

Organization of Professional Mobile Practice for Students - Future Social Educators

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ABSTRACT

The relevance of the investigated problem is due to the increasing social tension in society and the state, associated with the active manifestation of anti-social phenomena and the need for prompt resolution of these problems through the involvement of professional mobile social educators. The purpose of the article is to develop a new concept in the organization and carrying out practices that promote the professional development of a new generation of social educators with such developed personal and professional qualities as professional mobility. The leading study method of this problem is the system that allows to integrate the scientific, theoretical and practical components of the implementation process of this new concept. The article describes the concept of the organization and conducting professional mobile practice, which is also graphically depicted as the structural-functional model of the development of professional mobility in the future social educators, consisting of interconnected target, informative, technological, control and evaluation components. Article can be useful for organizers of practical training of professional educational institutions.

KEYWORDS

Introspection, monitoring, professional and mobile practice, professional mobility, social educators

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Introduction

The problem description

The dynamism of modern social and national transformation brings to life the need for specialists able to analyze the ever-changing political, economic,

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cultural, historical and social trends, actively adapt to the rapidly changing professional environment, adopt and implement expeditiously innovative solutions in the situation of market competition, eliminate stereotype from industrial and personal spheres of life (Igoshev, 2008; Kalimullin & Islamova, 2016).

Currently, there is a need in the professional mobile social educators, capable of timely, appropriate, promptly and optimally solve the socio-pedagogical problems in people of different ages and social categories in institutions of different departmental subordination. This is possible if the personality of the expert possesses such professional and personal qualities, as professional mobility (Goryunova, 2006; Stepanova, 2009; Kamalova, Korchagina & Bulatbaeva, 2016; Shakirova & Valeeva, 2016).

Literature review

The need for the development of professional and personal quality as professional mobility is reflected in the National Doctrine of Education in the Russian Federation, adopted in 2000 and covering the period up to 2025 " - the training of highly educated people and highly skilled specialists capable of professional development and professional mobility in the informatization of society and development of new technologies"(emphasis added – R.I.).

That is why the training of specialists capable of professional and social mobility is one of the most important problems of modern professional education in Russia (Amirova, 2009; Vlasova, Kirilova & Curteva, 2016).

In the context of these trends a particular place and role in professional formation of the future social educators is allocated to on-the-job training program of different kinds in the social organizations (Galaguzova, 2010). Organization and carrying out practice of students is carried out in accordance with the Federal Law "On Education in the Russian Federation", the Labour Code of the Russian Federation, RF Government Decree of 05.04.2001 number 262 "On approval of regulations on educational institution of higher professional education (higher education) of the Russian Federation", the Regulations on the procedure for the practice of students of educational institutions of higher education, approved by the Ministry of education of the Russian Federation from 25.03.03 number 1154, the State educational standards of the Federal state educational standards of higher professional education in the relevant specialty, by the approximate Regulation on practice, statutes of educational institutions of higher professional education.

Effective development of professional and personal qualities in trainee such as professional mobility is possible in the context of practice, namely the mobile professional practice.

How the student himself assesses his level of preparedness for a future profession is very important. His subjective feelings towards himself as an expert, professional and personal experiences about their readiness for future work is personality valuable (Zeer & Streltsov, 2016). This is possible if carried out by personal reflection, precisely personality and professional self-esteem (Dvoeglazova, 2004).

In the transition to the two-tier training: Bachelor's and Master, there is an urgent need for a person-oriented approach in the organization of practice (Dorozhkin & Zeer, 2014). The presence of professional and personal reflection

demonstrates this aspect of the approach. Not only the external assessment of student preparedness for practice, but no less, and perhaps most important is personality, namely personality and professional assessment of student preparedness for their work. To what extent he is confident in himself as a future specialist and ready on the personal, social and professional level for this kind of professional activity (Slastenin, 2003).

And in the final determination of the professional career not only external (third-party) assessment (it is usually due to objective reasons subjective), namely personal, which will be more objective to himself, as a person is very important for the student. (Dorozhkin et al., 2016). On this ground, the student either has or has no desire to work in the previously chosen carrier, speciality.

In this regard, the mobile professional practice, as part of educational and professional process, changes its content and organizational emphasis, increasing its personal significance to the professional development of students as professionals.

On the basis of this conceptual position the approaches to the evaluation criteria of success degree of the student's practice should be changed.

Emphasis of estimation of the control and valuation parameters will be replaced with personality-oriented. The main question is not as much about "what to do and how to do, "but how "what and how the student did" to provide social care to someone influenced him as a future specialist.

Each stage of all kinds of practice should be seen not only as a professional and cognitive, but also as a personal and professional increment.

We can certainly carry out some multilateral diagnosis at the end of all kinds of practices, but then we can only see the final results, but we as, professors, organizers of student practice consider professional development extremely important in historical time aspect, namely the dynamics of the professional development. When the positive dynamics the student is more likely to work in their speciality, with a negative dynamics the student is less likely to work in the speciality, but even if he does, it is due to adverse life circumstances.

Methods

Research methods

During the research the following methods were used: theoretical (analysis, synthesis, specification, generalization, modeling); diagnostic (questionnaire); empirical (the study of experience of social organizations, regulatory and instructional documents, pedagogical supervision); experimental (comparative method of analysis); methods of mathematical statistics and graphic results.

Experimental research base

Russian State Vocational Pedagogical University is the experimental base of our research.

Investigation stages

The study was conducted in three stages:



— at the first stage a theoretical analysis of the existing methodological approaches to the philosophical, psychological, pedagogical, social and educational research literature, dissertations on the issue, as well as the theory and methodology of social and educational research was carried out; the problem, the purpose and methods of research were defined, the experimental studies were planned;

— at the second stage the concept of the organization and carrying out of professional and mobile practice developing professional mobility in future social educators was worked out; experimental work was conducted, the findings obtained were analyzed, tested and confirmed in the course of experimental work;

— at the third stage the experimental work was completed, the theoretical and practical conclusions were clarified, the results were compiled and systematized.

Results and Discussions

The structure and content of the model

Based on this analysis and in accordance with the morphological aspect of a systematic approach subsystem of the considered conceptual model of professional mobile practice for students were identified. According to the study (Sava, 2002) the following basic subsystems were identified in the conceptual model: the target, informative, technological, control and evaluation. Each subsystem is a separate system that includes interconnected and interactive components.

The target subsystem is the purpose: development and professional formation of the future social educators to develop such professional-personal quality as a professional mobility in terms of social organization of different departmental affiliation during the period of their practice in this organization.

The content subsystem of the model involves scientific and methodological support for the maintenance of the work programs for on-the-job training.

Technological subsystem assumes algorithm of the organization and realization of professional mobile practice.

Control and evaluation subsystem involves the organization of self-examination procedure to determine their individual professional mobility in terms of social organizations during the practice.

The presented conceptual model of the system of professional mobile practice at the university is open, because it is consistent with the social order to the social and professional teacher education in accordance with the developed concept. At the same time, it is dynamic in accordance with the direction of professional competence of social educators of the social sphere development in high school and the need for its optimal tiered development. The model is holistic, since all these components are interconnected and carry a meaning in accordance with the intended target and a specific result (Figure 1).

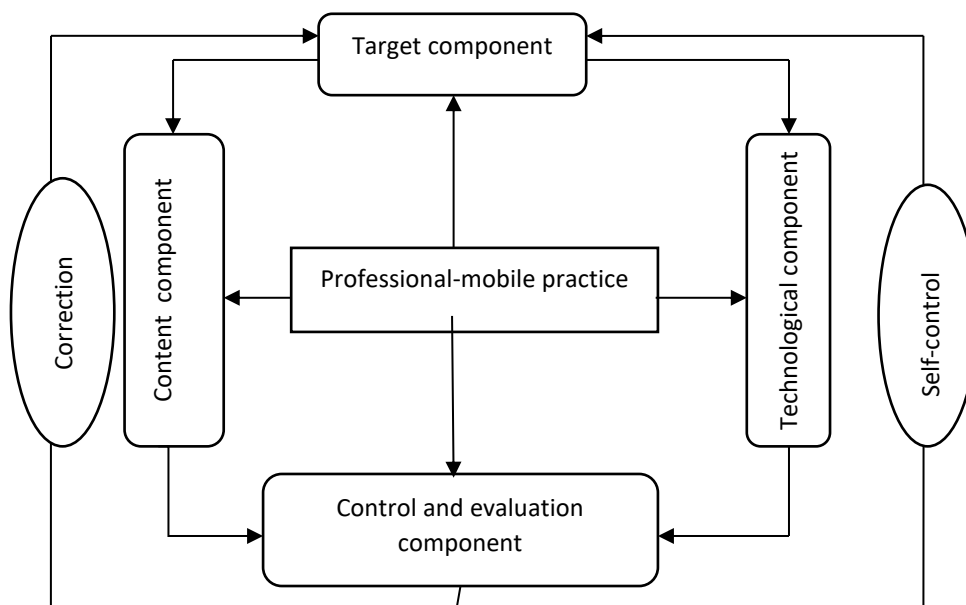


Figure 1. The structural model of the mobile professional practice

Stages of the concept implementation

To introduce this concept we need to carry out the following stages of the experimental work:

- to determine the initial level of professional mobility of students development before the beginning of the mobile professional practice based on self-analysis method;
- to develop and implement scientific and methodological support of the mobile professional practices contributing to the successful development of professional mobility of students in the conditions of social organizations during the practice;
- to determine the level and to identify the dynamics of formation of professional mobility of students - future social educators in the course of all the years of training in high school.

Ascertaining experiment

The experiment involved - 803 students: 746 students enrolled in the speciality 05071165 Social pedagogy (031300), speciality "Social Management in the education system" (031,325); 57 students mastering the speciality 44.03.02 (050400.62) Psycho-pedagogical training in "Psychology and social pedagogy".

The experiment itself is divided into two time periods associated with the implementation of the State Educational Standard (SES) - 2005 and the state standards of a new generation (FSES)

2006 – 2015 is the period of the experiment under implementation of the SES - 2005. It was attended by students studying speciality 05071165 Social pedagogy (031300), speciality "Social Management in the education system"



(031325). It was during this period, that the organization and content of the students' practice had a professional approach.

2012 - 2016 is the period of the experiment under the implementation of the new generation of state standard (FSES). It was attended by students studying speciality 44.03.02 (050400.62) Psycho-pedagogical training in "Psychology and social pedagogy". It was during this period, that the organization and content of the students' practice had a professional mobile approach.

The management component includes organizational, document provision and legal, professional and applied competences

The communication component includes: communication and information consulting and professional and applied competences

The research component includes scientific-methodological and project, professional and applied competences.

All professional and applied competences are differentiated into three levels: cognitive (competency), affective (axiological) and connotative (activity).

Monitoring was implemented based on the method of introspection, when students completed the self-examination questionnaire on ten-point scale before the practice and after the practice during all types of practices for the entire period of study in university.

Analytical and diagnostic objective was to compare the results of professional mobility development under implementation of SES -2005 and FSES -2010

In ascertaining experiment, we compared the two periods: SES -2005 and FSES -2010- degree of professional and applied competences development in the first year students after their first practice - training (Figure 2).

When we analyzed the findings we revealed that the degree of the development of professional and applied competences as organizational and communicative were initially high in relation to the degree of development to the others. This is observed in both periods (SES -2005 and FSES -2010). We attribute this to the fact that these competences have been formed previously in students at school before the University. Students entered the university with the given level of development of these competencies.

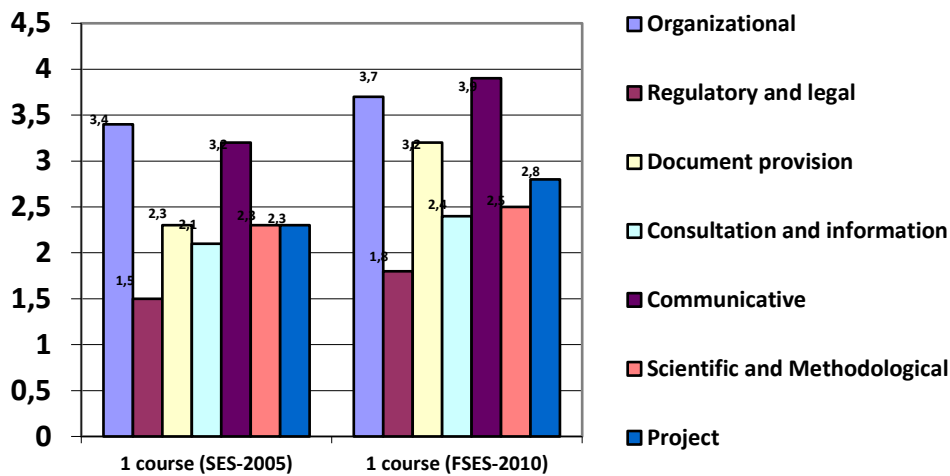


Figure 2. Distribution of the degree of professional mobility development in first year students

Formative experiment

In formative experiment, we compared the two periods: SES -2005 and FSES -2010 - degree of professional and applied competencies development in students of the third year after the third of their practice - the social pedagogical (Figure 3).

Analyzing the obtained data, we revealed the degree of development of professional competence as legal, document provision, consulting and information were not initially at a high level and the dynamics of development fell behind of such professional competencies as organizational and communicative in relation to the degree of development to others.

This is observed in both periods. We attribute this to the fact that these competences of the students were new and had to go through a stage of development and possessing, the professional and applied competences became newly acquired for them.

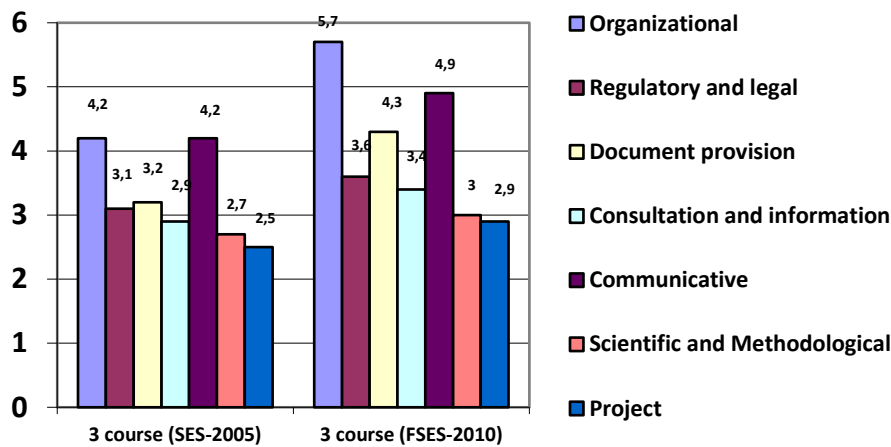


Figure 3. Distribution of the degree of professional mobility development in third year students

Control experiment

Despite the fact that the pedagogical conditions for the organization and conducting a professional or a professional mobile practices, that is, in terms of each period were organizationally and substantively the same as the requirement of a scientific approach for the implementation of experimental and research activity, yet the differences in the statistics on the level and degree of certain competencies development were observed. This was due to objective and subjective reasons, not dependent on the experimental requirements, namely:

degree of theoretical preparedness in student-trainee to implement these or other vocational training objectives in terms of practice. Whereas, this is due to the following factors: personal responsibility of the student towards their professional development, which is expressed in the degree of learning and training; in the degree of educability and education (Dorozhkin, Zaitseva & Tatarskikh, 2016); with the teaching level of some disciplines, aimed at the development of certain competencies; with disrelation of the timing of studying disciplines, aimed at the certain competencies development; with professional and educational needs of the given object and purpose of the practice;

on working conditions and the organization and conducting practice, which an institution provides for the implementation of different kinds of practice. Optimal production conditions depend on:

social orientation of the organization to address the social pedagogical problems in people of different age and social category of people in a difficult life situation: on the level of professional competence

preparedness and readiness of the employee of organization to assist the implementation of a student-intern of their professional training objectives of the practices program aimed at the development and mastery of one or other professional competences;

on inclusion of a student intern in a variety of solutions of social and educational problems in people of different age and social category of people in difficult life situations;

on the optimal implementation of systemic and systematic feedback between the head of the practice of issuing department, a supervisor from the organization and by the student-trainee.

The identified factors did not affect the success of the organization and conducting of the experiment on the implementation of the new approach of the mobile professional practice. This revealed a positive trend in terms of the dynamic of development and acquisition of professional and applied competences during the on-the-job training in social organizations of various departmental subordination.

Thus, as a result of final control of experiment positive trends in the development of all the studied vocational and applied competences were detected, i.e. experiment has confirmed the importance of emphasized pedagogical conditions in efficiency improvement of implementation practices (Figure 4.)

We observe a greater positive dynamics on the development of professional and applied competences as the basis of the integral quality of professional mobility in the conditions in particular of professional mobile approach to the practice organization.

The experiment results confirmed the effectiveness of the approach to the organization and conducting of the professional mobile practice. This approach allowed to increase the positive dynamics of the changes of such professional and applied competences as organizational, legal, document-provision, consulting and information, communication, scientific-methodological and project.

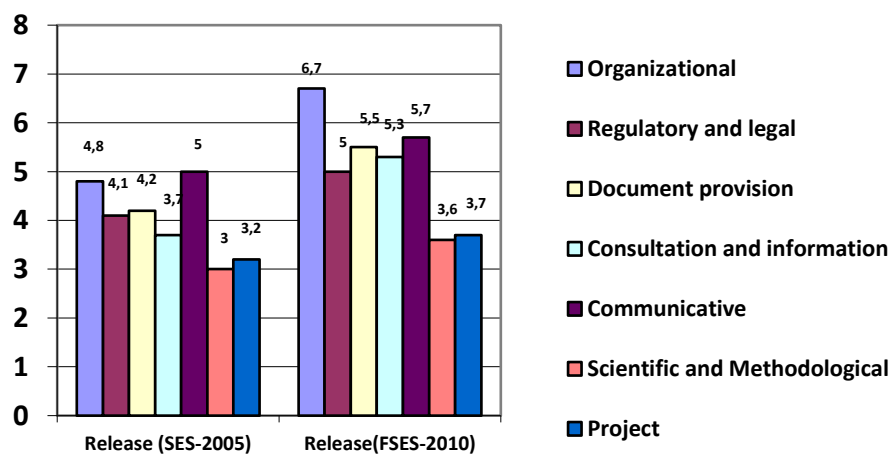


Figure 4. Distribution of the degree of professional mobility development among graduate students



Discussions and Conclusion

One of the conditions of professional development of the future professional mobile social educator is to change the conceptual approach to the organization and conducting the on-the-job practices.

Based on this, the role of industrial practice in the preparation of social workers is increasing.

Practical training of future social educators as social services professionals, in many aspects was considered by the following authors:

1) on methodology and theory of organization and conducting the practice:

— M.A. Galaguzova (2010) methodological and theoretical bases of the organization and conducting students practice;

— V.I. Slastenin (2008) methodological, theoretical and technological issues of students practice;

2) on the content:

— Yu.N. Galaguzova (2000) Theory and practice of vocational training of social educators;

— O.V. Barkunova (2010), the development of professional competence of the future social educator in the course of students practice;

3) on methods, forms of practices organization:

— A.G. Kovaleva (2001) pedagogical conditions of the organization of continuous pedagogical practice of social educators;

— I.V. Proshkina (2006) pedagogical conditions of realization of continuous social practices;

— O.A. Konik (1997) the organization of pedagogical practice.

However, in the researched literature the methodology, the theory and methods of practice organization focused on the development of the future social educators professional mobility is not disclosed.

It is established that the development of professional mobility in the future social educators will be carried out successfully in a specially organized professional mobile practice in social organizations of various departmental subordination, developed on the basis of structural-functional model, which consists of interconnected motivational-targeted, content-procedural result-evaluation components.

This article can be useful for the practice organizers of the universities and also for the organizers of the social organizations, where students have on-the-job training.

In the course of the study the new questions and problems which need solving have arisen. We need to continue research on the development of the concept of professional mobile practice.

Implications and Recommendations

Materials of the article are of a theoretical value for the organizers of the on-the-job training in professional educational institutions. Approaches to determining the degree of graduates' readiness for professional activity can be the basis for the examination of the quality of education in these institutions.

Disclosure statement

No potential conflict of interest was reported by the authors.

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