

# On the Importance of Modernizing Training in Far Eastern Educational Establishments to Improve Learning Outcomes of Young Specialists

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**Abstract**— The article dwells on the issue of modernization of university educative process in the Russian Far East for efficient training of recent graduates. It presents the current system of the educative process in home universities and the comparative analysis of implementation of knowledge-based and competency-based approaches in the higher education system. The article shares the results of the research conducted among university professors and students. Professors and lecturers tend to be of various opinions on the topic of educative process innovations; they express different understanding of their professional activity in regard with the competency-based approach. There are shared the results of the research on students' involvement in the educative process from the competency-based paradigm perspective and their readiness for future professional activity. The results obtained prove that it is highly important for university professors to develop an innovative approach towards teaching activity. The article suggests ways for this approach implementation.

**Keywords**— *modernization of education; educative process; competency-based approach; educational work*

## INTRODUCTION

The conceptual idea of higher education is intensively changing nowadays. Up to a recent time, education was viewed as knowledge and skills and abilities linked to it, which were acquired as a result of studying at educational institutions. The competency-based approach is coming instead of the knowledge-based approach.

There have appeared new teaching technologies, instructive methods have changed: interactive forms are becoming more wide-spread. The proportion of students' independent work has increased.

The major changes have taken place concerning the contents of education. In particular, the process of shaping competencies in vocational training presupposes the following:

correlation of subject-subject relations between an instructor and students, which means mutual responsibility for the results of the learning process;

arranging a clear system of students' independent work, in which students design their individual trajectory for their learning experience on the basis of diverse and multi-faceted activities;

students' regular activity on analyzing done with the aim of shaping their point of view and being able to make a stand for it;

working at shaping personality traits that help joint efforts in a team.

It is evident that an instructor's role in the academic technology has changed. Nowadays it is important for teachers to elicit their students' potential, shape their strive for success, and independent behavior, all of which impose high requirements on teachers' personality and their professional level [1, 2].

The research conducted with the help of 60 university instructors in Khabarovsk aimed at investigating their personality traits that help them be successful in their teaching careers. The results show that only 32% of those surveyed have emotional lability, understanding people around them, and self-control formed; thus, in their professional activities those instructors are inclined to perceive people around them positively. Their knowledge of a human being is not limited by mere awareness of facts that characterize human's subjective reality; those surveyed have a peculiar "personality decency" that presupposes some interest in a stranger, command of some elements of psychological learning such as observance, conversation and so on. These are those teachers who are open to their students and ready to improve following changes in the educational process [3, 4, 5].

The research proved that the majority of those surveyed (68 %) were inclined to introspection. If people are overwhelmed with self-perception, they, in most cases, are not able to improve further and are occupied with self-chastise. In such circumstances teachers are unable to look to the future; they are taken up with reliving past events. For such teachers the educational process is centered on their own actions, their students' activities become a background for them [6].

It was discovered as well that 62% teachers are not in command of the framework of pedagogical categories and concepts; 96% teachers are not aware that motivational and assessment units are part of any activity including studying. It is news for them that it is important to transform assessing activity from an outer into inner form, i.e. self-evaluation, to increase students' studying motivation [6].

Thus, the research results show that transition to the competency-based approach and changes connected with it are of declarative character for majority of instructors.

Taking into consideration that education is a two-way process, there was conducted a survey targeting the issue of how well students are prepared for their future professional activities [3, 5].

The respondents were 40 young men and women from 20 to 22 years of age who are 4th year students at a Khabarovsk university getting bachelor degrees in engineering and humanities.

The survey results revealed that 65% of those surveyed did not have a clear understanding of the vocation chosen after completing four years of studies and interning. Only 35% of respondents have some idea of their future occupation and its specifics, are psychologically prepared for labour, have vocationally relevant personality traits that are important for professional activities [7].

As a result of surveying 98 master students, none of those surveyed showed any awareness of the competencies they were supposed to acquire while pursuing a bachelor or specialist's degree. They are as well not aware what document contains the list of competencies they are supposed to form while pursuing a master degree.

Thus and so, the research showed that, on the one hand, most instructors are not ready to adjust their professional activities, students are not eager to develop competencies, and on the other, university graduates are not prepared for professional self-promotion in the current conditions in the job market.

Apparently, there is a need in developing in instructors an innovative approach to teaching as a professional activity.

There are various approaches to specifics and subject-matter of teaching activities in educational literature.

V.G. Ivanov gives a classic definition of teaching as a teacher's professional activity which achieves learning and development goals by employing various actions [8].

E.N. Shiyanov proposes a sociocultural approach to defining teaching. According to him, it is a particular type of a social activity that aims at passing culture and experience which was accumulated by the mankind from the older generation to the younger one, as well as creating necessary conditions for the latter's personality development and preparing them for performing certain social roles in the society [9].

L.D. Stolyarenko singles out the following components of teaching activity:

- 1) teaching;
- 2) educator's activity involving practice and methods designing;
- 3) educator's activity aiming at subjects and instructional media designing;
- 4) activity involving curriculum document designing [10].

A pedagogical [11] or educatory [10] activity of a university instructor includes the following:

- 1) setting an educational goal and tasks for the learning process;

- 2) planning the learning process;
- 3) carrying out the activity planned;
- 4) creating students' positive motivation for learning;
- 5) monitoring the learning process.

It is educational work that plays the leading role in a teacher's activity, according to G.B. Skok and B.B. Gorlov, which means working with learners, whereas other activities of teaching are neglected or hidden in it [12].

Many educators, such as P.F. Kapterev, N.I. Pirogov, V.V. Rozanov, K.D. Ushinskiy, viewed education to be the first and of the utmost importance in teaching activity; they considered it to be a leading factor in a personality's improvement and self-improvement. However, education "should be arranged in such a way that one can clearly see a future goal of personality education in free-will identity formation" [13].

S.I. Hessen was of the opinion that a lesson should reach such a level that a student would "learn something higher" than a class. And for this, first of all, the goals of a lesson should look as if a student put them all by himself. Hence, the goals should be "clear" for a student, "apparent in their meaning and eagerly achievable by him" [13].

An outstanding French educator Célestin Freinet viewed a learning process as a system and pointed out that "Material, technical and teaching arrangement ... should become the main and key aspect of mastering the learning process" [14].

K.D. Ushinskiy encouraged: "One should provide a student with a proper activity and enrich him with means for an unlimited and preoccupying activity" [15]. A.I. Kochetov, L.N. Kulikova, I.P. Podlasnyi, I.F. Kharlamov [16, 17, 18, 19] and others say that an activity is a factor of personality improvement and at that make a point of its plasticity: "For an activity to drive to a designed personality image it should be well organized and wisely directed" [18]. L.N. Kulikova points out "positive conscious self-perfection according to the goals of an activity and own development" [17]. Thus, it is important to single out occupational learning and a creative activity as factors for future specialists' personality occupational growing. However, on the basis that all types of a personality's activities have combined influence, we did not specify separate kinds of activities and employed the notion of "personality socio-valuable activity" [20].

The concept of an occupation-and-activity approach is very important for the higher education level. Educational literature (A.I. Dontsov, A.I. Kochetov, A.S. Makarenko, R.S. Nemov, A.V. Petrovskiy, V.A. Petrovskiy, Célestin Freinet, I.F. Kharlamov and others) studies the objective laws of personal shaping and development through an activity, provides a definition for a leading activity.

We paid purposely attention to a personality socio-valuable activity; it is done to specify the significancy of a personality's activity, not only to emphasize its social aspect. "Nobody likes ... to do actions and follow intentions that are alien and incomprehensible for them", C. Freinet wrote [14]. Indeed, motivation to creativity comes together only with the need of self-expression. Many types of university activities become abhorrent for students because they are told to do so (composing reports, reference paper and so on). "Any person

prefers to choose work for themselves even if such a choice is not profitable for them” [14]. A lively conscious activity, the one that is chosen according to one’s desire and not by someone’s intention, can lead a person to creative self-expression and professional growing. Therefore, it is apparent that a university instructor should implement an andragogical approach in teaching and should not follow the classical educational scheme, which works effectively only for underage [20].

It follows that an instructor’s innovative approach to teaching is in understanding and implementing the following:

– An educator’s professional activity is multi-faceted and poly-functional by its nature and contents.

– While performing their duties, instructors use various methods, techniques and technologies that are combined into bigger blocks according to characteristics of main types of professional activities.

Particular and definite activity types differ in form, ways of performing, time and space aspects, and functional focus.

In its motivational component, teaching is carried out in the form of “personality socio-valuable activity”.

Interaction between an instructor and a student breaks new ground and achieves group synergism upon implementing an andragogical approach in teaching.

#### CONCLUSION

Taking into consideration the intensive economic development of the Russian Far East, there is a great need in recent graduates who are in command of innovation approach. Accordingly, Far-Eastern universities have a task of adjusting higher education functioning in general, and, in particular, it is necessary to upgrade students’ learning process, to implement pro-active forms of interaction between instructors and students in it, which are aimed at improving graduates’ creative and innovative abilities for managing their professional activities.

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