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Semantic coordinates of research on extracurricular education program quality assessment

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Abstract

In the climate of the modern market economy, education is the major criterion for producing a competitive specialist. The problem is that their quality assessment is rather challenging, as the assessment criteria are flux. The purpose of this article is to identify and consider the main criteria for American Electric Power (AEP) quality assessment. This goal was achieved by means of complementary research methods: generalization, comparative analysis, and synthesis. Research result is that we considered seven leading criteria that should guide AEP quality assessment. This will allow picking education programs of higher quality. This will affect the intellectual development of the younger generation.

Key words: extracurricular, assessment, education, development.

Coordenadas semánticas de la investigación sobre la evaluación de la calidad del programa de educación extracurricular

Resumen

El objetivo del estudio es investigar el papel del club educativo en la realidad pedagógica contemporánea a través del estudio en profundidad de las clases del docente y las actividades curriculares y el seguimiento de dos grupos experimentales de participantes en las etapas primaria y final en el club educativo. Como resultado, el objetivo principal del club educativo es formar y mejorar ciertas habilidades y destrezas. Como conclusión, el club educativo como una variedad de sistema avanzado de capacitación docente dentro de la actividad metódica de las escuelas integrales demostró su productividad multidireccional, incluida la influencia positiva en el nivel de las capacidades creativas de los docentes.

Palabras clave: educativo, club, pedagógico, docente, profesional.

1. INTRODUCTION

Within the idea of Russia's long-term progress in social and economic aspects, the federal programme "Improvement of Education in the Russian Federation in 2013 – 2020" accentuates the necessity of supporting teaching concepts focused on developing innovative programmes and creating educational environments contributive to the mind-shaping process (Sergeeva and Nikitina, 2016; Tatarinceva et al., 2018b). It requires reconsidering certain mental clichés about the innovative pedagogical experience (IPE), which is intended for the

teacher's professional improvement. In conformity with the project "Our New School" (Dmitrichenkova and Dolzhich, 2017; Neverkovich et al., 2018), IPE may be regarded as an important factor in providing for the development of the present educational reality by setting new goals for the modern teacher, who is able and eager to transform it in an innovative way. To be a true pedagogue, he/she improves his/her professional skills and abilities through years and decades. In order not to stagnate, specialists have to continuously improve their abilities to systematize IPE and popularize it among colleagues working in different schools, which coincides with the Teacher's Professional Standard (Sergeeva et al., 2017a; Milovanov et al., 2017; Sukhodimtseva et al., 2018). The need for making the educational process more effective is the need for "radically" new teachers – with another mindset, personality traits and results. The rapidly changing socio-economic context requires organizing and conducting methodical activity with school teachers via alternative methods and approaches.

The successfulness of the teaching process is largely associated with the everyday duties of a psychologically stable, competent and motivated teacher who considers himself/herself the right person in the right place (Mikheeva, 2016; Sergeeva et al., 2018a). To provide the educational market with such graduates, universities should enlarge their students' scope and reveal their creative potential. After receiving a diploma and starting their professional career in the chosen field, these people should be ready for constant self-development.

Within contemporary socio-economic context, the educational development (in both theory and practice) is possible due to its continuing character (Mukhin et al., 2017a; Sergeeva et al., 2018b). Therefore, it is needed to develop a teachers' qualification level by creating and integrating new educational forms and methods. Nowadays, for example, the following unconventional forms of conducting lessons are popular: workshops, trainings, organizational games, role-playing games, educational clubs, etc. Among these innovative forms, which prove to be effective and joyful, it is worth mentioning the educational club, whose participants combine their professional routine with pedagogical experiments based on the system of methodical work in comprehensive schools.

2. RESEARCH METHODS

Innovations appeared in the pedagogical sphere in the middle of the previous century in Western Europe and the USA. Very soon, in the late 50s, they became a popular research subject. Contributions of foreign scholars are constantly expanding the scientific interpretation of innovation in pedagogy (Bourina and Dunaeva, 2017).

In the USSR the concepts and achievements of innovative teachers came into academic notice in the early 1960s to be thoroughly analyzed, improved and integrated into pedagogical practice within the

further decades. The issues of developing and popularizing educational innovations were reviewed in numerous academic papers, dissertations and monographies. The innovative strategies of schools and universities were methodologically justified, which resulted in enriching secondary and higher education with innovative ideas and practical novelties (Mukhin et al., 2017b; Samokhin et al., 2018; Sergeeva et al., 2018b).

The educational club may be regarded as a magnificent “one teacher school”, where students are certified to practice pedagogues from one or several educational institutions, who attend classes given by the most skillful teacher – the Club President. The latter resorts to the best conclusions and assumptions made throughout his/her life in the profession and uses versatile pedagogical techniques (cooperative curriculum reviews, discussion of attractive or questionable suggestions, open classes, etc.). It should be noted that the club format does not necessarily require permanent master’s speeches, but allows everybody to express themselves being supervised by the Club President and other participants (Sergeeva et al., 2018a; Wang et al., 2017).

Teachers’ current level and progress are assessed considering three factors: psychological aspect, methodological aspect and general pedagogical aspect. The following methods were used: in-depth study of the school teacher’s classes and curriculum activities; the analysis of

methods and research work; monitoring of two experimental groups of participants at the primary and ultimate stages in the educational club.

3. RESEARCH RESULTS

The contemporary changes in the education system show the development of the advanced teacher training system (ATTS) in different aspects (pedagogical, psychological, methodical) and require the detection of new content and ways of teachers' training with their further improvement on the permanent basis.

The author of this paper found out that school teachers' organizations (including clubs) pay special attention to achieving interdependent goals of two types:

- To master specialists' professional skills;
- To raise the productivity and emotional comfort of the educational environment.

The educational club is a formal or (more often) informal group of teachers, mental health professionals, people representing school administration and guest experts, which is created with a certain purpose.

If a club has few participants, its President has a right and possibility to become a personal tutor for inexperienced teachers. Only very talented and sophisticated pedagogues, whose authority in the educational institution is indubitable and impeccable, can head such groups. However, these gurus must forget about their titles and achievements in order to communicate with their younger and/or less qualified partners as with peers. The clubs should attract new members with their creative climate, along with the conditions providing for a free presentation and assessment of various theoretical or practical concepts. It makes clubs fundamentally different from other types of pedagogical associations, which, as a rule, can transfer only standard, well-tested information. Therefore, the “teacher” and the “students” are bound to cooperate in the formal atmosphere with little space for experimental work and creative search.

The key aim of the educational club is to form and improve certain skills and abilities, which are theoretically grounded and tested in practice. The educational club is characterized by the following key traits: long-term cooperation of participants (which makes the unity more stable); active joint actions; self-determination based on one’s own choice; the opportunity and moral obligation not only to perceive the President’s words and non-verbal data, but also to express oneself, to share thoughts and emotions, to favour the club’s and school’s effectiveness.

4. DISCUSSION

The educational club is aimed to develop the school teacher's competence, to stimulate his/her conventional and creative activity, to orient the specialists towards self-realization in the chosen profession, to increase their inner motivation by consistent external impulses, to enrich the participants' general worldview and pedagogical experience.

The activity of the educational club presupposes the following basic conditions(Ju et al., 2017; Sergeeva et al., 2018a; Tatarinceva et al., 2018a):

- Voluntariness(possibility to decide whether to attend or not to attend the club meetings;considering individual needs and interests);
 - Self-determination(formulating one's pedagogical principles, creating one's own interpretation and content of classroom activity);
 - cooperation and tradition creation(which are underlain by democratic communication style requiring the teacher's high intellectual potential, his/her considerable moral and emotional resources, organization of joint work; formation of friendly and confidential climate, equal rights when discussing professional
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issues, identical attention to ideas of all club members; sharing the most fruitful professional experience.

The ATTS productiveness within the educational club is determined by the following factors:

- the comprehensive-innovative content of the educational club creation in conformity with the pedagogical and non-pedagogical opinions on relative issues, which, together with the teacher's experience, favors the successful professional evolution enabling every participant to contribute to the creative environment developed by the Club President. This person chooses the strategy of educational process (what, how and what for) after discussing it with his/her partners;
 - the President's firm professional and life position, useful and versatile experience helping him/her – as a bearer of pedagogical values and interaction principles – to upgrade teachers' skills and abilities;
 - the formation of creative climate at the club's lessons due to which the participants will be able to disseminate their personal ideas and their colleagues' experience without psychological difficulties;
 - using innovative information techniques.
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The Club President is a person who designs the whole curriculum (independently or semi-independently) through all the stages: problem definition (initial stage), goal setting, model creation, model implementation and analysis of the obtained results (final stage).

In the educational club lessons are based on the “unity” of group and individual work. The peculiar forms of pedagogical process in the educational club are games, creative classes and training of communication skills, while the traditional methods of general character are discussion, conversation and position analysis.

The main indicator of ATTS productiveness is its ultimate result – the level of relevant skills and abilities (methodological, psychological and general pedagogical). The author came to the conclusion that teachers’ professional training includes four stages: aim-focused, task-focused, functional and chaotic. These stages are based on the classifications elaborated by M.S. Kagan, A.M. Novikov and L.I. Shatalova (Micheeva et al., 2017; Sergeeva et al., 2017b). The main activity types are cognitive, communicative and creative.

Aim-focused stage: the school teacher has wide and profound knowledge of his/her subject, its prospects in the near future and the current situation in the educational sphere; designs and foresees changes in pedagogic reality; uses a lot of didactic methods and integrates constructive novelties; communicates with students as a

creative, empathic and emotionally gifted person being at the same time not a benevolent dictator but the first among equals.

Task-focused stage: the school teacher has good knowledge of his/her subject and is well-informed about its prospects in the near future and current situation in the educational sphere; has reliable professional skills and abilities; uses some of contemporary didactic technologies and attempts to integrate constructive novelties (more or less successfully); communicates with students as a creative, empathic and emotionally gifted person being constantly concentrated on their intellectual and emotional condition at the current moment.

Functional stage: the school teacher has satisfactory knowledge of his/her subject and is moderately informed about its prospects in the near future and the current situation in the educational sphere; has some drawbacks in pedagogical theory and resorts to the conventional teaching-and-upbringing paradigm; introduces some creative elements in the pedagogical process, which is generally based on traditional didactic techniques making a lesson monotonous and unattractive.

Chaotic stage: the school teacher has fragmentary, inadequate knowledge of his/her subject and is poorly informed about its prospects in the near future and the current situation in the educational sphere; has a substandard level of professional skills and abilities with spontaneous decisions and accidental successes (which do not compensate the overall unproductivity); uses empirical, trial-and-error

approach to teaching and obsolete didactic methods; communicates with students and assesses their achievements in a “moody” and biased manner.

5. CONCLUSION

The following constituents of school teachers’ professional improvement in the educational club are singled out: psychological aspect, methodological aspect and general pedagogical aspect.

The psychological constituent is the analysis and implementation of the knowledge-skill complex within the psychological field: developing relevant novelties, enriching one’s awareness in the cognitive, communication and personality psychology.

The methodical constituent presupposes the amelioration of the game techniques and communication practice, creativity classes, oriented towards bettering the system of intellectual-emotional development and shaping a personality with constructive moral values and active role in life; the conditions for integrating contemporary methods and means into the pedagogical process.

The general pedagogical *constituent* requires the school teacher’s transition to a higher cultural level by correcting his/her mindset and

forming adequate motives and ideals (both in profession and life in general) which provide for continuous personal growth.

The educational club as a variety of ATTS within the methodical activity of comprehensive schools demonstrated its multisided productivity, including positive influence on the level of teachers' creative abilities.

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