et al 2018). The search for a solution to the problem led to the development of additional education (Ihnatenko, et al 2018). Today the centers of additional education function both based on higher educational institutions and outside its framework.

In Russia, according to sociological research of the State Academy of innovations, more than 1.5 million people use the services of additional professional education.

The issues of improving the level of preparation of students for future professional activity, as well as retraining and advanced training by specialists, become especially important, which necessitates the analysis of the experience of implementing additional education (Nikonova, et al 2019b).

As practice shows, there is no single model for the implementation of additional education (Pometun, et al 2018). Of greatest interest is the example of England, France and Sweden, where further education takes place in certain periods that alternate or run parallel with life-long work (Smirnova, et al 2017).

In Europe, additional education is provided in the so-called University centers of continuing education under special education programs provided for each individual level of training (Koshechko, et al 2018). This center provides courses on separate thematic plans, which reflect the ideas and requirements for the training of employees of individual enterprises, sending their staff for retraining (Oros, et al 2017).

Enterprises and training centers interact in different forms in different countries (Vaganova, et al 2019). A common cause is a long-term contract (the center develops programs taking into account the wishes of the customer, training can take place both in the center and at the enterprise) (Natalie, et al 2019). It is also used operation in the organization of private educational institutions (in this case academic University center provides only guidance and services to and on behalf of the organization can provide qualified teachers) (Klinkov, et al 2018). Educational associations are common in France (among the largest of the existing associations is the Association for continuing education of adults, which has 130 training centers) (Vaganova, et al 2017). In the United States and Canada, additional professional education is based on "existing experience" (firms and educational organizations form training centers that implement training programs that include workshops for the development of creativity and creative activity) (Lubov, et al 2019). In the United States and Britain circulated the corporate entity that differs from the orientation training based on "existing practices" and is an alternation of work and study (this trend is widespread among graduates of secondary schools and includes 4 months of work alternated with academic semesters) (Zhytikhina, et al 2017).

Discussing co-operative forms of education, it is worth mentioning the experience of universities in Canada, where students are engaged in the development of various projects, whose products are subsequently used in industry (Garnevska, et al 2018). Students' work is carried out jointly with teachers and leading employees of enterprises (Denysenko, et al 2018). In this case, benefit all parties involved (Myalkina, et al 2018). Students gain practical skills, and employees of organizations improve their skills through additional theoretical knowledge (Bulaeva, et al 2018).

Sweden is practicing to professional courses, duration 1 semester (Chirva, et al 2018). It is impossible not to say about another form of additional education, distance learning (training takes place in absentia).

In Russia, there are also a large number of forms of additional education, which can be obtained in person, remotely or in absentia. The most popular are preparatory courses, professional, retraining and advanced training (Markova, et al 2018).

Additional education, both abroad and in Russia, is increasingly combined with employment, however, if abroad the framework between professional activity and training is gradually erased, in Russia these concepts are still sufficiently differentiated. In modern conditions, the system of additional education meets the educational interests of both the hotel person and society as a whole, takes into account the requirements of employers and specialists and acts as an element that allows the formation of competence.

Theoretical basis

Additional education is an important element of educational activity, the relevance of which increases with the acceleration of scientific and technological progress because society needs the constant acquisition of new knowledge and improvement of existing ones.

The program of development of additional education establishes the priority of the tasks of modern education aimed at promoting social security, professional mobility and adaptation, and employment of the population.

The theme of supplementary education was reflected in the works of E. Y. Butko, M. V. Kurbatova, I. A. Mosicheva. Additional education is interpreted as a purposeful learning process through the implementation of additional educational programs, the provision of additional educational services and the implementation of educational and information activities outside the framework of basic educational programs in the interests of society and the state.

Among the types of further education are: vocational training, involving the issuance of a state diploma; continuing education volume 72-100 hours and retraining program 100-500 hours; courses, seminars, training with a certificate of completion.

Training and retraining are very popular among specialists, but at the moment more and more popular are courses of additional education, which contribute to the deepening of knowledge in a particular field. In our opinion, it is necessary to pay attention to this element of the system of additional education.

The courses of additional education use an active and intensive form of education. Participants of the courses are aimed at practical development of methods of application of a particular technique. Courses are characterized by students' activity; attention is paid to the practical orientation of the process. The learning process is built in the mode of specific actions, analysis of the acquired experience, and feedback from students.

To the essential characteristics of a modern system of additional education researchers include: the variability and flexibility (variety of vocational educational programs and services on the issues); modularity (students form the competence in the modular, phased learning); multi-level (additional education implementing the idea of continuous education "through life»); the multi-functional (supplementary education performs a wide range of functions and additional education centers deliver comprehensive educational services) (Abramova, et al 2018).

Among the functions of further education are: the acmeological (continuous education aimed at development of professional-personal potential of the person); compensatory (bridging gaps in

education and training, adjusting of existing knowledge); adaptive (retraining in a constantly changing professional environment); Advisory (to provide teachers consultative assistance in the implementation of specific projects); prognostic (development of students ' ability to anticipate potential problems and promptly address them).

Analysis

The article reveals the experience of implementing courses of additional education in Nizhny Novgorod state pedagogical University named after Kozma Minin in the framework of the project "territory of opportunities", which provides students with the opportunity to take courses of different directions, the volume of 32 hours. Implementation of courses of additional education takes place based on the Institute of continuing education.

The normative basis is the Order of the Ministry of education and science of the Russian Federation of July 1, 2013 №499 "on approval of the order of organization and implementation of educational activities for additional professional programs", the regulations on the center for additional education in Nizhny Novgorod state pedagogical University named after Kozma Minin and the agreement on education for training in additional educational programs.

Programs of courses of additional professional education involve the use of the following forms of work with students: frontal; individual; group. There is an extensive educational and methodical basis, modern material and technical base.

The Nizhny Novgorod state pedagogical University named after Kozma Minin develops courses of additional education for schoolchildren and students, allowing forming professional competences. These courses have a high demand among students, so the list of directions is constantly expanding.

Minin University implements courses of various directions within the framework of the project "Social and educational environment "Territory of opportunities"". Courses have a modular structure. Each module is presented in the amount of 32 hours of intensive training.

Modular programs are divided into the following groups: modular additional professional programs with different content and forms of training depending on the category of students; having a different degree of complexity depending on the level of training of students; designed only for a specific category of students.

The course "3D-printer as a tool for creating three-dimensional models" is designed for students with different levels of training. The course involves training in the design of graphic programs 3D-models of varying complexity. The design process is completed by printing the product on a 3D printer.

The course "computer-Aided design and modeling" is designed to teach students virtual modeling of parts in various programs (ADEM, Autocad, Inventor), modeling on a machine with numerical control.

Basics of artistic design and manufacture of women's clothing-a course that includes 3 modules: basics of design and manufacture of clothing, basics of fashion design, artistic design and modeling of clothing. The course "Culinary tricks" allows the formation of theoretical ideas about the rules of selection of basic and additional products, the acquisition of experience in the kitchen, education of interest in cooking.

On the course "Marketing for everyone" students get acquainted with the basics of modern marketing technologies. This process uses design technologies and programmed training.

The program of the course "Robotics XXI century" allows students to form the basic skills of working with high-tech devices, work with the program to control robots.

The study of the course "how to register an individual enterprise" allows students to master the methodology of entrepreneurial activity, competently plan the work of the company.

The University also provides a popular course "Tourism as a way of knowing yourself and the world" for the implementation of a tour operator and travel agent activities, as well as the analysis of the tourist market and the market of accommodation facilities.

The course "Management of yourself and others" allows you to form the skill of rational allocation of time, competent building relationships in the team, to use communication technologies of persuasion.

The courses of additional education presented cover a fairly wide audience of students, as their diversity corresponds to different interests and needs.

Personnel resources (highly qualified teachers using modern educational technologies, specialists in teaching methods of different directions) participate in the implementation of additional education courses. Special databases have been prepared for the training of students, the possibility of using an electronic library and various multimedia products has been provided. There is an extensive educational and methodical basis: additional General education programs, as well as manuals, recommendations for teachers and students, tools for assessing the level of development of educational material. Electronic training and diagnostic programs are used in the preparation process. For work the modern material and technical base (laboratories; specialized rooms equipped with the necessary equipment, tools and materials; computer models, simulators) are used.

According to programs of courses of additional professional education in the process of their implementation are used: frontal form of work (the supply of material to all team members); individual (Advisory assistance of the teacher if problems arise); group (students independently build their activities).

The process uses practice-oriented educational technologies (problem-based learning, specific situations, and case studies). Interactive forms of training allow activating motivation of students to master the course, to make the process of mastering the course program dynamic and interesting. The final test of learning takes place in the form of offset.

In General, it is possible to characterize the training of students within the framework of additional education courses as clearly focused on achieving specific practical results; aimed at satisfying a wide range of professional and educational interests; flexible mobile systems using modern educational technologies.

Conclusion

Courses of supplementary education in Nizhny Novgorod state pedagogical University named after Kozma Minin allow students to gain additional competencies and to meet individual educational needs of a wide circle of persons. The courses have a practical focus and provide an additional possibility of forming common cultural and professional competences. By acquiring new skills, students increase their professional potential, becoming more competitive in employment. Implemented courses are in great demand among students, so the activities for the development of courses of additional education needs constant improvement and the number of educational areas will expand.

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