

Integration of the Quality Assessments of Vocational Teachers' Training

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Abstract

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The basis for this study is the integration of quality assessments of vocational education teachers' training, the essence of which is revealed through the interdependence of the major spheres of public life, interpreted by us as the integration of education, science, and industry, aimed at the sustainable development of society and economic knowledge. Integration itself, is a relationship with a higher-order system - society, as well as sub-systems (education, science, and industry), which will also be subjects of study. Consistency in this study can be ensured by the consistency with the logic of the general systematic theory. This article attempts to resolve the educational problem of comprehensive assessments of the quality of vocational teachers' training, including industrial and public assessment. The study aims at mainstreaming the accessibility of quality vocational teachers' training, in the context of the satisfaction of all participants, by the result of professional and pedagogical education. Methods, used in the study, are the following: theoretical methods such as; comparison, explanation, induction and deduction, and empirical methods such as; observation, and measurement.

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Keywords: Integration of education, science and industry; integration processes in vocational education; quality of education; quality assessment in vocational teacher education; vocational teacher training.

1. Introduction

The study focuses on the social problem of achieving a balance in the demands of the labour market, determined by requirements of manufacturing enterprises requirement, and by the market offers of educational services.

A study of national and international experiences allows us to ascertain the similarities between the requirements set by society, and professional education, the quality of which is directly dependent on the extent to which the needs of the enterprises in skilled personnels are satisfied.

Both the demands for workers in the labour market, and the corresponding social order to the professional education, predetermine the importance of vocational teachers' training. The quality of

professional, pedagogical and vocational training can justly be considered as the ratio of cause and effect.

2. Problem statement

This paper attempts to resolve the educational problem of comprehensive assessments of the quality of vocational teachers' training, including industrial and public assessment.

3. Purpose of the study

The study aims at mainstreaming the accessibility of quality vocational teachers' training, in the context of the satisfaction of all participants, by the result of professional and pedagogical education.

4. Research methods

Methods used in the study include: theoretical methods such as; comparison, explanation, induction and deduction, and empirical methods such as; observation, and measurement.

5. Results

The results of the scientific papers by G.M. Romantseva (1999; 2011), V.A. Fedorov (2001; 2011), A.A. Zhuchenko (1999), G.V. Mukhametzyanova (2008) and many others largely contributed to resolving the problem of assessing the quality of vocational education teachers' training, but there are still many issues to be discussed.

A bachelor's degree holder, having graduated the "Vocational training", is among the most sought-after educational workers in the labour market in our country. The area of his/her professional activity includes work in educational institutions: "implementing educational programs of vocational, secondary vocational and secondary vocational education training; exchange network of businesses and organizations in the centers; retraining and advanced training of workers, employees and mid-level professionals; as well as in the service of employment."

Federal State Educational Standard of preparation of teachers is the society's order to higher education; there are requirements for the results of the development of undergraduate programmes expressed in terms of competence.

In September 8, 2015 the professional standard of "teachers of vocational training, professional education and further professional education" was approved by the order №608n of the Ministry of Labour and Social Protection of the Russian Federation. This document contains detailed descriptions of job functions, representing the employers' requirements for a particular level of the employee's qualification.

Through the comparative analysis of two standards (educational and professional), we came to the conclusion that there is a mismatch of requirements for the vocational training of teachers (the requirements of the bachelor were compared with the requirements of the sixth level of the employee's qualification). It should be marked that the viewed standards have entered into the work force almost simultaneously (in September and October 2015).

Refinement of targets is needed and urgent. Educational requirements and professional standards should be lead to general grounds that will allow for the characterization of the quality of future teachers' vocational training. The formalization of such training, will in turn provide the operational definition of the expected results and the possibility of its verification.

In practice, it is possible to face another challenge requiring authorization: providing objective assessment of the quality of future teachers' vocational training. In particular, we talk the internal audit and certification of teachers- and this is the estimation of the result of this work. An unsatisfactory result cannot be condoned, and therefore, a normal staff member might see an unsatisfactory result as questioning his competence (Sedov S.A., 2015).

The solution is in the practice of estimation and recertification of teacher's vocational training qualifications. The preparation for recertification, should determine the need for additional education for the teacher in accordance with the actual direction of the region's socio-economic development. However, voluntary certification in its essence has no wide public resonance. The institution of certification qualifications is on the stage of its formation. Despite this, it is possible to speak about the certification prospects due to the clear advantages in estimating of the quality of teachers' vocational training before the certification.

However, the results of quality vocational training will not be complete if they only reflect the economic sphere of the society. It should show the interdependence of the economic spheres, on the social, political, and spiritual components. Considering the interdependence of teaching , with an essence of the main spheres of the society, we have come to a conclusion about the validity of its description through the integration of education, science, and production (Sedov S.A. and Obukhova L.K., 2015).

Indeed, a teacher of vocational training is not just a person prepared to work, but a person, who is also ready for public relations, and the transferring of cultural heritage formed with one's personality. Thus, we need to talk about the quality of vocational training of future teachers, as the quality of the formation, and development of a personality.

It is obvious that, formalizing the quality of vocational teachers training, it is necessary to go beyond the educational and professional standards, which reflect primarily the competence approach in education. The criteria and indicators of effectiveness of cultural and dynamic approaches in the education should be deeply researched. We offer that the basis for similar work areas use the concept of personality: intellect, emotions, and the will, which in the balanced development may indicate the formation, and development of a personality to the teacher as a whole.

In formalizing the preparation's results of the vocational teacher training, we use the taxonomy of pedagogical purposes by B. Bloom, L. Anderson, and the taxonomy of educational objectives of Tollingerova D. (1994) etc.

It is necessary to take into account that the formalization of the quality of teachers' vocational training, should not disclose only the requirements of educational results, but also the conditions, as well as the contents of education. Indicators of accreditation, in our opinion, cannot be used to estimate the quality, as reflecting the minimum permissible criteria, they do not serve as the proof that the quality requirements are maintained. Furthermore it is viable to use the standards and recommendations of the European Association of Quality Assurance in Higher Education (ENQA).

Structural quality assurance in education denotes a list of activities from planning to improving, which has an interesting resemblance to the scientific community model of continuous improvement processes (with the Shewhart-Deming's cycle). In both cases, the quality assessment is one of the quality management components in a number of core activities.

Due to this logic, the estimation can be described as a fact-finding activity to achieve certain targets or deviations from them, needed to determine the prospects for improving the current state of the processes in an educational institution. This also brings about the need to formalize and benchmark the processes in an educational institution through operational definitions of the result, the terms and content of education. It should be noted, without going into the technological details that this work is feasible, and is familiar to those skilled in the field of educational quality management.

Taking into account the definitions of "vocational teacher's educational quality", proposed in the works of Fedorov V.A. (2001), Bermus A.G. (2003), as well as the author's theses, outlined in the report, we denote the quality of vocational teachers' training as the following: "It is an integrative measure of a compliance of such training according to educational and professional standards, the standards and recommendations of ENQA, needs and goals of personal development (emotional processes, will and intellect), and the development of society (education, science and industry)".

In terms of acceleration of historical time, characterized by tight deadlines of the main spheres of social life, the integration of education, science and production should be regarded as the potential to achieve higher efficiency of its components. Undoubtedly, the development of education is the condition of industrial development. The latter is impossible without science development (Sedov S.A., 2015). Nowadays, the public assessment integration has become urgent since employers, educational institutions, and research organizations are participants to the process of vocational training. Therefore, the issue requires a complex approach.

Integration of the quality assessment of vocational teachers' training, having the basic properties of any system: integrity, emergence, synergism, hierarchy, can be describe as an educational system (Sedov S.A., 2015). Integration itself, and its relationship with a higher-order system - society, as well as sub-systems (education, science and industry), are to be subjects of study. Consistency in this study can be ensured by the consistency with the logic of the general systematic theory.

6. Findings, conclusions

The quality of vocational education teachers' training - is an integrative measure of a compliance of such training according to educational and professional standards, the standards and recommendations

of ENQA, needs and goals of personal development (emotional processes, will and intellect), and the development of society (education, science and industry).

A comparative study and conceptual justification of pairing different assessments of the quality of vocational teacher training are necessary. Thus, assessing the quality of vocational teacher training, we must reflect the graduate's readiness for social and industrial relations, the teacher's ability to transfer the cultural heritage to the younger generation, as well as generating new scientific knowledge, predetermining the future development of production, and the improvement of the society's welfare in general.

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