

## Improving the Quality of Educational and Professional Activities in the Training System for Bachelors Students

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**Abstract:** The article discusses the challenges of and promising lines for increasing the effectiveness of educational and professional activities in the system of training bachelors students. Promising directions for organizing pedagogical practices are considered, the dynamics and degree of activity and independence of students during their internships are determined. The authors analyze the main difficulties of students and young specialists in educational and professional and primary professional activities, which should serve as the basis for determining criteria for assessing the quality of practical training of university students. The possibilities of increasing the effectiveness of teaching practices in the context of professional activities of bachelor students and the development of research activities at different levels by them are also identified.

### 1. Introduction

The educational process, providing high-quality professional training of bachelors at a pedagogical university, must meet not only the social order but also the needs of the student's personality. The university can prepare specialists capable of productive work, creative activity, and continuing education. With the introduction of the Professional Standard "Teacher," the modernization of the system of preschool education, a new approach to the training of teachers for institutions of preschool and further education, providing not only the assimilation of knowledge, skills, competencies, is required. A significant component of the training should be the conscious personal meanings and values of the teaching profession, an individual system of relations to the teaching activity, expressed in the presence of one's own teaching attitudes, motives and readiness for innovations based on personal views on the goals and nature of the teaching activity.

Individuality in the manifestation of competencies of different levels, the ability to creatively apply the acquired experience in atypical situations of interaction with participants in the educational process seems no less important. The teacher should be ready to work with children with different educational opportunities, needs, and health features. As a result, the qualities that determine the willingness to work at this level are professionally important. One of the essential prerequisites for the quality training of a specialist in preschool education is to ensure the unity of substantive theoretical training and the formation of practical professional skills in a preschool educational organization. In this regard, practice is one of the basic components of a student's professional training, ensuring their effective competencies. It allows one to practically realize individual capabilities in the chosen profession, learn how to apply theoretical knowledge and primary pedagogical skills obtained in the system of university education.

The transition to FSES HE 3 ++ requires a constructive reform of the holistic educational process, including the organization of practice. The analysis of normative and methodological documents indicates that the quality of training of a modern specialist is assessed through competence, independence, ability to grow professionally, motivation for activities within the profession. The Federal Law "On Education in the Russian Federation" [1] states the following: a developing society needs modern-educated people who are able to independently make

responsible decisions in a choice situation, have a developed sense of responsibility for the fate of the younger generation.

The competency-based approach, which acts as the methodology for building the educational process in higher education, actualizes the problem of systemic formation in students of a complex of universal, general professional, and professional competencies. They will provide readiness for independent implementation of professional functions at the stage of preschool education of children. Thus, the completion of education at the undergraduate level contributes to the formation of competencies, both integrative and personal-professional plan. It is expressed in readiness and ability for effective and successful practical activities in an educational organization, taking into account the social significance of preschool education and the risks that may arise. The training of professionally competent teachers of preschool education is carried out throughout the educational process at the university. The practice is organized in order to consolidate theoretical and methodological knowledge, to obtain professional skills, competencies, value orientations, creative experience in professional activities, as well as skills and research work.

## **2. Materials and Methods**

We identified the main criteria for assessing the quality of educational and professional activities in the system of preparing bachelors for preschool educational organizations. In particular, we decided to rely on the following criteria: (1) motivation of professional pedagogical activity; (2) orientation of students to future professional activities; (3) mastery of knowledge and skills in the field of pedagogical activity, acquisition of a set of universal, general professional and professional competencies; (4) professionally significant and universal values of the future specialist, as a carrier of culture and a mediator between the world of children and adults, the surrounding world; (5) professionally important and personal qualities of a student; (6) general orientations of the future teacher to a multisubject interaction, where each subject of education is given the opportunity to satisfy personal, professional, educational needs. More than that, (7) the degree of mastering the methods of preschool education, understanding of the goals and objectives of education of preschool children, the availability of their own technology in the practice of working with children and the creative search for its improvement are also taken by us into consideration. The final criterion is the formation of the foundations of an individual style of professional-pedagogical activity; research skills.

## **3. Results**

Many years of interaction with preschool educational organizations in Barnaul and the Altai Territory made it possible to identify a number of problems in the organization of educational and professional activities in the system of training bachelors studying in the profiles “Preschool Education” and “Preschool Education and Continuing education”:

- The social order of the society to the vocational education system often does not fully meet the genuine opportunities of preschool educational institutions;
- The significance of the work of the teacher of preschool education for modern society, their focus on the comprehensive development of children is not in doubt; nevertheless, the prestige of the profession of an educator is steadily declining;
- Along with the annual increase in the frequency of applicants choosing this specialty as the preferred trajectory of professional development, the actual shortage of specialists in the system of preschool education is noted;
- High requirements for the personality and activities of preschool teachers, the quality and conditions of their professional development at a pedagogical university do not always correspond to their individual abilities and pre-university preparedness, which reduces students' motivation for professional activities in a preschool institution.

Contemporary educational programs implemented by higher education provide an opportunity to implement various forms of independent activity of students. However, this conflicts with the low level of students' ability to self-organize and self-regulate the process of self-education, increased anxiety, and uncertainty. This is especially noticeable when practicing in the conditions of preschool educational organizations and institutions of additional education. The contradiction faced by undergraduate graduates at the stage of adaptation in the profession is obvious. This is a contradiction between expectations and the real context of their professional activities. Analysis of the activities of young graduates, their typical difficulties, and the nature of the passage of the adaptation period should be the basis for the correction of the pedagogical process. The indicated aspects are the starting point for their solution in the process of training specialists of preschool and additional education.

An important issue is the professionally and personally competent interaction of subjects of the educational process from the first year of a higher educational institution with the aim of the most profound immersion in the profession. Moreover, participants of this “immersion” in the profession should be not only teachers of graduating departments. They also should be from specialized organizations, in which students can gain experience of inclusion in the profession, overcome shyness, constraint, and other barriers in professional development, master best practices of colleagues from the first year. This collaboration is also relevant in that all practices are discrete, discontinuous. A dispersed type of training, especially among full-time students, is preferable in its ability to consolidate the competencies formed in students continually, and therefore, to improve the quality of educational and professional activities of bachelors.

#### **4. Discussion**

As a result of the study, the conclusion was made that the process of organizing educational and professional activities in the bachelor's training system will be useful if it presents a comprehensive network of psychological and pedagogical support for students from the first year at the university and specialized institutions. The university should contribute to the formation of a holistic, harmonious, comprehensively developed personality, with an organized motivational-semantic sphere, a system of knowledge, skills, competencies, professional qualities that allow performing the essential social functions of a preschool and additional education teacher.

The objectives of the joint activities of relevant organizations and the graduating department accompanying students are such as:

- “Inclusion” of students in a specialty through professional interaction with university teachers, cooperation with preschool and continuing education institutions in the process of educational and production practices organized on their basis aimed at mastering a future profession;
- Helping a student in understanding and accepting the goals of professional education and becoming in the process of involving him in various types of theoretical and practical activities;
- The formation of the subject-subject position of future teachers, involving the attitude to the child as a unique person, having a unique personality, as an initiator of independent creative activity, having its own goals, needs, interests that must be taken into account, without limiting the possibility of further development;
- Ensuring the adaptation of students to the system of higher education through the organization of informational, psychological, pedagogical, methodological and personal support;
- Identification of students' professional and educational needs, difficulties, taking into account one degree or another of motivation and activity for educational activities;
- Providing students with access to scientific, methodological and information resources that allow them to master the content of academic disciplines, as well as carry out self-control of the formation of competencies;
- Assistance and support in the development and implementation of individual professional development programs for each student.

The potential of the educational environment of a pedagogical university and the educational space of relevant organizations are a set of conditions that guide the professional formation of a future teacher due to the influence on the creation of consciousness, interests, development of professionally significant abilities, needs. Thus, they provide the process of mastering the future teacher with the necessary competencies and provide him with a system of opportunities that actualize the process of professional and personal development and self-development.

In accordance with the foregoing, the process of forming students' readiness for mastering the profession in the conditions of preschool and additional education institutions must be implemented in the framework of four main areas:

- *Professional and adaptive*, involving timely assistance in the process of “immersion” in the professional-pedagogical community, the adoption of new requirements for training and self-education, due to the characteristics of higher education; presentation of the specialty, acquaintance with the Professional Standard “Teacher”, acquaintance with various types of students' activities at the university, as well as modules of educational disciplines, practices, elective courses. This direction is significant for determining first-year students the prospects for further education;
- *The motivational and targeted* direction contributes to the development of the goals and values of the profession of preschool teachers, to the formation of a positive attitude towards all participants in the educational process, and to the awareness of the importance of professional and personal development. At this stage, in order to accompany the students' educational goals, it is essential to track their difficulties, identify inclinations, inclinations, abilities and educational needs in the vocational training system, include them in social and educational projects, actions;
- *Scientific and theoretical* approaches allow the formation of systemic general, professional, theoretical, and methodological knowledge, which are necessary for the implementation of tasks in the field of preschool education, mastery of the educational process organization technologies in different age groups, with different categories of pupils (normally developing children, gifted children, pupils with disabilities, children exceeding the age level of development, etc.);
- *The practice-oriented* direction contributes to the mastery of general and practical skills in all areas of the educational and professional activity of a preschool teacher, which may be in demand in the implementation of pedagogical activity.

These areas should be implemented systematically and sequentially throughout the entire training of students. Only such an approach can ensure their readiness for work in the chosen specialty. As M. P. Tyrina notes [3], the state of readiness has a complex dynamic structure and represents a system of professional knowledge, intellectual, didactic, organizational, communicative, constructive, gnostic skills, as well as emotional, motivational, personal and volitional components of the student in their ratio with the requirements of the profession. In our opinion, the educational and professional activities of students throughout the entire course of study at a university can be successfully organized and regulated by the basic preschool educational organizations, which can help create a context for professional activity, during which students acquire the necessary competencies.

In this case, specialized organizations carry out the following system of training tasks:

- Development and implementation of work programs of practices based on state educational standards and curricula (orientation and technological training, pedagogical and technological production);
- Providing organizational and methodological assistance to university teachers in conducting training sessions in the disciplines of the following module: (1) “Preschool Education” (preschool pedagogy, development of children's speech, mathematical development of children, environmental education of children, artistic and aesthetic development of children, musical education of children, etc.); (2) "Health-Saving Module" (physical education and wellness technologies in preschool and additional education); (3)

“Psychological and Pedagogical Module” (technologies for child socialization in preschool and additional education, etc.);

- Possibility of access for university teachers to equipment of specialized organizations, the opportunity to exchange pedagogical experience;
- Management of students' independent work, assistance to them in completing tasks for independent work, conducting group and individual consultations with students;
- Assistance in the implementation of the research work of students;
- Participation in the final state certification;
- The solution to a complex of educational tasks aimed at the formation of the behavioral culture of future teachers; the formation of their active life position and value priorities.

#### **4. Conclusion**

A clear understanding by a higher school of the requirements for the personality and activities of a preschool teacher determines the appropriate directions for improving their theoretical and practical training. Changes in the goals, content, and teaching technologies are determined by understanding the criteria for assessing the quality of future professional activities, thereby updating the activities of teachers of specialized graduate departments and basic preschool institutions, ensuring the quality of comprehensive training of specialists. Teaching students in the context of their professional pedagogical activity is possible with the strengthening of the role of educational and production practices, teaching bachelors in various areas of work in their future profession. The practice-oriented training, implying the constant participation of students in multiple functions of a preschool teacher under the supervision of professionals, will reduce stress factors, increase the competence and professional confidence of future specialists, and contribute to the adequate adaptation of young specialists to the conditions of the profession.

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