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THE LEGACY OF TRADITION AND THE FUTURE OF HIGHER PEDAGOGICAL EDUCATION: URAL STATE PEDAGOGICAL UNIVERSITY VISION

KEY WORDS: teachers' training colleges; pedagogical education; prospective teachers; professional development; personal development.

ABSTRACT. The paper is devoted to the issue of educational traditions' continuity. The authors consider the directions of pedagogical education which are relevant in the context of up-to-date trends. The article outlines the basic principles for building a new model of pedagogical education in the context of solving urgent problems of the development of society and the modernization of the entire education system. This approach involves the integration of training, research and practice as three interrelated components of professionalization and personal development of the student. Information and communication technologies ensure the implementation of this approach.

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НАСЛЕДИЕ И БУДУЩЕЕ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ: КОНЦЕПЦИЯ УРАЛЬСКОГО ГОСУДАРСТВЕННОГО ПЕДАГОГИЧЕСКОГО УНИВЕРСИТЕТА

КЛЮЧЕВЫЕ СЛОВА: педагогические вузы; педагогическое образование; студенты-педагоги; профессиональное развитие; личностное развитие.

АННОТАЦИЯ. Статья посвящена вопросу преемственности традиций в образовании. Авторы рассматривают направления педагогического образования, которые являются актуальными на сегодняшний день. В статье выделены основные принципы построения новой модели педагогического образования в контексте решения актуальных проблем развития общества и модернизации всей образовательной системы. Такой подход предполагает интеграцию трех важных компонентов профессионального и личностного развития студента: обучения, исследовательской работы и практики. Информационно-коммуникационные технологии позволяют успешно реализовывать этот подход.

One of the functions of education is to broadcast, transmit the cultural tradition in the space of historical time through a succession of generations. Higher pedagogical education in Russia has long tradition and history. Traditional pedagogical education in content and organization is aimed at preparing the future teacher primarily as a subject specialist. It is built on the principle of narrow specialization, like all higher education systems. It often happens that innovative processes are in conflict with the existing traditional training, still there is a dialectical relationship between them. In the past decade, two trends in the development of education coexist in pedagogical education: traditional and innovative due to a number of facts. We must consider and to take into account the following processes that have an innovative character:

- decentralization of education, which allows to develop the educational network of the region independently and to form an "order portfolio" for a specific specialist;

- democratization of higher educational institutions, providing independence in determining the forms, ways and conditions of the organization of the pedagogical process;

- the needs of the general education school for the teacher, capable of designing his own pedagogical activity, depending on the type of educational institution and using the taught subject as a means of developing students;

- the necessity to meet the personal needs of students, focused on the possibility of building an individual educational program, including the repeated act of choosing the content and level of the pedagogical education;

- training of specialists of vocational education in shorter terms on the basis of its various levels.

The dynamism of global changes in the world, the change of economic and socio-cultural structures in our country contributed to the fact that the higher school had to react

flexibly to the emerging situation in the training of specialists. Lev S. Vygotsky, a well-known Russian scholar, considered that pedagogy must be oriented not to the yesterday, but to the tomorrow of the child's development. Only then can it call to life in the process of education those processes of development which now lie in the zone of proximal development.

At the end of the 20th century, in the area of teacher education, training, retraining and advanced training began to be considered meaningfully as a single and integral system of pedagogical education. In recent years, a number of documents have emerged that have determined the importance of the teaching profession, the importance of tasks that need to be addressed in the professional activity of the teacher. These are Proposals on the drafting of the concept of the Federal Targeted Program for the Development of Education for 2011-2015, Proposals for the comprehensive modernization of the education sphere within the framework of the long-term concept of the social and economic development of the Russian Federation, Materials on the formation of a modern model of education, the Strategy for the Development of Russia until 2020. The documents identify problems associated with the activities of the teacher, which in this context is considered as a component of the conditions of education. A powerful stimulus for these processes was the Law "On Education".

During this period, a large work was done in the system of pedagogical education aimed at ensuring its sustainable functioning, creating conditions for the progressive development of the entire educational system of the Russian Federation, forming an effective and competitive network of pedagogical universities, updating educational technologies and content of educational programs in pedagogy, advanced domestic and international methods, allowing to respond to modern challenges.

In the RESOLUTION of the All-Russian Meeting on the Development of Teacher Education that took place in Moscow, Russia, on May 30, 2017, the participants noted that the development of pedagogical education has become a priority, a strategic direction of the Ministry of Education and Science of Russia aimed at systemic changes in the quality of teacher training and ensuring the quality of general education.

Thus, there is a need for fundamental changes in the system of training teachers at the structural and content levels. The change in the content of pedagogical education is vital. But it is only the level of educational content that has to be changed; we should set a new standard for the quality of teacher training, and it requires a new model for pedagogical education.

The basis for the new model of teacher training is the principles of practice-oriented training and networking, when in the process of training of teaching staff, the university and the school, the university and the pedagogical college become equal partners.

The changes are connected, first of all, with providing multichannel reception of pedagogical education, with realization of opportunities of practice-oriented preparation of future teachers laid down in the law "On Education", and also with the necessity of training teachers-methodologists and managers in master's program, which assumes the following cardinal changes in the system of teacher education:

- shifting emphasis to pedagogical practice: universities that train teachers should have their own basic schools that will become an experimental ground for future teachers;
- granting the opportunity for students to switch to pedagogical programs in the course of obtaining higher education in other educational programs;
- providing professional support to young teachers.

The participants of the meeting support the strategy of pedagogical education development proposed by the Ministry of Education and Science of Russia and the need to develop a program for the development of pedagogical education for 2018-2020 on the basis of synchronization of the processes of updating pedagogical education, general education, the formation of a national system of teacher growth. The work on the development of a system of measures to support regional universities, whose activities are aimed at the socio-economic development of the regions involved in the training of students in teacher education programs should be continued. The Ministry supports the creation of an association of educational institutions of higher education in the field of education "Education and pedagogical sciences" in order to form a single digital platform of pedagogical online education for harmonizing common standards and approaches to content creation, joint planning of the results of pedagogical online education and mutual use of the created digital content; it should continue work on creating conditions for attracting talented professionals to the pedagogical profession, including by providing quality pedagogical training for students in non-pedagogical areas of training and specialties. It'll support the creation of a federal coordinating center for the preparation of counselors, accumulating and broadcasting advanced educational and professional practices, with the purpose of methodological and organizational support for the participation of students in pedagogical programs in the educational work

of general education organizations, the activities of children's public associations and the organization of children's recreation.

It is absolutely necessary to reflect on the future of pedagogical education proceeding from the tasks that are posed today for the system of general education. Realizing that education has always been one of the main components of the spheres of society's life, being a mechanism for linking the social community of people and the way of their being, we assume that in modern conditions pedagogical education is given special importance as a mechanism for ensuring social progress. Some time ago the position of the Ministry of Economic Development on how to create an innovative breakthrough was presented. An innovative person is needed, focused on the creation of innovations and their implementation in all spheres of public life, as well as having increased tolerance for risk.

Summing up the discussion on the development of pedagogical education, we will designate as the most acute, the most controversial, problem of the conditions for obtaining a pedagogical education.

1. The urgency of thinking about the future of teacher education is due to the school's special role in training human resources for solving new problems of the country's socio-economic development until 2020 and in the formation of young citizens of Russian society. It is clear that school education determines the whole subsequent life of a person, therefore the problem of quality education is the most important among the problems of national development. "The direction in which education starts a man will determine his future life" (Plato).

2. It is evident that one of the determining factors is the qualification of the teacher. It is clear that there is no single strategy to improve the quality of education, but the key elements include the preparation of qualified and motivated teachers and the use of effective teaching methods.

3. Today, the qualification requirements for the teacher change, which is determined by significant changes in the composition of professional tasks being solved by the modern teacher in pedagogical activity, and this requires placing other emphasis in the traditional teaching activity of the teacher and realizing new functions of professional activity: promoting the education of students, and not just the actual teaching of the subject, joint designing with the student of an individual educational route, participation in the management of education, that requires the manifestation of an active personal position in solving problems in the sphere of education, constant self-education based on professional reflection.

Pedagogical education is not enough to keep the best teachers in schools and to continuously perfect their qualifications and to replenish schools with a new generation of teachers. An increase in the proportion of graduates who have started working in the education system in the total number of graduates of pedagogical educational institutions of secondary professional and higher professional education is expected. However, it must be stipulated that the latter task is clearly connected not only with raising the prestige of the pedagogical profession, but also with training of would-be educators. In this regard, the issues of changing the system of training and retraining of teachers are being actively discussed. It is pointed out that the potential of pedagogical universities can have the most direct impact on the development of the network of humanitarian and classical universities in the Russian Federation, obviously, having become part of the latter. The fact is that the functions of the professional activity of a modern teacher are much broader than the teaching of language, history or biology. Even if we only consider the organization of the educational process, the teacher should work at the intersection of information flows of his and students, be able to draw on the hidden experience of students to master the subject, which requires teachers to know the modern culture of childhood. The teacher should not just know modern teaching technologies; he must "live" them during his own training. Not only be able to use the potential of the modern educational environment, but also be able to concentrate its resources on the individual educational needs of students. The modern teacher should be able to form an educational environment, and therefore, be able to interact not only with colleagues but also with the school's social partners. The conclusion from these arguments is one: it is necessary to train a teacher in a very special educational environment, which is a pedagogical university. At present a five-year dual bachelor's degree is often offered. It is clear that with this option it becomes possible to train teachers in two specialties, but this will not solve the tasks of preparing bachelors who must receive a sufficiently broad education in a certain field, which will enable bachelors to realize themselves in a whole range of specialties and professions in the field of education. That is why this issue is strategically important: do we want to saturate the labor market in the sphere of education today by specialists who are ready to teach two subjects (we must bear in mind that the measures already taken have solved the problem of personnel "hunger" in many regions of Russia), or do we want to look to the future and carry out advanced education, which is inherent in the idea of bachelor's de-

gree, because it is due to the breadth of preparation that a person gets the opportunity to self-actualize in various areas of professional activity, and refine their education in continuing education, building individual educational route through life.

In conclusion, we would like to emphasize once again that it is necessary to approach this issue on the basis of taking into account the traditions that have developed in the education system, accurately calculating the benefits of this or that decision, determining the risks of each development scenario and weighing the resources required for their compensation, the results of an experimental test of the effectiveness of the solution.

Concluding the discussion on where to take a teacher who is ready to form an innovative person, one can identify a number of issues for further discussion, the solution of which will allow Ural State University to make a breakthrough in the field of pedagogical education – provide an innovative practice of training specialists for the education sector. The education system is today compelled to solve most of the social problems that exist in the society, which necessitates the consolidation of the efforts of management structures and social institutions to solve the problems of

education in conditions where education is required to play such a serious role in ensuring the social and economic development of the country. What can become the basis of such consolidation, where to find interested partners, how to establish mutually beneficial relations with them?

The modern university is aimed at implementing educational programs of an innovative type that meet the challenges of integrating educational, scientific and professional activities in the context of the country's innovative development. What is the content of innovative educational programs, how to use their innovative technologies to organize their mastering by students? The goal of the modern pedagogical university is to carry out the advanced training of an innovative teacher who will be able to work in the future for the future of the country - to prepare an innovative person. What should become a guide for such advancement, how is it meaningfully realized in the educational process of the university? Reflections on these issues will form the basis for discussions on the use of legacy and tradition in the development of pedagogical education at the forthcoming WWUP Forum on April 7-11, 2018. "Education breeds confidence. Confidence breeds hope. Hope breeds peace" (Confucius).