

Actual Problems of Modern Pedagogy of Higher Education

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Abstract – This article discusses the training of future specialists in the higher education. Personality-oriented education is considered as a complex organized process, involving the manifestation of natural and genetic inclinations, the development of creative skills and the creation of freedom for implementation of creative potential.

Key words – *personality, motivation, competence, sociocultural adaptation, labor market*

I. INTRODUCTION

The idea of modernization is still relevant for the development of the higher education. The construction of the educational process considers the social challenges of time – computerization, development and implementation of innovative technologies. The priorities are to improve the quality and competitiveness of the higher education system. The higher school is designed to prepare a specialist of the future, who has not only professional but also general cultural competencies. In this regard, the focus of our attention is a multi-faceted process of preparation of the student's personality:

- a person capable of mastering a wide information field of knowledge, development of skills and practical application of the skills offered in the educational process;
- a person actively working on oneself in terms of self-education, - expanding the thesaurus (knowledge) and erudition, self-analysis, self-learning and self-education;
- a person with perspective thinking.

Modern high school activates all key participants in the educational process - both the teaching staff and students. Built in this plan, the educational process will achieve the required quality education—accumulation of information capital of the future specialist, which will allow one to successfully self-actualize in the labor market.

Higher education is developing in the context of actualization of the concept of “labor market”. The importance of building links between social institutions of higher education and professional activities is noted. They are designed to look for ways of rapprochement in terms of building the educational process, considering the social challenges of time—the implementation of orders and developments implemented in the design and production activities of students. Flexible links between educational institutions of higher education and the

sphere of labor should be built for training in the conditions of development of post-industrial society. Training of specialists of the future is conducted considering the requests and tasks that are dictated by both the production system and the current situation in the labor market, which is constantly monitored.

Therefore, today the higher technical school actualizes methodological approaches in the organization and conceptual design of the educational process – interdisciplinary competence, consistency and practical orientation in terms of the development of innovative projects and partnerships with production teams (industry and business).

The purpose of this work is to reveal the personal qualities of students in higher education:

- development of knowledge and skills of adaptation in the course of active educational process;
- identification of abilities to self-expansion of the information field of activity;
- development of sociocultural potential for further independent activities.

II. METHODS AND MATERIALS

The higher school has formulated an extended system of goal setting training and education of a person who is seeking, knowing, creatively organized, pro-active both in educational activities and in self-education. The key position is the quality of the trained specialist—the degree of mastery of professional and general cultural competences and prospects for self-realization.

In this study, we aim to analyze the process of organization, training and growth—the development of the student's personality in higher education, namely, adapted to the modern sociocultural reality, motivated in the educational process for further self-realization in a professional environment based on fierce competition. That is why the main idea of the higher technical school today is the correlation of goals and objectives that are set and solved in the course of the educational process in terms of training future specialists, considering the supply and demands of the labor market.

The basis of education is the attitude to the personality of the student as the subject of the educational process, focusing on the maximum manifestation and development of one's creative inclinations and creative possibilities. That includes the search for novelty, innovative solutions, original manifestation,

heuristics, expanding the thesaurus (knowledge) and erudition, the formation of the ability to build dialogue and tolerance (respect for the position and opinion of the other). The result of this process is seen as a socioculturally adapted personality, built into the realities of the modern sociocultural environment.

In this regard, in the research part, we appeal to the key concepts that we will try to interpret. Thus, the term “sociocultural” is multifaceted and involves the analysis and study of the state of “society” in the broadest sense – the trends that cover the main spheres of life-economy, politics, culture. We consider social processes in the context of time. Thus, the Russian society of the first two decades of the 21st century, overcame the situation of social uncertainty of the 1990-s of the 20 century, allows us to state a relatively stable, gradual forward movement, coupled with the definition of promising areas – modernization of life, specifically: Informatization, technologizing and computerization. For example, today innovative technologies continue to develop and are actively introduced into social life; there is a digitalization of almost all sectors of life. This is aimed at expanding and saturating the information field of intellectual activity of the society.

At the same time, the era of Informatization and technologizing in a different way highlights a particular person – one’s attitude to traditions from the position of “inheriting and rethinking” the experience of the past – careful or critical reading of it. The formation of moral qualities of the person occurs on the basis of the acquired knowledge, experience of communication and updating forms of communication links; acute (or blunt) sense of social responsibility, citizenship and patriotism. Consequently, these important trends create a dynamic pulse of human life, and constitute the essence of the concept of “sociocultural reality”. In this context, the education system as a whole, specifically, the higher school, built into the sociocultural reality, is characterized by the search for conceptual direction, ways and forms of consolidation of the pedagogical corps, but, most importantly, providing maximum opportunities for the development of the student's personality. Direct identification and development during the educational process of adaptive mechanisms of the student's personality – entry, adaptation, ability to navigate in the sociocultural environment – is the essence of the concept of “sociocultural adaptation”. Finally, the goals and objectives set by the student-motivation of behavior and attitude to the educational process, readiness to perceive and assimilate the widest information, ability to organize and build a process of self-education – reveal the basis of “sociocultural motivation”.

In their works, researchers [1] revealed new approaches to the training of students in higher education, considering the actualization of practice-oriented activities using the approach CDIO (“conceive – design – implement – operate”).

In the works of foreign researchers J. Di Petro [2], H.H.E. Garner, J.A. Stein, J.K. Jacobs [3] also updated a special mission of the teacher associated with the diversity of tasks that he is obliged to solve in the course of professional activity. Specifically, drama is associated with the vision of the end result – the formation of a creatively oriented personality), directing (associated with the creation of a special atmosphere of creativity in the organization and building of the educational

process-enthusiasm, improvisation, fantasy). Acting is aimed at awakening the axiomatics of interest, search and heuristics in the student), research (the study of subject fields from a scientific point of view).

The theoretical basis of this work was the research of L. Kh'ell, D. Ziegler [4], W. Lehmann [5], C. Nilson, C.M. Fetherston, A. McMurray, T. Fetherston [6]. In these studies, consistently and thoroughly revealed the process of growth-development of personality on the basis of the principle of naturalness of the teacher, the maximum disclosure of his creative abilities – figurative-associative, linguistic, sensory-emotional, verbal, communicative.

We agree with this broad direction of activity of the teacher, as noted in the works of A. E. Poropat [7], B. Stensaker, M. Persson, R. Pinheiro [8], as a mentor, translator, organizer – which in modern teaching practice is particularly relevant.

The current requirements for the activities of the teacher shown in the study I. Sterligova and T. Savina, R. [9].

The generalizing work, which analyzed the multifaceted activities of the teacher was the study P. Westwood [10].

Thus, the works of representatives of the modern psychological and pedagogical school allow to identify continuity in the interpretation of the problem of personal growth-the development of the student and to identify promising trends in the training of specialists of the future, considering national interests.

The following approaches are highlighted as a methodological support in our study:

- interdisciplinary, actualized by modern pedagogical practice, allowing to build interdisciplinary connections, in order to form a thesaurus and increase the knowledge of the student's personality;
- competence, involving the process of mastering professional, special and general cultural competences of students;
- creative (based on individualization and differentiation of learning), aimed at the disclosure of the natural potential, analytical abilities, activation of the development of higher mental functions – memory, imagination, thinking and speech of the student.

In our work different methods are used, in particular: analysis of documents of normative legal base, analysis and comprehension of modern research literature, generalization and forecasting. During the presentation of information and analytical material for us the priority was the principle of scientific objectivity. It predetermines an unbiased, «live» attitude to the pedagogical process (not as a routine and ossified, but as a dynamic and creative), allowed to evaluate the true contribution of representatives of the general public of different generations and countries, the ascetic activity of which led to the organizational and substantive design of higher education at the present stage.

Today, the legal framework clearly defines the vector of development of higher education: the formation of the

conceptual foundations of the content is in the direction of expanding the information fields, content saturation modules (subjects of study) – professional, highly specialized and general cultural.

The conceptual design of the higher technical school is based on the Federal state educational standard. Over the past decade, several generations of standards have been introduced into the educational process, which allows us to talk about a very flexible state educational policy that responds to social challenges and trends of the time. And today the higher technical school is developing in the direction of constant correction or development of new positions of the Federal state educational standard. In this aspect, we consider it necessary to note that the process of regulation and rapid changes in the regulatory framework is a response to the social challenges of the time in terms of training of the future, which needs Russian society.

Therefore, the idea of accumulation of information capital of the person and development of modern type of thinking is actualized by time. In this context, the declared national educational paradigm is seen in the disclosure of different natural inclinations and creative abilities of the individual student to: analytical activities, figurative and associative thinking, sensory and emotional perception, enrichment of verbal and linguistic baggage. The fact that the higher technical school today opens to students a wide field of intellectual activity and is the idea of accumulation of information and analytical capital of the individual. In our opinion, it is implemented through:

- formation of ideas about the profession and the development of professional competencies, expansion and enrichment of sociocultural thesaurus (general cultural competencies) – all that is offered by the educational process;

- independent search and creative process (own creativity in the direction of expansion of information fields of activity through the analysis, development, interpretation for the purpose of development of different types of thinking and the speech device (sensual-emotional, figurative-associative, verbal).

In this regard, we see the actual idea of development of interdisciplinary connections and development of interdisciplinary projects as implementing the idea of integration in the didactic tools – formulation of goals, objectives, content, methodological and methodological approaches to the development of different disciplines (modules).

The idea of integration is to build interdisciplinary connections teaching Toolkit – focused on the search of points of contact between different disciplines and the intensification of the process of incremental knowledge and skills of the student. The aim of the integrated process of training and education is the preparation of erudite, possessing a wide thesaurus, mobile specialist of the future, which are updated in modern life. And the implementation of these tasks is carried out in the course of direct training and education in higher education.

Based on the practical activities of the author, we will try to give an evidence base on the example studying basic disciplines (modules) of the humanitarian cycle – History, Basics of personal and communicative culture.

In our practice, we use the principle of comparing these disciplines (modules) in terms of general and special, identifying those didactic positions that are seen as universal and viewed in different modules.

Thus, within the framework of History (or rather the History of Russia) the aim is to present a very broad historical process covering the main spheres of life – economy, politics, culture – saturated with facts, events; interpretation of this material without distortion and objective assessment of events and facts. The specificity of the conceptual apparatus of History is the mastery of the fact, in this regard, during the study of this subject. The student must activate the higher mental functions, namely: memory (memorization, retention of factual material), analytical skills (in terms of the ability to operate with factual material, comparison-comparison of historical periods, personalities, building cause-and-effect relationships, generalization. This happens takes into account the extraction of positive and negative lessons of the historical past, forecasting of ways of development on the basis of studying historical experience).

Within the framework of the subject of the Basis of personal and communicative culture, the aim is to reveal the concept of personality, to present numerous examples of creative personalities from different spheres of life and to pay special attention to the key component in this concept – the creative self-realization of a person. Moreover, today the time itself actualized active forms of building communication links that affect a person in different ways, and it seems necessary to analyze the degree of skill and efficiency of their use, the productivity of their impact on human development in the direction of the individual. This is especially important for today's generation of students who have the experience and the ability to instantly, quickly obtain information. However, along with this, the other side of this process is highlighted – the loss (or atrophy) of skills of live communication, inability or even contempt for this practice, unwillingness to listen and hear another person, a lack of tolerance. In this regard, the forms of live communication – verbal and language communication – implemented in the educational process are seen as relevant.

Consequently, personality-oriented education is built as a complex organized process, involving the disclosure of natural and genetic inclinations of the student and the preservation of the principle of naturalness (the original nature and careful development of its abilities). This includes creative skills and creation of creative environment-freedom for realization of creative potential-non-standard ideas, thoughts, actions and stimulation to independent search activity. Development of higher mental functions (perception, feelings, emotions, memory, thinking, imagination, speech) occurs through active information-analytical work due to attraction of modern technological means as a mobile possibility of receiving information; finding of communicative forms during cognitive and practical activity.

However, based on many years of practical experience of the author's observations, an alarming moment in the process of training and education today is the lack of students' reading skills (deep immersion in the text), unwillingness and (or) inability to carry out analytical work with information material. The modern generation of students in the mass of its exploits the most primitive form—a simple retelling. Moreover, the consequence of this initial gap (lack of reading experience, the ability to work with the text and the skills of grasping the key thought) is the inhibited development of all higher mental functions – the mental apparatus, verbalization and speech motility, scarcity of imagination

That is why the practical-activity side of the educational process, based on the close procedural interaction of the teacher and the student, is aimed at the development of interactive teaching methods in order to identify professional and general cultural activity, sociocultural adaptability, creative attitude to life.

In our opinion, it is necessary to actively introduce and continue to develop in the direct educational process a new format of its organization, considering the correlation of traditional and innovative methods and technologies.

Changing the conceptual foundations of the content in the direction of saturation of the information-analytical field allows us to reach the general methodological principles of training and education, preserved and enriched by modern pedagogical practice. In our opinion, the methodological basis of the process of training and education should be the co-creation of the teacher and the student. Therefore, as a priority, we highlight the method of reflective dialogue that stimulates the creative orientation of both the student and the teacher. This method involves partnership (parity dialogue) and communication skills – co-understanding, co-partnership; persuasion, tolerance (the right to make mistakes, the right to own choice and own position); priority positive incentives to search for and use different forms of communication, the desire to communicate in a professional language.

III. RESULTS

The result of such training will be a qualified, competent specialist, creatively oriented, socially and culturally adapted, professionally erudite, competitive personality of the student.

Modern pedagogical practice reveals different forms of interaction between the teacher and students, appealing to such a concept as “educational portal”. An example of one of the active practices of interaction are e-learning courses, which can be considered as an educational and methodological support of the lecture course and practical training; as one of the modern innovative technologies that complement traditional forms of training (lectures and seminars).

Therefore, the very process of such organization and construction of educational activities is initially based on the creative component, which involves both sides – the teacher and the student. At the same time, the teacher must have a very broad professional erudition and general cultural thesaurus (knowledge), technical Arsenal of transfer techniques, skills of mastering the specifics of the subject. This is due to the fact that

one becomes the conductor of an important idea of training and education – translator of information, expansion of professional competencies, extraction of life-practical lessons from concrete examples.

Thanks to reflective dialogue it becomes real to embody in pedagogical process the principles of individualization and differentiation of training and education which assume development of individual approaches to giving of the module (even variability in a subject field) for the purpose of determination of the orientation of the personality trained on development of creative abilities. There is account of features of the personality in educational process; forecasting of opportunities of development of the personality; disclosure of motivational and volitional qualities (motivation, purposefulness, healthy ambitions). They also include the formation of cognitive-axiological representations (logical skills, heuristic skills, value orientations); development of behavioral forms (practical actions and actions); application of the acquired knowledge and skills in practice.

One of the key components of the educational process is its practice-oriented orientation. In the implementation of this component, the higher school builds links with different production teams.

Project and practical activity of students is carried out in the direction of the implementation of production orders. Therefore, it is this activity that allows to identify the degree of general professional and highly specialized competence of the student, to reveal his creative and creative potential, communication and socialization skills. In the course of an active educational process, students should be motivated to practice professional activity. However, based on the real practical pedagogical experience, we understand that not all students understand the features of the future profession due to different motivation when entering higher school. However, we dare to hope that in the process of vocational training and education there is interest in the future profession, which stimulates further motivation to obtain professional and additional competencies. Practice-oriented activities are directly related to the execution of orders of industrial companies (enterprises), namely: the development of original technical solutions, the organization of the process of their implementation and, finally, the achievement of results. Therefore, independent design and practical activity of students is expressed by the formula CDIO: “think-design-implement-manage”, relevant to the modern educational process, which opens the activity-educational, research, practice-oriented field to students.

During the educational process for students, conditions should be created as close to the production activities. We are talking about the formation of the material and technical base, on the basis of which there is testing, the introduction of theoretical ideas, their practical test. This contributes to a more organic process of adaptation of students to future professional activities and becomes a key component in the implementation of tasks.

In the course of project and practical activities, students have the opportunity to be implemented either with their individual projects or in a group format. Here, important aspects

are the ability and possession of professional information, the use of modern technologies, which allows us to talk about the professional competence of the future specialist and one's demand in the labor market.

IV. CONCLUSION

Thus, summarizing the research material, we conclude that the update of the conceptual field of education in a higher technical school is based on the hierarchy of goals and objectives, differentiation and individualization in teaching and education, the introduction of different directions and forms of practical and pedagogical activity of the teacher and the student, activating their relationship. Moreover, in the organization of the process of training and education today updated innovative technologies-the use of new methodological tools are used in the form of electronic teaching AIDS as an additional methodological support. The actualization of the national educational paradigm is seen as important. The focus of education is on the development of the student's personality, capable of responding to the social challenges of the time, with professional erudition, general cultural thesaurus, the ability to quickly navigate the needs of the market, to master the coming new forms of organization of life. In dynamically updating information flows of very aggressive sociocultural environment, the mission of the higher technical school is not to lose the identity of the student in the world of technical gadgets and superficial absorption of information, but to help understand and find sustainable values guidelines for further productive independent life in the profession.

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