

QUALITY OF HIGHER PROFESSIONAL PEDAGOGICAL EDUCATION IN RUSSIA

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Abstract. Modernization in higher education in Russia has been held for the second decade in the context of the Bologna Process. The essence of this modernization is: at the international level - in the creation of a single European space for higher education; at the national level - in the sustainable development of a society; at the institutional level - in ensuring and improving the quality of higher education in accordance with general rules. However, Russian practice of higher education cannot receive these interdependent results, being based, for example, only on the Bologna Declaration directives. Even considering European experience in this matter, as a confirmation of the effectiveness of standards and recommendations for quality assurance in the European higher educational space, it is necessary to justify and describe the specifics of their application in the Russian example, and also to predict the possible consequences of practice, taking into account the inherent in our society identity.

A bachelor who has completed training in the field of "Vocational training" is among the most demanded teachers in the domestic labor market. However, the quality of higher professional-pedagogical education today requires re-thinking both in the essential and in the conceptual vein. This article clarifies the meaning of key concepts for the study of the higher professional and pedagogical education quality.

Keywords: higher professional-pedagogical education, quality of higher professional-pedagogical education, quality assurance, quality assessment.

1. INTRODUCTION

First of all, we should point out the meaning of the term "education" in this paper. Without analyzing the views of various authors on the concept of "education", which are sufficiently fully expounded in the works of A.V. Lunacharsky, I.F. Kharlamova, V.S. Lednev and many others, in our study we take as a basis the position of the latter and as "education" we will understand "... the process of changing the person's physical and mental properties in accordance with genetic and social programs, including teaching, education and evolution " (Lednev, 1989) We also take into account the regulatory accepted meaning of education. The Federal Law "On Education in the Russian Federation" (hereinafter referred to as the Education Law) states: "Education is a single purposeful process of education and training, which is a socially significant benefit and is carried out in the interests of the individual, family, society and state, as well as the set of acquired knowledge, abilities, skills, values, experience of SVEivity and competence of a certain volume and complexity for intellectual, spiritual, moral, creative, physical and (or) professional development of the individual, to meet his educational needs and interests ". Note that the above given formulations are consistent, stipulating the need to consider education both as a process and as a result (Sedov & Valiev, 2013).

The term "pedagogical education" conveys the meaning of education as a process and a result applied to any teacher. In our work, the term "professional-pedagogical education" is used. Proceeding from the logic of the Federal Law "On Education in the Russian Federation," the word "pedagogical" in modern reading already indicates that this education is vocational, as well as, for example, it is now being written not as "higher vocational education" but only as "higher education".

Thus, in the phrase "professional-pedagogical", the word "professional" refers not to the level of the education received by the student, but rather to the job specifics of the future teacher - work in the system of vocational education, vocational training, and additional vocational education.

Higher vocational education means that such a process and result refer only to higher education. Indeed, secondary vocational education (hereinafter referred to as SVE) today also represents the interests of pedagogical education (including vocational education), for example, through

students' training programs in specialty 44.02.06 - Vocational training (by industry). We will consider the SVE primarily as one of the providers of higher education (hereinafter referred to as the HE).

2. METHODS

Terminological analysis of the basic concepts applied to the quality of the training of vocational education teachers; system analysis of quality assurance in higher education; social and pedagogical analysis of the methodological and normative basis for the quality of higher professional and pedagogical education, etc.

3. RESULTS

Accepted by the Federal Law No. 273 "On Education in the Russian Federation", the interpretation of the term "quality of education" in continuation of the foregoing also gives us the right to investigate the quality of education in the most general representation through the quality of the educational process and the quality of its result.

In the writings of scientists, there are various interpretations of the essence of the concepts "quality of education", "quality of vocational education", "quality of vocational pedagogical education". However, structurally, the views of researchers are similar: the quality of the process and the quality of the result are components of the quality of education. For example, E.M. Korotkov describes the quality of education through "the quality of the educational process", "the quality of the result of education" and "the quality of the educational potential" (the potential is considered in such categories as "teacher", "methodological experience", "material and technical base," "information potential") (Korotkov, 2007, p. 78). "The quality of the educational process" and "the quality of the achieved result" is singled out by G.A. Shabanov, describing the components of the quality of education in the university (Shabanov, 2006, p. 18). A.G. Bermus considers the quality of professional and pedagogical education through "the quality of educational results," "the quality of educational processes," "the quality of the educational system," and "the quality of management of the educational system" (Bermus, 2003, p. 13). V.A. Fedorov reveals the term "quality of professional and pedagogical education" through "the quality of the graduate of the university," "the quality of the educational system" (the educational institution is understood as an educational institution), "the quality of parts and

elements that make up" (Fedorov, 2001, p. 191). Note that the quality of the potential of education, the educational system and its components, the management of the educational system is, in fact, a consequence of the decomposition of the concept of "quality of the process", more precisely of "resources" (university, staff, etc.) and "entrance" (enrolled in a university), required for the process.

The image version, known to the general public as a "black box" (converting the input into an output), is based on visualization of the studied terms of the key concepts for this study. The result is presented in Figure 1. Figure 2 shows the partitive and associative relationships between the indicators that form the quality of higher professional and pedagogical education, certain analogy is presented that clearly illustrates the relationship of ENQA standards and recommendations with the notion of the quality of higher professional education and its components.

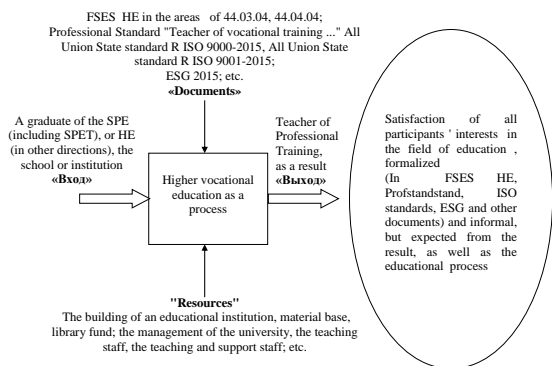


Figure 1. Schematic representation of the essence of higher professional education

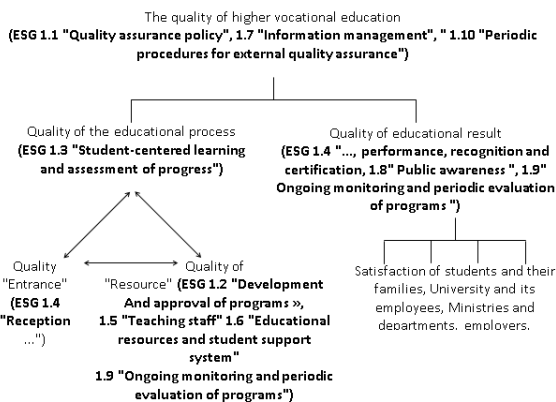


Figure 2. Schematic representation of ESG 2015 connection with the notion of the quality of higher vocational education and its components

Any activity of the educational relations' participants, implemented in the logic of the recommendations of ENQA standards, constitutes the term of "quality assurance". In the aggregate of activities of "quality assurance" all the components of the category "quality of higher professional and pedagogical education" are covered, ensuring the improvement of the quality of such education.

The provision that "quality assurance in higher professional and pedagogical education" implies the whole range of activities aimed at improving quality is confirmed both in the standards and recommendations of ENQA, and in national works on quality problems in education. Here is one of the references in ESG 2015: "The term "quality assurance"" is used in this document to describe all activities within the continuous improvement cycle "(ENQA, 2015a, p. 8). Russian scientists have tried to formulate the term "quality assurance" by the standards of ISO 9000 standards. Thus, in the materials prepared by a group of employees of SPSETU, MIS&C, MSTU "Stankin" and others within the framework of the projects "Scientific and methodological support for the creation and implementation of a quality management system in educational establishments of professional education and "Approbation, finalization and introduction in the educational institutions of the HPE of the typical model in quality system of educational institution" (on Federal Targeted Program of Education Development 2006-1010) the essence of the quality assurance in education is disclosed through the concepts like "quality planning", "quality assurance", "quality management", "quality assessment", "quality improvement" (Azar'eva, 2006 p. 3-5). The specified types of activities except for the term "quality assessment" were presented in the standard ISO 9000-2001 (ISO 9000: 2000) as components of the term "quality management".

As a result, "quality assurance in education" was identified in Russia as "quality management" (Azar'eva, 2012, p. 10), more precisely "coordinated activity on the guidance and management of the organization with regard to quality", which includes "the development of quality policies, quality objectives and processes to achieve these quality objectives through " planning, provision, management and quality improvement (ISO 9001, 2015).

The author resorted to such a survey in order to remove a number of questions that could raise doubts about the proposition that "quality

assurance" should be understood as a whole - quality management, whereas, for example, "quality control" is a part of it (component of management) (Sedov, 2016).

First, the question may be related to the Russian translation of the international standard ISO 9000, where the used word "quality assurance" is presented in the national standard ISO 9000 by the term "quality maintenance", while literally it can mean "quality guarantee". We should agree with the existing version of the ISO 9000 standard's translation and separate these two concepts "quality maintenance" and "quality guarantee". After all, according to the standards and recommendations of ENQA "quality maintenance" also implies, for example, the development of quality assurance policy, goals, processes. However, in the ISO 9000 standard, quality maintenance is only a part of quality management. And the term "quality planning" reveals the essence of another part of quality management. Thus, quality maintenance and quality guarantee should not be identified as equivalent concepts. But the quality guarantee includes quality maintenance as well as the latter is included in quality management.

Secondly, the question may be related to an alternative version of the translation of the ESG source text into Russian from the Independent Kazakhstan Agency for Quality Assurance in Education (IQAA), which uses the word "assurance" instead of "guarantee" in the title of the document itself. It should be noted that in the same version of the ESG translation, the term "quality assurance" is described as "activities to ensure and improve quality" (ENQA, 2015b). In other words, the meaning of the concept of "assurance" is explained through "maintenance". This approach to translation introduces ambiguity into the term "assurance". And since quality assurance in the ISO 9000 standard is only a part of quality management, it turns out that ENQA standards and recommendations also reveal the essence of this component of management. However, this contradicts the author's previous arguments. We could not ignore the second translation, since ENQA did not check ESG translations into other languages of the world, formally withdrawing responsibility for any inaccuracies. On the official site of ENQA there are two translations into Russian (from National Accreditation Center and from IQAA), which we compare in this case backed on the text of the national standard of the Russian Federation All Union State Standard R ISO 9000-

2015, identical to the international standard ISO 9000: 2015.

Thirdly, the question may be related to the appropriateness of using the very concept of "quality assurance in higher vocational education". Indeed, the identification of the terms "quality assurance" and "quality management" is appropriate only if it is necessary to match them to understand that one is not part of the other. At the same time, the category of "quality assurance" should be understood as "quality management on the example of an educational institution". In addition, in the ISO 9000 standard, "quality assessment" is not represented by a part of quality management. The standards and recommendations of ENQA, in contrast, are built in the logic of such an assessment, for example, program evaluations, assessment of progress, etc.

4. DISCUSSION

A necessary remark here is the clarification of the concepts "supplier" and "consumer". Education as a process is a system of activities that transforms the "input" into "output." In the above context, the SVE is a "supplier" (source of input), which delivers its graduate, the master of industrial training, to the "entrance" of higher professional and pedagogical education. "Exit" will be a teacher of vocational training - a graduate of the university in the direction of training - 44.03.04 Vocational training (by branches) (bachelor's level). The recipients of the "exit" are "consumers" (state, society, employers, magistracy, etc.).

In this work, the higher professional and pedagogical education is considered, the quality of which should reflect the specifics of the type and level of education, the content of such education and the interests of participants in relations in the sphere of the education in question. In this study, the type of education is considered - vocational education; Education levels - higher education (bachelor's, master's). The content of education in the areas of training 44.03.04 (b) and 44.04.04 (m) - Vocational training (by industry). It should be noted that the content of education is formalized, but metamorphic, whereas the interests of the participants in the relations in the sphere of the studied education are not formalized or formalized, but are divided among themselves and the content of higher professional and pedagogical education. The latter circumstance explains the author's difficulty in identifying the essence-categorical characteristics of the concept of "the quality of

higher professional and pedagogical education", based on the existing works of scientists and educators.

Vocational and pedagogical education as a process of professional education must meet the quality of international standards ISO 9000: 2015 (ISO 9000, 2015), ISO 9001: 2015. Higher vocational education as a process and result should also be considered from the standpoint of standards and recommendations for quality assurance in the European Higher Education Area ESG developed by the European Association for the Quality of Higher Education (ENQA, 2015c), together with the European Union of Students (ESU), the European Association of Higher Education Institutions (EURASHE) and the European Association of Universities (EUA). In addition, students should be trained in the logic of the federal state educational standards for higher education in the areas of 44.03.04 and 44.04.04 (hereinafter FSES HE) and in accordance with the Professional Standard "Teacher of vocational training, vocational education and additional Professional education "(hereinafter referred to as the Professional Standard).

The standards and recommendations listed above disclose the specifics of the type and level of education considered in this paper, as well as the direction of training studied, and are carriers of formalized interests of participants' relations in the field of education.

Metamorphism of the content of education in the areas of training 44.03.04, 04.04.04 Vocational training (by branches) consists, first of all, in the periodic update of the FSES HE - a document reflecting the characteristics of the state order for education. So, in 2015, the current standards in the areas of training 44.03.04 and 44.04.04 "Vocational training" have changed the standards of 2009 and 2010 in the direction of preparation 051000 "Vocational training" of the bachelor's and master's degrees respectively.

5. SUMMARY

The differences in the interpretation of the essence of the notions "quality of education", "quality of vocational education", "quality of professional and pedagogical education" are not in their structure, but in their content, and the very concept of such quality in our work cannot be uniquely determined without further study.

The quality of higher professional-pedagogical education from the given context is a cumulative indicator, the criteria of which should be described in relation to the process (its input and resources) and its output, reflecting the degree of satisfaction of the interests of the participants in the relations in the sphere of education.

6. CONCLUSIONS

The basis of this study is the original postulate that the fulfillment of the requirements of all concerned parties to the quality of higher professional and pedagogical education should be considered in the context of "quality guarantee".

This postulate should be developed in the formulation of the basic ideas: the interdependence of the main spheres of society's life in its development, the sustainable development of a society, the integration of the technocratic and humanitarian paradigm in the training of future teachers, and the development of a system for assessing the quality of higher professional pedagogical education.

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