

Designing and Realization of Continuing Professional Development of Teachers Arranging Supplementary Education

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Abstract

Research of professional development of teachers arranging supplementary education in modern conditions. Ideas of continuing education realized in the process of integration of formal, non-formal and informal education make the foundations of the present paper. The article shows possibilities of supplementary education institutions in designing and creation of this system of teachers' professional development in institutions of supplementary education. Methods of pedagogical modeling, dynamic series creation, and comparative analysis are used in the research. The authors have developed and introduced a model of continuing education of teachers working in supplementary education institutions. 114 teachers (58 in the control group, 56 in the experimental group) took part in the research. Comparative analysis of three components of professional competence (personal, cognitive and activity-based) has been conducted and efficiency of the proposed model has been proved. The results of pedagogical experiment show high dynamics of professional competence component formation level (in the experimental group it is twice as high as in the control group). The obtained data testify to the availability of system profound psychology-pedagogical and methodical knowledge of teachers in the experimental group and prove the efficiency of the model proposed by the authors. Results of the research will be useful for teachers and heads of educational institutions dealing with professional development management of teachers working in supplementary education institutions. The research determined the necessity and expediency to integrate different types of educational activity into the system aimed to train teachers of supplementary education.

Keywords:

Professional Development, Continuing Education, Non-Formal Education, Informal Education.

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1. Introduction

1.1. Background

The most important tendency of modern education is updating of requirements for teachers of supplementary education working with children and teenagers. According to the Concept of supplementary education development, this sphere is becoming an innovative platform for constructing of educational models and technologies that create necessary conditions for students' personal development, positive socialization and professional self-determination. Professional competent people are capable to provide innovative activity of an institution according to the social order. The necessity to establish a modern system of continuing education development for teachers of supplementary education is among priorities designated in the Concept. Professional development of teachers is implemented throughout the entire period of professional activity. For this reason, the institution of supplementary education has to become a main customer and initiator of such system development that without breaking the general context of activity in the organization promotes the improvement of employees' professional skills [1] [2]. Each institution acquires new opportunities when it changes over to a personified and modular-accumulative system of teachers' professional development.

1.2. Status of a problem

A new view on the system of teachers' continuing education development is provided in the Concept of long-term social and economic development of the Russian Federation for the period up to 2020, and the Comprehensive program of professional level increase of pedagogical employees of general education organizations. According to these documents, the process of teachers' continuing education is filled with new content that facilitates personification of training; it is characterized by teacher's creative development, updating of training technologies, active mastering of innovations and techniques of training increase of teacher's social status and prestige.

Most scientists [3] [4] [5] [6] determine the idea of continuing education by personality's needs for life-long accumulation of experience and new ways of activity; striving for self-development and self-cognition becomes one of the leading personality values. In this regard, models of continuing education are being developed in education to meet the requirements of both the state policy, and experts of this profile. Designing of supplementary education teachers' professional development model can be implemented from positions of its different types integration: formal, non-formal and informal.

1.3. Research hypothesis

At the present stage, *formal* education is considered in the form of a specially organized training system in public and non-state institutions of municipal, regional, and federal level; a certain type of document certifies it: certificates, diploma. However, the training process is generally arranged without consideration of demands peculiar for a specified organization. The analysis of supplementary education teachers' advanced training revealed some shortcomings: the available system being a component of supplementary professional education does not respond to demands of practice in due time; it does not fully provide continuity and interrelation between different types of education; it is theoretically focused. Forms and methods of teachers' training have no targeting character and ineffective when it comes to the improvement of applied abilities influencing professional activity development.

This results in the demand to arrange a corporate training of specialists apart from these structures to provide system ongoing process of teachers' professional development according to the requirements of the organization. Corporate training is a type of teachers' non-formal education and it has good prospects in modern conditions; that is confirmed by researches of authors [7] [8] [9] [10] [11]. Non-formal education of teachers organized and initiated by the organization itself gives it the status of "learning organization" which is focused on the development of employees' valuable relation to professional improvement, motivation mechanisms for self-education and self-perfection; in its turn this makes an educational institution create conditions for informal education.

2. Materials and Methods

2.1. Research objectives

The following objectives of the research were defined: 1) to prove the system of continuing education for supplementary education teachers (SET) based on the integration of the formal, non-formal and informal 2) to design a model of continuing education for teachers working in institutions of supplementary education 3) to verify the efficiency of a developed model in the institution of supplementary education in the city of Tolyatti.

2.2. Essence of research concepts

Let us define the essence of formal, non-formal, and informal education in regard to supplementary education teachers' training. These concepts got their advancement in Russia due to the introduction of Bologna process documents and agreements. Formal education is presented by the activity of public and non-state institutions realizing programs of supplementary professional education to improve teachers' vocational skills. Expert report of the Civic chamber of the Russian Federation referred informal and non-formal education to the factors of the country's competitiveness and significant elements of modern education systems.

The dictionary "Education of adults: basic concepts and terms" gives the following definition: "non-formal education is a component of an educational complex; programs and courses upon the completion of which no legal consequences take place, in particular, rights to be engaged in paid activity or to enter educational institutions of a higher level". The main sign of non-formal education is the absence of unified standardized requirements for educational activity results. Non-formal education often occurs outside special educational space: in educational institutions or public organizations, clubs and circles; it represents various courses, trainings, short programs which are offered at any stage of education or work; usually a certificate is not issued; in many cases it has purposeful and systematic character. Corporate training of teachers for a specific organization is a type of non-formal education; it is conducted by methodical services according to the programs developed and approved by a methodical council of an organization. The goal of corporate training is to increase the performance of each employee and the organization in general.

Theoretical and practical training of teachers is implemented in the course of self-education as well. Teachers' individual cognitive activity realized due to their own activity in the conditions of rich cultural and educational environment has received the name of informal education. Adults create this education for themselves: educational capacities of the society are transformed into effective factors of their development. In this case, family, close environment, mass media, communication, visits of cultural institutions act as sources of knowledge and experience.

2.3. Leading approaches and principles of continuing education process designing of supplementary education teachers

The research specified several stages of supplementary education teachers' continuing education process designing: conceptual, stage of modeling, designing of system and technological preparation [12]. The main role of the conceptual stage in the course of designing is to define methodological approaches to the designing of a system; the following are major ones: system, activity-based, personality focused.

Let us consider a system approach and focus attention on the fact that pedagogical process as a system makes the foundation of the research. Relying on ideas of pedagogical process structure, let us define the following *structural components of a model*: target, content, organizational-activity, evaluative-resultative.

The analysis of the social order to modern education system and the professional standard "Supplementary Education Teacher of Children and Adults" (2015) have served the basis for the goal aimed at teachers' continuing education and which should be taken as a guideline for developing of a model. The model was designed with the following principles in view:

- continuity - it implies formal, non-formal and informal education integration;
- openness of system - it means expansion of the sphere and forms of non-formal and informal education of supplementary education teachers;
- complexity and flexibility of educational process based on variability and modularity of training and allowing to focus the teacher on an appropriate level and forms of education in accordance with their practical activities; educational level should be taken into account;
- scientific, methodical and technological support of all types of education (formal, non-formal, informal) that make the system of teachers' continuing education;
- humanistic orientation that assumes the priority of subject approach to the staff.

In the course of a model designing with activity-based approach taken into account the practical orientation of teachers' training and professional context will be strengthened. Methods and techniques of teachers' training aimed at mastering knowledge and abilities in the field of modern pedagogical technologies in the course of search and practice-focused activity make the basis of a model content aspect. The instructor's position in education will be quite different; it is focused on the organization of independent work in which the ways of supplementary education teachers' activity are formed. The role of the instructor will also consist in creation of conditions for informal education. The content of pedagogical activity and reproduction of the system of relations in which teachers' professional activity is implemented will be modeled by means of specially selected forms and active methods of training.

The activity-based approach realized in the context of professional activity in a specific institution corresponds to a personality-focused one. The personality-focused approach is reflected in methods and forms of continuing education process designed in a model. First of all, it designates the priority of creativity, search of self-education forms, recognition of teachers' right for self-determination in the selection of ways to cognize and their realization in professional activity in situations which are not set by training. Methods

and forms of informal education will provide teachers' personal development within their own educational trajectory.

The following designing stage is modeling of a pedagogical system; it assumes the creation of a model of a system as an evident and logical representation of the studied subject to clearly define components which make a part of the object, links between them, and features of their functioning and development [13] [14]. Functionally, the model will provide the understanding of the process essence.

The construction stage in designing of pedagogical systems defines ways and means aimed to realize the selected model; available conditions are determined as a "set of some opportunities (content, forms, methods) providing successful achievement of pedagogical activity objectives" [15]. In the research this group will be presented by psychology-pedagogical conditions that include the following:

development of teachers' motivation to continuing education; intensification of teachers' training process by means of interactive methods and forms; methodical support when teachers' training results are introduced in their professional activity; studying of teachers' professional skills.

The final stage of pedagogical designing is the stage of technological preparation; it supposes preparation of programs, methodical materials, and didactic support of continuing education [16].

Thus, designing of teachers' continuing education process based on the integration of all types of education represents stages that consistently succeed each other: conceptual, stage of modeling, designing of system and technological preparation.

3. Results

Every institution of supplementary education has specific features connected with its social-economic, personnel, cultural-historical, demographic situation that influence the process of supplementary education teachers' professional development. Let us give an example of designing and realization of continuing education system of teachers working at the Municipal Budget Institution of General Education "Dialogue" in the city of Tolyatti; it is a resource center of children's activity support [17]. It was supposed that the work of the Resource Centre would result in:

- creation of children's and youth associations in educational institutions of the city;
- availability of personnel reserve for work with children's associations;
- increase of teachers' professional competence in the sphere of children's activity.

Advanced vocational training of teachers working in this institution was traditionally conducted within courses of the Nominal educational check at Tolyatti State University and Samara Institute of advanced vocational training. However, since 2010 the institution has extended the range of teachers' training types; it has introduced formal and informal content into the Centre's work.

Non-formal education on the basis of the Center is realized through the system of network groups. Each head of a network group – the methodologist of the Center – develops a program of training for tutors of children's associations filed in the city register. The training is conducted according to a profile of children's association. Considering that tutors have a

sufficient level of psychological and pedagogical training, the program of courses includes issues connected with the specificity of children's social movement; trainings are provided to develop teachers' communicative abilities and pedagogical cooperation. The program of training of children's associations tutors considers issues of strategic planning, fundraising, financial management, international cooperation, social partnership, public relations, social marketing, legal bases of activity. In the given structure, non-formal education is represented by corporate intra organizational training.

The Resource Center participates in the creation of cultural educational environment that promotes the implementation of informal education. Informal education can be realized in individual and collective forms. The choice of forms for self-education and self-training depends on teachers' social positioning, style, motivation, erudition, valuable orientations, and consciousness. It is known that mass media means are an effective factor of teachers' self-education. The teacher interested in children's movement can receive information that is useful for pedagogical activity through various sources: articles, documentaries, newspapers, magazines, television, radio, Internet, video, etc. Teachers become sources of information for other participants of children's association when they transfer information they receive through mass media. The tutor of children's association can share own pedagogical practices, tell about projects and actions which are carried out by children's association through the site of children's association. Teachers can create their own mass media in the form of a personal blog on the Internet or mass media of the association: newspaper, audio programs. Teachers can actively participate in the work of Internet communities. It gives the opportunity to discuss their work with colleagues, to become a participant of webinars. Video trainings and Skype conference have become an effective means of teachers' self-education.

Vocational competitions give great opportunities for teachers' self-education; they improve significantly teachers' skills. Participation in professional competitions "Leader of the XXIst century", "I Give My Heart to Children" (in the nomination a teacher-tutor) increases prestige and status of the teacher-tutor in society; the range of vocational communication extends. Presentation of own experience at exhibitions and meetings of pedagogical workers, forums of children's and youth associations clearly demonstrates teachers' results of work and achievements of their organizations.

One of the most intensively developing educational directions is distance learning. It is a new advanced way of training which is based both on traditional forms, and modern information technologies, modern means of communication (television, video, audio-tutorials, computer global and local networks). In comparison with other forms of education, distance learning is similar to individual lessons in many ways. The teacher voluntarily takes the responsibility to increase an educational level. The introduction of this form in the developed system allowed:

- to save funds for the organization of a seminar and time that is spent to get to the place;
- to conduct training on-the-job;
- to approve practically some forms and methods proposed in theoretical material;
- to get a fast feedback [17].

Expansion of teachers' outlook and self-training is carried out in the course of non-formal communication. This communication arises between colleagues, companions and

acquaintances. Non-formal communication enriches vocational activity; it promotes exchange of opinions on different issues, views and values.

The emergence of new training techniques in modern educational community is always debatable as there is no experience of their introduction. However, coaching – a method of "individual training" found its application in the system of teachers' continuing education. Coaching differs from psychological consultation in a motivation orientation. Individual trainings can be organized on the basis of the Resource Center or during the period of profile arrivals and meetings.

Forms of self-education can include informative and local history excursions, participation in regional creative seminars, and regional sessions of Federation of Children's Organizations in Samara region. These forms provide exchange of comprehensive experience, learning of new pedagogical and game technologies, strengthening of interaction with other children's organizations, establishing of partnerships.

Verification of the research hypothetical assumptions specified the necessity to form experimental and control groups of full-time teachers employed in the Center of supplementary education and those having other places of work. After the experimental group (56 people) got certificates of advanced training courses, it was included in the system of non-formal education and accompanying it self-education. The control group of teachers (58 people) was trained traditionally at advanced training courses. In the course of the research there were developed diagnostic tools to evaluate teachers' professional competence in the field of children's movement. The strategy of teachers' training improvement for work with children's public associations is based on the formation of unity and integrity of three components of professional competence: personal, cognitive and activity. All specified components closely interact with each other; they possess diverse links (information, communicative, organizational, activity, and links of management). The quality characteristic of indicators showing the formation of each component according to the levels (high, middle, low) was developed. Comparative analysis of mid assessment data carried out after training courses and aimed to determine levels of personal, cognitive and activity components testified to insignificant positive dynamics. These data confirm the concept of teaching staff advanced training developed by the Institute of adult education of RAE; the concept emphasizes that teachers' understanding of the necessity of a new approach to education and training does not mean that they have mastered mechanisms of educational tasks realization in specific situations of work in educational institutions. That is why further work with the experimental group was continued in the institution.

The results of comparative analysis presented in Table 1 testify to the existence of positive dynamics, both in the control, and in experimental groups. But dynamics in the control group is insignificant. A high level of personality professional competence components development in the control group changed only by 1,6% (1 person); in the experimental group it increased by 35,7% (20 persons). The comparative analysis of data testifies to positive dynamics of teachers' competence cognitive component development both in the control and experimental groups. A high percent of these components development in the experimental group has a more expressed character and increased by 14,2%. In the control group it remained the same. The qualitative characteristic of obtained data testifies to the availability of system profound knowledge in psychology, pedagogy and training methods of teachers in the experimental group. Teachers in the control group had knowledge of fragmentary character; insufficient depth of psychological and pedagogical representations and methodical questions was stated. The average value of the coefficient of practical abilities

formation at the final stage of experimental work made 2,7 points in the experimental group. The conducted research allowed to state that the developed model of teachers' training is effective with regard to teachers' professional competence development in the sphere of children's movement. Teachers included in all types of educational activity showed positive dynamics of personal, cognitive and activity components formation.

Table 1. Dynamics of changes in the level of teachers' professional competence components development

| Level | The control group (58 people) | | | | | | | | | | | |
|--------|------------------------------------|------|---------|-----|---------------------|-----|---------|-----|--------------------------|-----|---------|-----|
| | Personal component | | | | Cognitive component | | | | Activity-based component | | | |
| | ascertaining | | control | | ascertaining | | control | | ascertaining | | control | |
| | % | Чел. | % | чел | % | чел | % | чел | % | чел | % | чел |
| High | 31,2 | 18 | 32,1 | 19 | 5,2 | 3 | 5,2 | 3 | 5,2 | 3 | 5,2 | 3 |
| Medium | 53,4 | 31 | 53,4 | 31 | 44,8 | 26 | 60,3 | 35 | 44,8 | 26 | 56,9 | 33 |
| Low | 15,5 | 9 | 12,1 | 8 | 50 | 29 | 34,5 | 20 | 50 | 29 | 37,9 | 22 |
| | The experimental group (56 people) | | | | | | | | | | | |
| High | 32,1 | 18 | 62,8 | 35 | 7,2 | 4 | 21,4 | 12 | 7,2 | 4 | 25 | 14 |
| Medium | 51,8 | 29 | 28,6 | 19 | 48,2 | 27 | 55,4 | 31 | 48,2 | 27 | 53,6 | 30 |
| Low | 16,1 | 9 | 3,6 | 2 | 44,6 | 25 | 23,2 | 13 | 44,6 | 25 | 21,4 | 12 |

Thus, interaction of all forms of training in the course of formal, non-formal and informal education integration with a support of developed theoretical approaches and principles of system functioning provided stability of teachers' training for work with children's associations. The experience of the Resource Center that was created on the basis of supplementary education institution testifies to the possibility of a wider introduction of non-formal and informal education in teachers' continuing education.

4. Discussions

Based on the results, it can be concluded that designing of the system of continuing education of teachers working in supplementary education institutions is relevant in pedagogical theory and practice, and can be solved by means of integration and development of flexible forms and types of educational activity within formal, non-formal and informal education. System,

activity and personal focused approaches, principles of openness, continuity, humanistic orientation, complexity and flexibility of educational process, scientific, methodical and technological support of all types of education make the scientific basis for the development of continuing education model based on the integration of all types of education.

The integrity of functioning of all system components is provided through the creation of cultural and educational environment in which corporative (non-formal) and informal education is implemented through teachers' daily activity and self-training. These types of educational activity can be realized through various forms and methods of training. In general, conducted experimental work allowed to state that integration of different types of educational activities are expedient for the creation of open, non-formal dynamic educational space the subjects of which are teachers and their communities.

5. Conclusions

The improvement of teachers' professional development is based on the idea of continuing education that promotes quality increase of professional activity. In modern conditions of education development, designing and realization of such system can be implemented as a social, cultural, psychological and pedagogical experiment. It is caused by external and internal factors: specificity of educational activity, its status, traditions, requirements and problems of society. Initiatives of supplementary education institutions concerning professional development of their employees open new prospects for creative self-development of teachers and improvement of educational work with children and teenagers.

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