SPIRITUAL AND MORAL COMPONENT AS PART OF THE PEDAGOGICAL COMPETENCE CLUSTER. THE CONTENT AND CONDITIONS DEVELOPED IN NON-TEACHING ACADEMIC STUDENTS

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Abstract

Modern type of economy has determined the formation of new requirements for graduates of higher educational institutions, among which is the demand for systematically organized intellectual, communicative, reflective, self-organizing, moral principles, which allow for successful organizing of activities in a broad social, economic, cultural context, use knowledge, skills and attitudes in everyday and new situations for people. Securing young professionals in the workplace not related to the degree they received at university has recently become a trend that has caused the need to expand their competency model. Experience shows that many graduates (according to our data, about 36%) of the Faculty of Design because of high competition in the labour market get jobs in educational institutions - educational, art schools and children’s art schools. In this regard, the problem of forming a cluster of pedagogical competencies at the stage of professional training in university is included, involving possession of professionally significant attitudes and personal qualities, theoretical knowledge, professional skills, orientation to the values of pedagogical profession. The value-target orientation of professional pedagogical preparation of a student of a non-pedagogical university to pedagogical activity is to promote the development of integral personal characteristics that act as direct indicators of the formation of their pedagogical competences. Our previous study has shown that value orientations of modern students as representatives of the youth environment differ from the value orientations of the previous generation, in our version represented by teachers of general education and art schools. The system of values of students is dominated by focus on yourself – your achievements, welfare, interests, while teachers are focused on social and spiritual values. The system-forming component of the cluster of pedagogical competencies is the spiritual and moral component reflecting the formation of spiritual and moral culture of the individual and determining the student's ability to comprehend the spiritual and moral content of scientific and educational information, development of their spiritual and moral potential in the process of forming scientific worldview and vocational training. This approach is due to the fact that the spiritual and moral culture as a system of views on the world and the place of a person in it, determines the person's attitude to the surrounding reality and themselves from the standpoint of traditional spiritual and moral values; it provides storage, transmission from generation to generation and implementation of the programme of spiritual and moral development of human potential and its preservation in an era of rapid technological change; it advocates a sustainable basis for the translation of traditional values; it ensures human security in the emergent polycentric world.

The spiritual and moral component of the cluster of pedagogical competences ensures a purposeful organization by the Design Studies student of the educational process in an educational institution that is meaningfully oriented towards basic national and spiritual values of human culture and determines the direction of the formation of the worldview of the participants of the educational process. The authors of the article have conducted a study to determine the content of the spiritual and moral component of the cluster of pedagogical competencies and to reveal its role in the system of value orientations of Design Studies students at Kazan Federal University, proposed ways to optimize the process of preparing a student of a classical university for teaching, substantiated a set of pedagogical conditions for the optimization of this process in Russian universities.

Keywords: Competence-based approach, spiritual and moral component, higher education, academic university, teaching practice.
1 INTRODUCTION

1.1 Importance of the issue

Current process of reforming the economy and education in Russia calls for effective development of the innovative component of the Russian system of higher education as well as to increase its competitiveness at the educational services world market. The competence-based approach implemented within the educational process provides for regulation of a set of general cultural and professional competences in accordance with the needs of the labour market.

Researches argue that a competence should be the result of independent search for ways of solving professional problems. It is also connected with a conscientious, professionally motivated acquisition of experience in the implementation of professional activities, self-development and self-realization [1].

The Federal Law of the Russian Federation “On Education” requires educational institutions inform about graduates’ employment. In this regard, the system of higher education must contribute to the formation of students’ readiness for employment both within the acquired degree and teaching too.

The main feature of numerous studies of the professions of the future is a clear trend towards ‘mixing’, that is combining several spheres: an IT-geneticist, an urban environmentalist, a manager of crowd-hosting platforms, a manager of space tours, a city-farmer, a designer of virtual worlds, etc. If career development was a stable process, mainly linear, before, now the CV of many employees is more like a list of micro-careers. And this is not the limit. A stake will be made on new solutions at the intersection of careers.

Under the circumstances, it becomes vital to train academic students in teaching since the list of graduates’ professional activities, apart from research, technological, organizational, and managerial activities also provides for pedagogical activities. In this regard, it is necessary to find a new approach to the training of graduates of academic universities today.

Along with the substantive changes that are being made, organizational and structural transformations are necessary in the system of specialist training, as well as search for new forms and methods that ensure students’ training in innovation activities as defined in the programme and profile by the Federal State Education Standards of Higher Education of the Russian Federation. Differentiation and individualization of vocational education are a prerequisite for integration processes, one of which is the formation and development of educational clusters [2].

Over the past fifteen years, formation of clusters has become an important part of the state policy in the field of regional development in many countries of the world. The Concept of the Strategy of Long-Term Social and Economic Development of the Russian Federation until 2020 considers identification and promotion of the development of emerging clusters to be one of the most important areas.

We claim that a competence-based approach is an approach that focuses on the result of learning, where the result is not the amount of information that has been learned but the ability of a person to act adequately in different situations (including a situation of uncertainty) using the information. [1].

In our opinion, the spiritual and moral component reflecting the formation of the spiritual and moral culture of the individual and determining the student’s ability to comprehend the spiritual and moral content of scientific and educational information, the development of their spiritual and moral potential in the process of forming a scientific world outlook and professional training is a system-forming component in the cluster of pedagogical competences.

1.2 Status of the problem

It must be admitted that classical educational environment does not always take into account individual characteristics of a student and is oriented towards an average student. And often, due to this, future professionals, initially guided by positive motives in choosing a profession, later express their reluctance to work in the specialty, do not guarantee quality, and show inability to creatively approach the matter. Today, in new conditions, universities need to systematically update methods and content of education and at the same time create an environment for teaching and teaching practice that could help not only develop the students’ general pedagogical, cultural and professional competences but also, within a professional activity, form a system of values which is necessary in solving new complex social and pedagogical problems. [3].
Experience shows that many graduates (according to our data, about 36%), due to high competition in the labour market, start teaching in institutions of general education, art schools, and children's art schools.

Cluster training is a relatively new direction in professional pedagogy. Its introduction into the training process requires defining pedagogical conditions and experimental verification of the effectiveness of the formation of a competent specialist. [4]. The role of the university in the cluster is to produce an innovative product. Regional research institutes and production institutions become a base for training and are able to participate in the formation of a specialist on their own scientific and educational base, in accordance with their needs and development prospects. [5].

Implementation of the cluster approach allows building cross-cutting cooperation between businesses and institutions of science, education, culture, mass information, public associations. It ensures social partnership of educational institutions in coordination with goals and tasks, designs the content of special disciplines, optional programmes, trainings, forms, and conditions for their implementation. The cluster integrates resources and capabilities (personnel, organizational, managerial, logistical, information, financial, etc.) of institutional and in-house education, coordinates the demands of the social order of the state, society and teachers for the content and results of higher education, satisfies the needs of the student in professional self-determination and self-development, ensures productivity, relevance and satisfaction with the results of professional and pedagogical activity.

Outstanding Russian educators carried out research into the formation of individual skills, competences and skills for individual occupations, for example, M.V. Dembrovskaya, S.S. Kotova, M.I Nikolaeva, I.M. Kharchenko, etc. Such researchers as N.G. Bazhenova, M.A. Krasnova, S.V. Shmeleva, M.G. Shneider, etc., studied how to form readiness for professional activity. Formation of professionally significant qualities of a person were examined by L.K. Bobikova, I.N. Gornostaeva, E.N. Grigoriev, etc. E.I. Smirnova researched general cultural competences.

In this regard, the problem of forming a cluster of pedagogical competences in students at the stage of professional training in the university is considered important. It includes acquisition of professionally significant attitudes and personal qualities, theoretical knowledge, professional skills, orientation towards values of a teacher.

The object of the research is the process of professional training of students of non-teaching universities.

The subject of the research is pedagogical conditions for the formation of the spiritual and moral component of the cluster of pedagogical competences of students of non-teaching universities.

The study involved the students doing a degree in Design at the Department of Design and National Arts of Leo Tolstoy Institute of Philology and Intercultural Communication, Kazan Federal University.

The objective of the study is to identify, theoretically substantiate and experimentally test effectiveness of organizational and pedagogical conditions that contribute to the formation of the spiritual and moral component of the cluster of pedagogical competences of students of non-teaching universities.

2 METHODOLOGY

2.1 Background

The Federal State Education Standards of Higher Education for Design training, defining the pedagogical competences of the Bachelor in the field of professional research and teaching activity, state that the Bachelor “is aimed at teaching in general education institutions, secondary vocational education and additional education institutions, is able to plan educational process, perform methodical work, deliver lectures, and give practical classes”. [6].

In the structure of professional and pedagogical competences a cluster of pedagogical competences, demanded by modern employers and relevant in the context of introduction of the Professional Standards of the Teacher, occupies a special place. It includes communication, team-work, self-management, problem solving, initiative, self-education, planning and organizing, and technology. In the Federal State Standards, where the results of training are formulated in professional and general cultural competences, the group of these competences can be classified as occupying an intermediate position.
In the European educational space, the methodology of qualification frameworks as an innovative technology for the development of educational programs serves as an instrument for coordinating the requirements of the labour market and learning results [7]. It is especially relevant for the training programmes of the professionals who subsequently face serious difficulties in the process of employment. The level character of the qualification framework provided by the Bologna Process allows taking into account the specificity of the regional labour market and its local features in each particular city.

Expansion of academic freedom of higher educational institutions allows filling the variable part of educational programmes independently, taking into account the needs of the regional labour market. Guidelines for the selection of the content of education should be clusters of competences, determined by the requests of consumers of educational services. As a key concept of the qualification framework, competences serve as a language for the exchange of information between the labour market and education. Competence is an integrated concept that indicates the ability of an individual to independently use various elements of knowledge, skills and relationships in their everyday and new situations. [8].

The term “cluster” derived from the English word cluster, clyster, which means a bundle, a bunch, a bush, a common courtyard and surrounding courtyard buildings. [9]. Michael Eugene Porter was first to introduce this term.

In its classical definition "a cluster is a geographically concentrated group of interrelated companies, specialized suppliers, service providers, firms in relevant industries, and organizations associated with their activities in certain areas that compete, but at the same time, work together". [10].

An educational cluster is a set of interrelated institutions of professional education united with industry enterprises by industry and partner relations.

Russia has already formed some educational clusters. The leader in this area is the Republic of Tatarstan with 13 educational clusters being currently formed. One of the main problems that educational clusters in the Republic of Tatarstan are called upon to solve is the problem of popularization and development of working specialties. To do this three major universities of the Republic of Tatarstan – Kazan Federal University, Kazan State Technological University, and Tupolev Kazan State Technological University – will be joined by the institutions of Initial Vocational Education and Secondary Vocational Education. As a result, graduates of such clusters will get a degree, thus more students will get the opportunity to continue their professional education.

The main advantages of educational clusters are:

1. effective organization of the educational process;
2. selecting and training of personnel in demanded specialties;
3. compilation and timely updating of the content of the educational complex; creation of material and technical base;
4. targeted conduct of research: purposeful financing of research and its implementation in production; competitiveness of personnel in the labor market;
5. development of educational and scientific processes; businesses provide themselves with competent, qualified employees; the state achieves socio-economic and innovation development.

The main functions of the educational cluster are as follows:

- economic – creation of a sphere of effective educational services that meet the demand of the industry in a timely manner;
- social – creating guarantees for graduates of vocational education institutions;
- marketing – promotion of advanced educational technologies, organization of vocational guidance work;
- legal – ensuring the development of the legal framework for partnerships; ensuring the subjective position of all social partners;
• pedagogical – joint design of educational activities in the field of specialist training; ensuring the content and technological side of social partnership between all participants of the educational cluster.

The main strategies for the development of the educational cluster are the following: economic – creation of a sphere of effective educational services that meet the demand of the industry in a timely manner; social – creating guarantees for graduates of secondary vocational institutions; marketing – promotion of advanced educational technologies, organization of career guidance work; legal – ensuring the development of a regulatory framework for partnerships, provision of all partners with a subject position; pedagogical – joint design of educational activities in the field of specialist training, provision of substantive and technological aspect of public-private partnership between all the participants of the educational cluster.

In our opinion the formation of a cluster of pedagogical competences of academic students will be effective if a set of pedagogical conditions is developed and implemented.

By the cluster of pedagogical competences we understand orientation of students to the formation of professional and pedagogical competences within class and extracurricular activities which actualize the value attitude to teaching and form the motivational and cognitive component of the cluster of pedagogical competences; linking innovative educational technologies in professional and pedagogical training of designers with a social order thus ensuring the formation of the normative and ethical component of the cluster of pedagogical competences; application of innovative teaching technologies in the educational process and their transfer which contributes to the formation of the organizational and activity component of the cluster of students’ pedagogical competences; involvement of students in the process of forming a subjective position that makes it possible to form a reflective-evaluative component of a cluster of pedagogical competences through the means of practice-oriented instruction.

We conducted a study to determine the content of the spiritual and moral component of the cluster of pedagogical competences and to reveal its role in the system of value orientations of Design Studies students of Kazan Federal University. We proposed ways to optimize the process of training an academic student in teaching, substantiated the set of pedagogical conditions for the optimization of this process in Russian universities.

In the course of the research it was revealed that the training of a would-be designer in solving professional problems is characterized by a number of features among which is the ability to formulate a project concept, embody formal features of the design object in a new artistic and project context, carry out design and graphic work in accordance with ergonomic and aesthetic parameters of objects; possession of methods of pre-project analysis and artistic design, methods of volumetric-graphic modelling and visualization of the form of the object, methods of engineering design graphics; representativeness of the outline search for a formal design solution and orientation to the creative embodiment of an authentic design solution.

As a result of the analysis of scientific works, generalization of requirements for professional training of designers, we found out that the graduates’ readiness to solve professional problems ensures their professional duties, has a structure that consists of the following components: motivational, cognitive, personal, and operational activity components.

The motivational component includes professional vocation, professional intention, conscious attitude to profession, motives, professional claims and expectations from the realization of professional activity. The cognitive component is characterized by the availability of theoretical knowledge to solve professional problems. The personal component presupposes that designers have a sense of purpose, constant self-improvement, self-education, creativity, ability to learn new knowledge and develop, ability to creatively approach work and be responsible.

The operational activity component includes skills to perform certain operations that are necessary to solve professional problems in practice.

The spiritual and moral component of the cluster of pedagogical competences ensures a purposeful organization of the educational process by the Design Studies student in an educational institution that is meaningfully oriented toward the basic national and spiritual values of human culture and determines the direction of the formation of the worldview of participants in the educational process.

Based on the above conditions, we considered the need to create a job training model that would fill the spiritual-moral component of the cluster with the pedagogical competences of the Design Studies
student. This model would be a combination of the following components: the objective, effective cooperation of the parties of the training, transparency of the relations of the parties, informative, methodological support, motivation, resource, monitoring, and results.

In fact, the proposed model of the job training is the formation of a career by the Design Studies student before graduating the university. To achieve this objective, it is necessary to ensure effective cooperation of all the parties (students, teachers, representatives of partner enterprises) and to form professional competence of designers.

2.2 Methods and theoretical basis of the research

To achieve the objective and solve the research problem we used general methods such as analysis, synthesis, comparison, generalization, and classification, as well as specific scientific methods such as questioning of students and professors, studying pedagogical documentation, and analysis of the experience in order to analyze the existing situation, provide pedagogical interpretation and suggest possible solutions in the framework of the cluster approach.

The theoretical and methodological basis of the research was the theory of the spiritual and moral culture of the person by T. Rusakova (2005), the work of Russian researchers D. Trushnikov and V. Trushnikova (2009) who studied the conditions of the university cluster and the student's values; the research of Russian scientists D. Matukhin, G. Nizkodubov, who studied the competence approach in the system of higher professional education. The study also includes the works of the ideologists of the cluster approach in Russia and abroad – Yu. Gromyko, S. Krivykh, A. Kirpichnikova, E. Tereshina, M. Portier M. The results of the research of professors of Kazan Federal University – E. Gabdrakhmanova and T. Morozova are used in the work.

2.3 Factual material of the research

The study involved 1st-4th-year students of Kazan Federal University. The total number of the respondents was 138 students (38 males, 100 females) doing a Bachelor’s degree in Design. There was also conducted a survey among the professors. The choice of the group of respondents and research materials is explained by the need to analyze the opinions of those who are not connected with pedagogical activity but must have a set of necessary pedagogical competences. As a tool, tests and a selective interview were used. The data were analyzed by the method of counting the number of answers that go under a certain category.

3 RESULTS

To study the questions posed, a survey was conducted, which, in our opinion, opens the vision of students to the place of the spiritual and moral component in the cluster of pedagogical competences. Respondents were asked to express their attitude on a number of issues related to the meaning of life, spirituality, value of life, and profession of a teacher. The answers were grouped into blocks reflecting the attitude to this topic. The students were asked to define the importance of the values on a scale: “Is not important for me”, “Does not often matter”, “Very important”.

To the question "Who is responsible for the development of spirituality and morality in a person?" the respondents answered as follows: responsibility is borne by the person themselves - 42%, by the state - 12%, by the family - 12%, by the educational organization - 33%. We see that the role of an educational organization in the spiritual and moral formation of man is not in the last place.

The main values of the respondents are love and well-being (95%). 50% noted equal opportunities for all. The presence of the meaning of life and freedom in actions was pointed out by 25%. Freedom and independence in choosing a profession and type of creativity were chosen by 20% of the respondents. The question "Do you plan to go in for teaching after graduation?" was answered in the following way: "Yes" - 20%, "Most likely" - 50%, "No" - 30%. The students noted lack of confidence in their pedagogical abilities. Only 30% are ready to do pedagogical work. 55% are not completely sure that they will be able to work in this field. 15% answered negatively. Such results indicate that for the students of a non-teaching university the profession of the teacher is not a value.

The next set of questions consisted in determining the need to introduce practical activity in the institution of higher education in order to form the spiritual and moral component of professional competences of academic students. The majority of the professors (92%) believe that it is necessary to create and implement projects in a higher educational institution that would carry a spiritual and
moral component, 8% of the professors couldn't answer the question. The students were positive about this issue - 85%, it was difficult to answer for 15% of the students.

To the question "Could you implement the project with a spiritual and moral component at the level of the institute, the city, the republic?" 82% of the professors responded positively, noting that they could be social and charitable projects. 5% of the professors answered "no", 13% of the professors found it difficult to express an opinion on this matter.

The students answered in the following way: 79% of the students are ready to implement projects. Negatively - 8%, 13% of the students refrained from answering.

In response to the question "What is the meaning of pedagogical practice for you?" their answers were as follows: 67% of the students believe that the meaning of pedagogical practice is that it provides an opportunity for a "trial of strength" and "try on" the role of a teacher, gain experience in teaching activities. In other words, this group of students believes that pedagogical practice fulfills the function of self-diagnosis of professional suitability. For 36% of the students teaching practice is an opportunity to apply theoretical knowledge in practice; 19% note that the meaning of teaching practice is to learn how to communicate with children. It is noteworthy that only 3% of the total number of the respondents answered that the goal of school practice is to equip students with knowledge and skills. Such a low percentage of students assessing the meaning of practice from this point of view can be explained by their uncertainty in the depth of their methodological, psychological knowledge, inability to solve other problems of school life. In any case, a small percentage of students who believe that enlightening is the teacher's main concern is a positive fact. Pedagogical activity requires deep knowledge in various fields of science. The content of higher pedagogical education consists of such blocks as cultural, psychological, pedagogical, subject and methodological. Their unity and interaction provides high pedagogical culture and pedagogical skills of the teacher, is the basis for the formation of pedagogical abilities. Unfortunately, as shown by the survey, more than half of the internship students are not satisfied with their training in psychology, didactics, theory and methodology of education and teaching methods. This cannot but disturb, for theoretical knowledge is the basis for the formation of professional skills and pedagogical technologies. Transition from one social group (students) to another (professors), assimilation of a new social role, work in a new team, change in the habitual rhythm of life is accompanied by certain difficulties in the socio-psychological and pedagogical respect. We studied the difficulties encountered by the students during their pedagogical practice at school. Among them, in the first place (this was noted by 22% of the students) is "the establishment of discipline in class"; second place - "problems of psychological preparation for the lesson," as well as "compilation of lesson plans" (11% each); third place - "selection of educational material for the lesson" (6%); fourth place - "lack of contact with the class" (5%). Other difficulties were associated with the organization of educational work (4%); formation of cognitive interest in students (3%) and many other circumstances.

Surprisingly, only 4% of the respondents have problems with educational work, however, before the going to school practice 69% of them expressed dissatisfaction with the quality of their education in the theory of education. In this regard, we can make a number of assumptions, the main of which, perhaps, is the complexity of translating theoretical knowledge into the plane of solving practical problems. Apparently, this requires some explanation. In real pedagogical practice, teachers, and even more so students, face two difficulties of a fundamental nature.

3.1 Discussion. Meeting the challenge

The study has shown that the spiritual and moral content of professional and pedagogical activity is determined by the contentment and fullness of life, meaning, and the value system regulates behaviour and activity, determines the motivational and needful sphere, readiness to be guided by these values in professional and pedagogical activity.

In the system of students' values, the orientation toward oneself predominates - its achievements, well-being, interests – while professors are oriented towards social and spiritual values.

During the research, the problem of professional identification of students, insufficient formation of professional pedagogical values was revealed.

The study revealed the influence of values, spiritual and moral competence of future designers on determining their position, orientation, presentation of the content of professional-pedagogical activity of the designer.
This allows us to make the following conclusions: the backbone in the cluster of pedagogical competence is a spiritual and moral component reflecting maturity of spiritual and moral culture of the person and determining the student's ability to comprehend the spiritual and moral content of scientific and educational information, the development of their spiritual and moral potential in the process of scientific outlook and training, however, students do not fully realize the value of pedagogical activity. Traditional training of design students must be changed and acquire new forms.

Proceeding from the above-mentioned conclusions, we considered the need to optimize the process of preparing an academic student for pedagogical activity.

It is necessary to create a model for training bachelors, which will become the basis for the formation of pedagogical competences, containing a spiritual and moral component, in future designers.

This model can be implemented in the educational environment of any non-teaching university and should consist of the unity of the following components: goals, effective cooperation of the participants and transparency of the participants of training, informative and methodological support, motivational, resource, monitoring and results.

One of the conditions for implementing the proposed model for training designers should be the creation of clusters (university, partner enterprise, educational organization of general or additional education) that ensure the integration of the student's educational, professional and pedagogical activities; the use in the educational process of pedagogical technologies that contribute to the development and adjustment of the spiritual and moral component in professional and pedagogical activity.

4 CONCLUSIONS

The perspective of the realization of the pedagogical model of formation of the spiritual and moral component of the cluster of pedagogical competences among Design Studies students is summarized as follows:

- development of a regional programme for the preparation of academic students for professional and pedagogical activity in educational organizations of general and additional education, in art schools;
- introduction of a mechanism for coordinated and effective interdepartmental cooperation of research, charitable and educational organizations at various levels to ensure the quality of the preparation of students of classical universities for pedagogical activities in the Republic of Tatarstan and beyond;
- improving the monitoring and support system for young teachers, developing mechanisms for assessing their pedagogical growth;
- development and implementation of socially significant and charitable projects involving students;
- having a bank of advanced pedagogical experience, new pedagogical ideas, development of creative laboratories;
- improving the regulatory framework for the support of young teachers.

REFERENCES


