

Practice-Oriented Training as a Mechanism of Development of Professional Potential of Students of Higher Education in Russia and Abroad: Historical and Social aspect

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Abstract—This article deals with the theoretical and methodological justification of practice-oriented education as a mechanism for the development of professional potential of students in higher education. The authors consider the process from the point of the historical and social aspects of this phenomenon. The historical approach made it possible to analyze the pedagogical heritage of world-renowned scientists in Russia and abroad in the field of the formation of professional competences and the development of human potential. As a result it is shown that on the basis of the analysis of goals, tasks, forms and results of the received education practice-oriented training includes two educational approaches: competence-based and practice-oriented, which are based on human activity, which leads to the development of professional potential of students. The social approach is used to analyze the organization of practical training of higher education in Russia, Europe, USA, Asia and China and the use of the mechanism of development of professional potential. Practice-oriented training can be considered as a mechanism for the development of students' professional potential, taking into account national characteristics. A sociological study conducted among students of higher educational institutions revealed the most effective forms and types of training that provide practical orientation and professional development (56% of respondents approved practical master classes). There are revealed modern social risks: new social policies in the sphere of higher education, digitalization of education, spread of clip-thinking and internet-addiction among students of higher education.

Keywords—*practice-oriented training, professional development, higher education, the mechanism of development, professional education, historical pedagogical heritage, social practice, practical training.*

I. INTRODUCTION

Educational technologies are constantly changing depending on the socio-economic conditions, the political situation in the country, national goals and development strategies of the state. Education is the basis providing the state with professionals in various spheres of activity, managers, political elite, electorate and representatives of civil society. Based on this, the approach to higher education proclaimed in the state and the existed mechanisms of

development of students' professional potential have a significant impact on the development of the state and civil society as a whole. We cannot deny that at present a significant impact on the development of professional potential of students have modern social risks caused by technological progress, digitalization of the economy and education. These are:

- reformation of the education system as a result of new social policies;
- digitalization of management, economy and life of citizens;
- increase in the number of students with a predominance of clip-thinking in educational institutions;
- increase in the youth population of people with severe internet- addiction;
- the appearance of new forms of pedagogical didactogeny due to the applied approaches and mechanisms of development of students' professional potential in the educational sphere.

One of the priorities of the state policy both in developed European countries and in Russia is the comprehensive development of the young people potential. Due to the increasing competition in the labor market, increasing requirements for a young specialist in employment, the development of professional potential is of particular importance which ensures the competitiveness of a young person as a specialist.

The need to regulate the process of development of students' professional potential in higher education makes us think about the theoretical and methodological foundations of this process which would find out a mechanism for its development. Therefore, we began to study this problem with the analysis of the historical and social aspect of practice-oriented education as a mechanism for the development of students' professional potential in higher education.

II. LITERATURE REVIEW

Fifteen years ago, Russia, like other Eastern European countries, joined the Bologna process, which was supposed to contribute to the unification of the educational systems of European States, the development of common standards and approaches in the system of higher education and the training of highly qualified specialists with developed professional potential, those values will be high and in demand not only in Russia but also abroad. The key concept of the Bologna system is "competence", however, there is still no common understanding of the content of this term in educational systems, as there is a terminological shift depending on the goal-setting of education. Moreover, the regularities between the introduction of a competent approach to higher education and its impact on the development of the professional potential of students of higher education have not been scientifically proven. We showed scientific interest in the analysis of the structure and essence of competence-based and practice-oriented approaches that directly affect the development of professional potential of students, and the possibility of considering one of them as a mechanism.

In our study, we follow the definition of professional potential as a form of manifestation of human potential in the field of labor relations [1].

According to some authors, the need to study the development of the potential of youth with the help of a thesaurus approach aimed at studying the development of social subject essential for him as a means of orientation in the environment is now actualized. Interpreting human potential as a set of spiritual, intellectual, innovative, socio-cultural and biological-physical properties, abilities and resources, it is noted that from the point of view of the thesaurus approach these characteristics acquire the value of abilities: to build orientation in the environment by creating new knowledge; to set goals and seek means of their implementation; to reproduce, translate, create, change value orientations [2-4].

In the structure of human potential, the most valuable components, such as innovative, intellectual, cultural, are identified and studied [5].

From the analysis of available scientific works, it can be concluded that in most cases the problem of human potential development is studied by economists and managers, sometimes psychologists, almost few works have a scientific direction as the theory and methodology of vocational education. For example, the development of professional potential of managers is understood as the process of changing the resource capabilities (personal qualities, professional and managerial knowledge and abilities in the field of management), due to the solution of the dialectical contradiction between the realized and unrealized sub-potentials. In other words, the solution of the contradiction between the experience of managerial activity of a manager and the value-semantic structure of his personality is the basis for the development of professional potential [6].

Other authors point out that the modernization of the education system and the introduction of Federal State Educational Standards on the background of fundamental changes in the socio-cultural environment have made new demands on a teacher. This implies the need for expression of some professionally important qualities of a personality as a teacher: possession of a set of competencies that ensure the innovative nature of pedagogical activity as a result of the

personal self-realization. We support the opinion of scientists who believe that the process of development of human professional potential should use a synergistic approach [7; 8; 9].

For example, R. Oliver defines competence as the combination of knowledge, skills and views that determine the ability to perform professional tasks in accordance with the requirements of safety and ethics [10].

R. Epstein and E. Hundert consider competence as the use of communication, knowledge, technical skills, thinking, emotions, values and their reflection in everyday practice in order to ensure the interests of the individual and society [11].

Competence approach also involves reflection, assessment of own knowledge and skills and unity of professional skills and personal characteristics of the individual. Thus, the competence approach in education is aimed not only and not so much at the formation of a professional in a certain area, but at the formation of an individual who is a member of society and is ready to apply his knowledge and skills in professional activity [12].

This characteristic of the competence-based approach is the main distinguishing feature that allows differentiating it from its predecessor - the practice-oriented approach. The practice-oriented approach was previously widely used in higher education in Russia and Eastern Europe. The practice-oriented approach is aimed at the acquisition of some professional skills by students. At the same time, the success of a graduate of a higher education institution is assessed on the basis of the ability to perform specific professional tasks.

Many researchers engaged in the development and creation of a full system of evaluation of education quality and competence level achieved by the student during the educational process, as well as justification of the criteria used for this assessment, and methods of certification of professional competence and development of professional potential [13-15]. These studies raise the question of measuring the quality of education, its evaluation, as well as the approaches used in obtaining higher education and affecting the development of professional and personal potential.

The relevance of the study is due to the fact that currently there are no definitively established approaches to teaching, taking into account modern social realities and aiming at the effective formation of professional competence and development of students' professional potential in higher education.

The reference to the research topic is also connected with the study of the pedagogical heritage and practice of the outstanding Russian teacher A. Makarenko (1888-1939). The evidence of international recognition of the pedagogical genius of A. Makarenko was the UNESCO decision in 1988, concerning only four teachers who defined the way of pedagogical thinking in the twentieth century. These are John Dewey, George Kerchensteiner, Maria Montessori, Anton Makarenko.

In Russian science, A. Makarenko was called a man who carried out an unprecedented experience in pedagogical practice of mass re-education of children-offenders by combining training with productive work of students and practical orientation of training. The practice-oriented approach, introduced in Russia by A. Makarenko, contributed

not only to the re-education of “difficult” teenagers in the process of collective work, but also gave a huge profit through the production of complex devices—cameras, electric drills and other devices [16] to the state. As it can be seen from the analysis of his works, training focused on practice and obtaining professional knowledge, skills and abilities led to excellent results of pedagogical work even in very difficult socio-economic situation of Russia.

In our opinion, M. Montessori saw the role of the teacher not only in training and education, but also in the management of independent activities of the child, taking into account the child’s mental and physical development. In her work “Teacher training” M. Montessori wrote: “A teacher starting to work in our school must believe that the child will discover himself in working” [17]. The great educator, doctor and philosopher in her writings constantly stressed that it is the focus on practice and professional action allowed him to be successful in life and profession. She achieved amazing results in education, when her pupils, together with healthy students studied at the University of Rome and achieved significant results in higher education.

The world-renowned Russian scientist N. Pirogov simultaneously demanded on the strengthening of fundamental University education for all professions. He considered that University and universal education are synonymous, therefore, in his opinion, universal or University education does not exclude the existence of such special schools that would be engaged in practical or applied education of young people already prepared by universal education [18]. We can certainly say that N. Pirogov was able to predict that human development provides a harmonious combination of biological and social potential while creating appropriate social and economic conditions. In our opinion, it was N. Pirogov who first formulated the first prerequisites for the proclamation of the competence approach in higher education in Russia, which is currently presented in the form of general cultural, general professional and professional competencies in the adopted Federal State Educational Standards of higher education.

Practice-oriented learning is a form of learning that aims to develop skills of practical work in students used today in various spheres of social and professional practices, as well as understanding where, how and why these obtained skills are used in practice [19]. Foreign scientists, such as R. Akoff, F. Emery, F. M. Woodcock, L. Jones, G. Mintzberg, E. Toffler and others, spoke about the expediency of using a practice-oriented approach. In their scientific works, they considered various aspects of human activity, including motivation and behavioral skills, which were reflected later in the development of professional potential.

So in practice-oriented training of many universities of foreign countries for many years the GLOBUS system is used, which is an exercise in the process of practical training of students about various aspects of company management [20]. Students gain experience and practice in assessing business risks in a competitive environment, as well as in strategic thinking about the company’s position in the market [21,22].

For further analysis of the application of the practice-oriented approach for the development of professional potential in higher education, it is necessary to refer to the pedagogical experience of other countries. In Europe, Asia and America, the forms of educational services differ

significantly. The student is given the opportunity to choose the educational direction and program in accordance with interests, needs and preferences. For example, in Eastern Europe vocational education is carried out according to the classical system (bachelor and master), as well as in the higher education system of Russia after joining the Bologna process in 2003, and has some shortcomings regarding the practical orientation of training of young professionals, which negatively affects the development of their professional potential.

The created single European higher education space is considered to be a key direction for the development of mobility of citizens with the possibility of employment and positioning themselves as a specialist.

In the leading countries of Asia (Japan, China, Republic of Korea) there is also a classical structure of education (bachelor and master), however, there is no specific practical orientation in the educational structure. Therefore, the Asian system is inferior to the European market of educational services in terms of competitiveness. Higher education in Asia has recently become more modern, high-quality and attractive for foreign students. The advantages are that the economies of these countries are constantly growing and offer many jobs and excellent career opportunities. In other words, the labor market is not yet experiencing a strong need for practice-oriented workers, and a young specialist who knows only the theoretical aspects of the activity becomes equally in demand without emphasis on the development of professional potential [23].

In the USA, due to the large number of educational programs and private specialized educational organizations, education is more focused on practice. There are more private universities than public ones. They offer practice-oriented training in various fields, such as business management, computer technology, industry, etc. in the United States, government support for practice-oriented and professionally specialized educational institutions is widespread [24].

The competence approach in Russia has become widespread as a result of the search for new models of modernization and standardization of Russian higher education [25; 26]. The competence approach is a set of general principles needed to define educational goals, educational process and evaluation of its results, which is reflected in the requirements of Federal State Educational Standards on specialties of training, but weakly correlated with the students’ professional development.

III. RESEARCH METHODOLOGY

The study of practice-oriented training as a mechanism for the development of professional potential of the student was carried out in the period from 2014 to 2019 on the basis of three higher educational institutions in Yekaterinburg: Ural Federal University named after the first President of Russia B. N. Yeltsin, Ural State Law University, Ural State University of Economics. The method of comparative analysis that is a comparison of two approaches: practice-oriented and competence-based in educational practice, we have been used to justify the main characteristics and search for evidence that both approaches are based on an “active” approach, which is the basis of the development of students’ professional potential. The comparative analysis made it possible to conduct a study of the application of practice-oriented and competence-based education in higher education in Russia

and abroad and highlight the features of their application. To assess the effectiveness of these approaches from the perspective of professional potential development of graduate students, the survey method and the analysis of Yekaterinburg universities students' opinions about the forms, types of training, the quality of education and their influence on formation of professional competences and development of professional capacity as a labor resource were used.

IV. RESULTS

The system of higher education today is undergoing transformations due to the impact on its graduates of the requirements imposed by modern social and professional practices. The content of these requirements is that a young specialist with higher education without any problems should be included in professional processes, productively using the qualifications, experience and competencies obtained during training in high school, to demonstrate the expression of professional potential, which is confirmed by modern research [27; 28].

In such conditions, one of the directions of educational practice – practice-oriented training in the situation of education standardization acquires special importance. We believe that training should focus on specific professional practice, should be carried out in close cooperation of higher education and professional organizations of different forms of ownership on the basis of mechanisms of public-private partnership and social entrepreneurship, which can be considered as a form of mechanism for the development of professional potential.

We conducted a comparative analysis of the content, goals, objectives, technologies and forms of practice-oriented and competence-based approaches used in higher education in Russia and abroad, the data obtained are reflected in Table 1.

TABLE 1. A COMPARATIVE ANALYSIS OF THE CONTENT, GOALS, OBJECTIVES, TECHNOLOGIES AND FORMS

| Practice-oriented approach | Competence approach |
|--|--|
| Goal | |
| Orientation to practical training in accordance with the goal setting of the educational program and the needs of students, and the requirements of the FSES | Orientation to a complex personal resource and integration of various human competencies, development of general and professional competencies in the learning process |
| Tasks | |
| Comprehension of the person of the readiness for professional activity in the corresponding sphere of work. Readiness to develop skills and professionalism | Understanding the degree of human preparedness for work and life in changing conditions. Readiness for retraining |
| Educational forms | |
| Practice-oriented approach | Competence and activity approach |
| Educational technologies | |
| Collective and individually-oriented educational technologies in areas of training and specialties | Technologies focused on development of general cultural, general professional and professional competences |
| Results of education | |
| Knowledge, skills, readiness for practical work in the received profession and specialty | Knowledge, formed competencies, readiness for professional and social activities |
| Human readiness for social and professional practices based on the development of professional potential | |

As it can be seen from the analysis, both approaches are aimed at achieving the common goal of higher education – the preparation of a person for social practice and professional practice. It is noted that both approaches do not contradict each other. They complement each other, as both the practice-oriented approach and the competent approach are based on human activity, and therefore contribute to the development of professional potential.

The activity approach combines these two approaches and assumes on their basis further scientific, methodological, organizational, psychological, pedagogical and didactic support of the educational process in higher education.

It is the activity of man, his work in any industry and sphere of life reflects his biological and social essence. "Human nature is social, and the biological in it manifests itself in a transformed form, it seems to be 'removed' (in the Hegelian sense of the word) purely human, that is, social. If this social is developed in a child, a teenager, an adult and is not deformed by physical defects, physiological or psychological insufficiency, is not distorted by unfavorable external circumstances, then it is possible to judge a person as a person and as a subject of professional activity with formed competencies of all kinds and his professional development" [29].

The use of practice-oriented as a mechanism for the development of professional potential in the educational process is relevant, in our opinion, in the preparation of bachelors and masters. Practical training by students introduces them to the professional environment and corporate culture and features of the professional environment [30,31].

For example, to acquire skills in professional activities of future officials in Russia adopted by the decree of the President of the Russian Federation from 07.05.2012 N 601 "About the main directions of improving of public administration system" in which the Government was requested to provide suggestions and recommendations on introduction of new principles of personnel policy in the civil service. The Decree of the President of the Russian Federation provides for the development of the Institute of mentoring in the civil service [32].

The Ministry of Labour and Social Protection of the Russian Federation has developed methodological support for the organization of mentoring in the civil service and proposed methodological tools for the use of mentoring in the civil service. This methodological support is also applicable to the municipal service [33].

For example, on the basis of complex research of problems of the human capital of public service of the Republic of Kazakhstan the authors propose to introduce changes in quantitative measures of human capital in the public service. In their opinion, the lack of forecasting the development of human capital of the civil service can lead to inefficiency of public investment in the training of managerial personnel and an increase in the number of unclaimed specialists in the field of public service [34].

The validity of the above conclusions is confirmed by the data of the survey among students conducted. The survey was attended by 617 students aged 18 to 28 years in the direction of training "State and municipal administration". Thus, 70% of respondents indicate seminars as the preferred form of

training, 56% of respondents – practical workshops, while only 46% of respondents indicate the preference for lectures.

When asked about the effectiveness of a particular form of training, 34% of respondents choose seminars, another 30% of respondents – practical workshops and only 5% of respondents claim lectures as an effective form of training.

Therefore, we consider the activity as the most important feature and purpose of practice-oriented and competence-based training in higher education in Russia and foreign countries, because the organizational, pedagogical and physiological essence of both types of training does not change, which in general contributes to the development of professional potential. Only the socio-economic and technological conditions affecting the educational policies of different countries are changing.

Next, we examined the students' opinion about the actual quality of their knowledge and the level of competence required to work in government. Of the total number of respondents, 81% of respondents believe that they have received enough knowledge for further work, that is, every eighth respondent is satisfied with the level of theoretical training. Despite this, students do not deny that they have insufficient knowledge in some disciplines, showing critical thinking to their success.

In addition, 55% of respondents said that they lack managerial skills, due to lack of practical experience in management. Most of the respondents (76% of respondents) noted that they do not have enough skills to do paperwork. Therefore, the students proposed to strengthen the educational practice.

As for the organizational skills, 33% of the surveyed students noted that they need to improve it and spoke in favor of continuing their studies in the master's program. Based on the data obtained and the data of pedagogical monitoring, it can be concluded that the formation of professional competencies and development of professional potential of students continues in the process of training at different levels of education, which ensures readiness for further work in the authorities.

Realizing that in the educational process we are faced with a new type of thinking and new personal characteristics of students inherent in the modern generation of students and a new generation of specialists, we conducted a survey on the behavior of students in educational activities. To the question: "How much time do you spend reading?", we received the following response: 44.7% of students read one hour a day, 28% of students read one hour a week, and 21.9% of students view the news only on their to school.

So, from the first time only 39.9% assimilate information, and in 63,5% of cases students are required to read educational information several times and to repeat.

We were interested to know how new information is better absorbed by students: in 53.7% of cases students indicated that information is better absorbed during the discussion, in 28.3% of cases students identified the text type of information as the most convenient for perception and only 11.6% of respondents said that information is best absorbed when they view a video, that is, see a picture, and 66% of students noted the need to use multimedia during classes.

We thought it was a timely question about the distraction of students during the educational process. We asked "how often do you get distracted by social media and news during class?" and we got the following answers: in 51.1% of cases, students look into a smartphone a couple of times during the seminar, in 32.2% of cases, students are distracted when messages come, 10.3% look every five minutes and only 0.4% of students are never distracted in class.

V. SUMMARY

In order to train high-level professionals, it is necessary to work out more thoroughly the practical component in educational programs that take into account the model of behavior of modern students in the educational process.

The historical and social aspect of the problem allowed us to identify the features of practice-oriented training as a mechanism for the development of professional potential in Russia and abroad. Higher education in Eastern Europe and Russia is based on the application of practice-oriented and competence-based approaches, and the analysis of the historical pedagogical heritage of outstanding teachers in Russia and abroad suggests that the basis of any training is activity. Both approaches complement each other and ensure the quality of education and the degree of development of professional potential.

The analysis of pedagogical practices shows that practice-oriented training can be considered as a mechanism for the development of professional potential of students of higher education. The features of the application include the following: the student's activity in practice-oriented learning and in the process of developing competencies, we consider as the main feature, and the impending spread of clip thinking among modern students requires the active introduction of practice-oriented practices, which proves the pedagogical observation of the educational process and the need of students in the study for greater application of professional practices. Thus, 56% of respondents approved practical master classes, and the digitalization of the economy and education poses new challenges to higher education teachers in the search and scientific justification of new technologies and new didactics of higher education that meet modern socio-economic requirements and contribute to the development of professional potential of higher education students

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