

Personalized Patterns of Teachers Training in Document Science Course Subjects in a Vocational Pedagogical University

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ABSTRACT

The article is focused on the study of challenging issues which occur when updating methodological-pedagogical support and applying personalized educational paths in the training of future teachers of document science course subjects for intermediate vocational education institutions, as well as according to various other programmes of students training as part of the "Vocational training (by branches)" course. The key method of the given problem research is meant to be analysis and experience summarization of vocational-oriented, academic, teaching and guiding and scientific work with the students of Russian State Vocational Pedagogical University, being taught according to principal educational programme "Document management in an organization" as part of "Vocational training (by branches)" preparation as well as learning methodological approaches for creating personalized educational paths for them. Research results: developed approaches to applying personalized educational paths in the training of students in a vocational pedagogical university; drawn-up recommendations on updating methodological-pedagogical support in the training of future teachers of document science course subjects for intermediate vocational education institutions, undertaken analysis of the possible ways of improving their training. The content of the article may prove helpful for: university faculty and universities chief executives for the improvement of the training quality of future professionals, for more effective educational process organization, for forming personalized educational paths in the training of students; for chief executives of intermediate vocational education institutions where the specialized training "Document support of management and archive science" is provided; for students being trained as part of "Vocational training (by branches)" course.

Keywords: vocational training, the training of teachers of document science course subjects, personalized educational path, planning of learning outcomes, methodological-pedagogical support

INTRODUCTION

At present time document specialists are becoming increasingly in demand on the labour market considering abrupt increase in document circulation both in public and commercial spheres (over the last 10 years its amount has enormously increased). Beyond that, in many organizations the shift from paper to electronic document circulation is ongoing, and very often both systems are functioning at the same time. Consequently, the training of teachers of document science course subjects for intermediate vocational education institutions (MBO) becomes of great importance. Russian State Vocational Pedagogical University is one of the few universities in Russia where

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students are being trained for the specialty under consideration, according to the educational programme "Document management in an organization", developed towards "Vocational training (by branches)" preparation.

In an ideal situation, graduates on this training direction have to be excellent experts in document management and archive-keeping, as well as have to possess pedagogical competencies (and corresponding personality orientation in terms of professional realization) for the work with students in MBO institutions. If to classify groups of professions by "labour object" (on what or who the activity of a responsible party is targeted), then, for document specialists the activity is of "a person is an information provider" type or "a person – a document" type. And educational work is related to a profession of "a person – a person" type. Experience has shown that the students being trained in the given direction, have sufficiently diverse vocational orientation both as "a person – a person" and "a person – a document". To qualify them as highly-skilled teachers for MBO institutions, an extensive use of a personalized approach in training and personalized educational paths are required. Meantime, the implementation of personalized educational paths in the preparation of teachers in document science course subjects currently does not have theoretical development and it is not yet clear in what way it is implementable in practice.

Various issues on design and practical introduction of personalized educational paths in students training, as well as relevant methodological-pedagogical support of the educational process can be found in academic writings of such authors as E. E. Mokina & O. V. Marukhina [1], V. V. Belkina & I. G. Kharisova [2], Y. S. Chistova [3], O. A. Petrukhina [4], N. A. Morozkova [5], P. V. Sysoyev [6], N. A. Labunskaya [7], T. A. Timoshina [8], S. A. Lysuenko [9], E. M. Dorozhkin & E. F. Zeer [10], E. F. Zeer & O. S. Popova [11], E. F. Zeer & E. Y. Zhurlova [12] and a number of others.

In these writings, such controversial issues as: interconnection between social-psychological and mental patterns of Russian students and their willingness to learn according to personalized educational paths; the issue with methodological-pedagogical support of the educational process when implementing personalized educational paths were not sufficiently developed.

Separate issues on implementing the elements of personalized educational paths in the preparation of teachers in document science course subjects, were developed in the writings of such authors as: E. N. Nemchaninova [13], N. B. Zinovyeva [14], T. V. Kuznetsova [15], A. A. Didytych [16]. It is important to note the collection of the works of "Teaching issues of archive science and document science course subjects: current practice and future directions" academic conference [17], where various aspects of teaching document science to students are highlighted. Regarding the use of personalized educational paths in the preparation of professionals according to the educational programme "Document management in an organization" towards "Vocational training (by branches)" preparation, practically there are no systematic and summarizing studies on the issue in question.

The present article is dedicated to these particular challenging issues.

The innovation of this research is that the issues of methodological-pedagogical support when implementing personalized educational paths, in the preparation of future teachers in document science course subjects for MBO institutions, are obtaining theoretical development; the results of the research are also possible to use in teaching other various aspects of vocational training.

The remarkable thing is that in most Western universities personalized educational paths are very widely used, which is signified, primarily, by a great number of elective subjects chosen by students and also by a personalized schedule of taking control activities by students. For instance, at the universities of Great Britain the degrees of variability, diversification and personalizing the training programmes for research and development work of students, are very high [18]. Individualization of training in higher education institutions in the USA is well developed, in a way that facilitates identifying talented students and preparing them for research [3].

METHODOLOGICAL FRAMEWORK

Research Methods

The basis of research contains the following principles and methods:

1. Analysis and synthesis of approaches to the study of personalized educational paths in pedagogical science;
2. Studying the characteristics of students training in the course of "Document management in an organization" educational programme towards "Vocational training (by branches)" preparation, hands-on experience of applying various elements of personalized educational paths when training them;
3. Pedagogical analysis of the expectations from students training in the course of "Document management in an organization" educational programme towards "Vocational training (by branches)" preparation;
4. A comparative-pedagogical method; analysis and evaluation of the methods and the pattern of application of personalized educational paths when training the students in domestic practice and foreign practice.

5. Consistency, allowing to identify key features when using personalized educational paths in the preparation of teachers in document science course subjects for MBO institutions.

Experimental Facilities of the Research

Trial facilities of the research include: studying the characteristics of students training in the course of "Document management in an organization" educational programme towards "Vocational training (by branches)" in RSVPU, developing the methodological-pedagogical support of the implementation of educational programmes on this training direction; theoretical development and implementation of personalized educational paths when training the students in domestic practice and foreign practice background evaluation, as well as experience in teaching of the authors of the given study on the implementation of separate elements of personalized educational paths in the training of students of various categories.

Research Stages

The research was carried out in 2 stages:

1. The complex analysis of controversial issues arising when developing the methodological-pedagogical support, while training the students in the course of "Document management in an organization" educational programme towards "Vocational training (by branches)" preparation, as well as applying various elements of personalized educational paths when training them;
2. Theoretical development of the methodological-pedagogical support of applying personalized educational paths in the teaching students on this training direction, taking into account individual requests from students and labour market demands.

RESULTS

When investigating a full range of the issues connected with the students training in the course of "Document management in an organization" educational programme towards "Vocational training (by branches)" preparation, it is important to give special consideration to the following points:

1. The creation of the system of unit standards regarding document support of management and archive-keeping is under development. A unit standard "A specialist in organizational and document support of activities of the organizations" was approved by National Council on Vocational Qualifications and approved by Order of Ministry of Labour and Social Protection of the Russian Federation on May 6th 2015. The unit standard projects "A specialist in document management", "A specialist in document support of management", "A keeper (a chief keeper) of archive funds, archivist" are under preparation and discussion. After the inclusion into the Register of unit standards they will become a mandatory basis for updating or correcting already existing educational programmes taking into account adopted unit standards and existing Federal State Educational Standards.

If currently there do not exist clear unit standards, then in what way the students training has to be planned and how to evaluate the effectiveness of their qualifications?

This also brings up the questions of correspondence of educational standards to the vocational ones, and of the development of educational programmes, corresponding to both standards.

2. The employers' requirements on the qualifications of document specialists are changing, due to the changes in working methods with documents, related to the introduction of new information technologies [19]. As the result, RSVPU graduates should form the competencies which would enable them not only to have a perfect command of new technologies of working with documents, but also to be able to transfer this knowledge to the students studying in MBO institutions.

The question that has to be answered is: how to ensure that these specific miscellaneous and diversified competencies are effectively captured by the students under the conditions of time limitation allocated to the education?

In this regard, the issues of an evaluation of a graduate's competencies skills level being provided by the educational standard, are becoming actual. There are known cases when "A" grade students turned out to be not the best practical people. This is particularly so with regard to training and pedagogical activities with the students of MBO institutions. For instance, for a young teacher having graduated from the university with the highest distinction, it can be difficult to understand the directions in life and specific aspects of the motivation of the students of MBO institutions (the difference is in world view, value standards, attitude towards training activities, career aspirations, etc.). The given circumstance can lead to the poor performance of their work with students (both training and educational-pedagogical activities) and to possible conflicts with them and, consequently, this might raise the question of their vocational suitability in the function of a master of vocational training. It is very

important to take into account this factor when improving the effectiveness of the education of masters of vocational training [14].

Teaching future masters of vocational training knowledge, practical skills and abilities in the prevention of extremism among young people, as well as prevention of juvenile delinquency and illegal behavior is also of utmost importance [20]. This will raise the effectiveness of their pedagogical and educational work with the students of MBO.

All this once again emphasizes the need of a personalized approach to the training and applying personalized educational paths, particularly under the development of the competencies in educational terms. This calls for the appropriate methodological-pedagogical support of academic activities [21, 22, 23, 24].

To develop the competencies of students being taught according to the educational programme "Document management in an organization" towards "Vocational training (by branches)" preparation, in educational terms, in RSVPU in the academic curriculum of their training the following subjects are present: "Introduction to professional pedagogical activity", "Age-specific psychophysiology", "Psychology of vocational education and training", "General and professional pedagogics", "Social-pedagogical support of trainees", "Methodology of vocational education", "Teaching methodology of the types of professional activities", "Professional-pedagogical techniques".

As stated above, if to classify groups of professions by "labour object" (on what or who the activity of a responsible party is targeted), then, for document specialists the activity is of "a person is an information provider" type or "a person - a document" type. And educational work is related to a profession of "a person - a person" type; its key subject matter involves the ability of interacting with people in the process of their education. And a student who intends to become a teacher of document science course subjects in MBO institutions, must have a kind of a dual training: be well acquainted with their vocational area and be educated for the training, pedagogical and educational activities with the students of MBO. The model of the professional activities in this context seems to be somewhat "triplet": "a person is an information provider (a document) - a person".

Besides that, the training of a teacher itself involves a personalized approach to the creation of a teacher's image, eliciting their strengths; educational work is very multifaceted, and each teacher or master of vocational training has their own specific manner of the presentation of material and of communication with students.

And here the implementation of the personalized educational paths in the training might be to form pedagogical competencies of students depending on individual characteristics and personality orientation [25, 26]. This calls for coordinated work of a student with teachers.

The efficient training path of a student should be designed through interdisciplinary interaction and clearly planned stages of professional-educational development. Such planning takes the form of modelling the dynamics of formation the trainee's competencies. The training content, training-pedagogical activities and securing the practical skills of graduates are being designed. Structural-functional pedagogical model is becoming simultaneously a specific "work flow chart" of a personalized pattern in a student's training, and a scheme of gradual diagnostic assessment of the efficiency of his training, particularly in the last year of studies.

At each stage, the assessment of the level of development attained, involves complex analysis, which is carried out as a follow-up of the general performance of a student, of completion of various types of practices, of educational assignments fulfilment. The analysis of the attained level of development and of the directions of further perfection of vocational training knowledge, practical skills and abilities are fulfilled by students, both based on academic performance index and subjective learning process satisfaction, with the active assistance of a curator of an academic group and the head of administering sub-department. Here a personalized approach to every student with due regard to their personality characteristics and educational motivation, is very important.

The authors of the writing are of the opinion that for the improvement of the effectiveness of teaching practice, seminars are to be organized involving students, teachers of pedagogical subjects, teachers-curators of practical training on the part of MBO institutions. During these seminars, the problematic issues arising when students undergo practical training (interacting with students, delivering training materials, pedagogical-educational work, etc.) are negotiable. The seminars under consideration should be given both during practical training (so that students can receive quick feedback) and on completing the practical training to self-reflect the experience gained. All this will allow to work more effectively with difficulties which arise when young teachers are working with students in MBO institutions (e.g. age barrier, when there is a 2-3 years age gap between a teacher and students).

Besides course subjects' mastery in educational terms and practical training completion in educational institutions, it is also possible to suggest the following methods of the development of pedagogical competencies of students:

A) as part of the training activity of a student: e.g. preparation of a lesson and teaching a part of a practical lesson with the group, under the supervision of a teacher; strong support in organizing students' scientific

conferences, being held in RSVPU – e.g. running a “Round Table” or a section under the supervision of a teacher, etc.;

In addition, the student teaching a part of a practical lesson or running a “Round Table”, should hone skills according to the rough pattern: defining general and individual goals of a lesson; planning own activity at a lesson and during the preparation for it; performance assessment (including self-assessment, course mates and a teacher evaluation according to the developed and coordinated criteria).

B) as part of extra-curricular activities: active participation in the organization of mass cultural events, excursions, providing various kinds of assistance to junior students, etc.

In RSVPU training students according to the educational programme “Document management in an organization”, developed towards “Vocational training (by branches)” preparation, is practice-oriented, which is common to the applied bachelor degree course. There can be a gradual implementation of various elements of personalized educational paths, particularly in the last year of studies when a number of students have already defined their vocational aptitudes and preferences. It is also necessary to plan the activities regarding the psychological-pedagogical and methodological support, while implementing the personalized educational route. From this perspective, interesting methodologies of psychological follow-up of the personalized educational paths are suggested by E.F. Zeer & O.S. Popova [11].

DISCUSSIONS

Currently, the applying of personalized educational paths in the educational process primarily includes:

1. Choosing a theme of graduate qualification work in accordance with the wishes of students, research and research-and-practice interests;
2. A student’s choice of training places for doing educational, work experience, teaching and pre-graduation internship;
3. Drawing up a personalized schedule of taking final tests and examinations in case of a student’s transfer to other faculties or universities (when it comes to academic deficiency in students’ courses), long-term absence from training sessions, etc.;
4. Individual education plans for accelerated education of students with basic secondary professional education are being implemented to a limited extent.

In many Western universities personalized educational technologies are meant to be used far more extensively: students personally choose for themselves the majority of educational subjects, make a convenient schedule of doing control activities and assessment on them. When discussing the possibility of the implementation of such elements in Russian universities, there arise the following controversial issues:

1) The use of the personalized educational paths in the training assumes that a student possesses independent work skills, self-discipline at a high level, and the developed ability of active self-education. But the experience has proven that a considerable part of students in Russian universities have these skills poorly-formed, and the educational process organization itself does not imply their development. The unreadiness of the extraordinary majority of Russian students to study as European universities do, because of the fundamentally different educational process organization, is evident.

As noted by O. A. Petrukhina [14], the readiness of a student to study according to the personalized educational route can be considered as an integral characteristic of a personality which is expressed in the motives, the level of knowledge, skills, abilities proficiency in the development of the personalized educational path. The well-established, during 20th century, traditions in the organization of higher education in the country did not provide the opportunity for the individualization of the learning process, by restricting the subjective attitude of students as well.

2) Mentality and social-psychological attitudes of Russian students differ essentially from their Western same-age peers towards greater collectivism. Generally, the readiness of Russian students to study according to personalized educational patterns are significantly lower than in the West.

3) To monitor the success rate of the assessment of students being taught according to the personalized plan, during examination sessions, is problematic for the academic office employees [1].

4) The significant complexity of the calculation procedure of academic workload of the teaching staff will take place, and also there can be potential problems with educational groups completing and with attendance monitoring.

5) As experience of a number of universities shows, there will be temptation for students to select for the training not the educational subjects they need for obtaining sound academic background, but the ones where there are the

least strict requirements and the teachers are more tolerant to students. This choice can result in serious quality loss in their vocational training.

All this emphasizes the need of a very precautionary and well-reasoned approach to the use of Western background of applying personalized paths in the training in Russian universities.

CONCLUSION

As we can see, there is definitely a contradictory situation. On the one part, there is need for a more widespread implementation of personalized educational paths in the preparation of teachers in document science course subjects for MBO institutions, considering the specific features of their training and future professional activities (due to the fact that educational work is very multifaceted, and each teacher has their own specific public image and communication style with students). On the other part, this brings up questions associated with the readiness of both students and educational system for a large-scale implementation of personalized educational paths in the training. The authors of the article are of the opinion that we need a gradual and staged implementation of elements of personalized educational paths in educational process, with regular monitoring and analysis of results.

The content of the article may prove helpful for: university faculty and universities chief executives for the improvement of the training quality of future professionals, for more effective educational process organization, for forming personalized educational paths in the training of students; for chief executives of intermediate vocational education institutions where the specialized training "Document support of management and archive science" is provided; for students being trained towards "Vocational training (by branches)" course.

In the course of the research, new issues and problems arose which require their solution. It is necessary to study foreign experiences of the implementation of personalized educational paths of training, elicit the possibilities of its appliance in Russian universities. To scheme out methods and the application technology of personalized educational paths in the preparation of teachers in document science course subjects for MBO institutions in greater detail. To consider theoretical issues of regular monitoring and analysis of the results of any given elements of personalized educational paths, as well as creating methods and mechanisms of such monitoring, applied to each specific educational programme specialization of students because of the difference of their specific character, along with the influence of the most diverse factors: labour market needs, benefits and drawbacks of the organization of educational process, individual characteristics of students, etc.

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