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THE PROBLEMS OF FUNCTIONING OF THE BASIC DEPARTMENT OF HUMANITARIAN PEDAGOGICAL UNIVERSITY

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Abstract: The research purpose is the description of the main problems of the basic academic department of the humanitarian pedagogical university. In accordance with the research purpose and the orientation function of the basic department, we define the theoretical and methodological basis of the research as follows: the mixture of synergistic, subjective and individually differentiated approaches. The result of the research is a practically-oriented model of the department, which is a structural subdivision of the university. The department is analyzed from the standpoints of its routine procedures and the workload contents, as well as its organizational and activity structure. These aspects are reflected in target group actions, their goals, types of professional activities, during which necessary labor competences are being mastered. The core of the instructional content block is the modular curriculum system, which consists of the basic professional educational program, containing 2 compulsory and 6 variable modules of 60 and 180 credit units, respectively.

The conducted research revealed the main problems of the basic department. The problems arose in the process of implementing the basic professional educational program. The main challenges were focused around professional training upgrading and the individualization of the professional development of master students within the framework of educational university process.

The implementation of the effective module block and the evaluative-reflective function of the proposed model will make it possible to establish the mastery of competences, oriented at labor functions, where the main learning criteria are skills, knowledge, and professional activities. They manifest themselves at different levels.

Keywords: Basic department, professional self-determination and self-realization, modular curriculum system, individual educational route, innovations in education.

INTRODUCTION

A key aspect of the paper is the effective program for masters' students of pedagogical universities. The main professional educational program should provide students with an access to new vistas of psychological and pedagogical research, as well as pedagogical practice. In their turn these activities result in quite several positive outcomes: the increased effectiveness of the research with a sufficient level of scientific and theoretical elaboration and the corresponding level of the applied experimental base; the high effectiveness and breadth of implementation of research results; the chance to move beyond scientific problems solved in science and practice; the use of new methods of scientific search, etc.

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Obviously, the professional formation of a future teacher will be more effective if students of teaching departments are included in innovative activities of educational organizations' experimental stations. A considerable amount of literature has been published on this issue (Dolgova, Salamatov, 2016; Dudina M, Anton J., 2014; Banks, 2001, Brown A., 2014; Gabitova, 2015; Hamilton, 2013, Hamish, 2016; Havryshchak, 2011, Mukazhanova, 2016, Roy Jose, 1991).

The benefit of this approach is that educational organizations become internships for psychological and pedagogical studies of master students and achieve their maximum potential through the networking with the partners of the university.

According to our vision, the following requirement is necessary for the educational collaboration with the network university partner, e.g. to have a generalized innovative activity, to share it in the city and the region, and, consequently, to be ready to provide advanced training for teachers. Such practices result in the formation of competencies, necessary for master students in a particular area of innovation (notable examples are mixed age groups, the individualization of education in conditions of visiting educational sessions, subjectivity of the individual during work activity, etc.).

Now let us proceed to the description of the University, which was the main stakeholder of the experiment. For our research, it is fundamental to know that the basic department of the Southern Ural State Humanitarian and Pedagogical University is a structural subdivision that provides professionally oriented education and practical training of students in the process of introducing innovations into the educational process. These innovative processes are offered in accordance with the organizational and regulative aspects of the basic department of a pedagogical university (most researches have been carried out by Barlukov, 2016; Unwitchy, 2016; Volokh, 2016; Dmitruk, 2016).

The purpose of the study was to identify the main problems of the basic department of the humanitarian pedagogical university.

METHODS

Different methods have been proposed to increase the effectiveness of future teachers' instruction. The main method of our research can be defined as an investigation of consistent links among the components of our goals and aspirations, theoretical-methodological contents, procedural and effective blocks of workload, their functions, organizational and pedagogical conditions.

It has become commonplace to define the model through its target block. The target block of our model is represented with the purpose to provide a professionally-oriented education of students of the master program. The aim of our educational program has a direct correspondence with the psychological and pedagogical development of preschool children.

In accordance with the purpose, the theoretical and methodological foundations of the basic department are defined as follows: the mixture of synergistic, subjective, individual-differentiated approaches. The approaches are based on the following principles: subjectivity in professional self-determination, self-realization in different types of professional activities, and the principle of the determining role of the professionally-oriented environment.

The workflow of the department is analyzed from the standpoints of its routine procedures and the workload contents, as well as its organizational and activity structure. These aspects are represented through a target group, their goals, types of professional activities, during which necessary labor competences are being mastered. The core of the content block is the modular curriculum system, which consists of the basic professional educational program, containing 2 compulsory and 6 variable modules of 60 and 180 credit units, respectively.

RESULTS AND DISCUSSION

The study resulted in the following eight program modules.

The modular curriculum contains a compulsory and an optional part. The compulsory part consists of two modules, one of which is the introductory course "Philosophy and methodology of education". The module "Psychological and pedagogical support of general and vocational education" is given in the final part of the course. The modules are designed of 30 credit units each. Thus, the weight of the mandatory modules will be 60 credit units.

In the variable part, students are offered six modules that are organized on the principle of conceptual duplets. The modules of the optional part are designed on the principle of qualification orientation, which is obtained at the level of the baccalaureate or master training. For students who do not have a special education in the field of preschool education, we offer special modules containing basic disciplines of preschool teacher training and psychology, as well as theory and methodology of preschool education (modules 2 and 4).

For students with education in the field of preschool education, modules allow to broaden and expand their knowledge of the problems of preschool education and determine the path of professional self-realization (modules 3 and 5).

Modules 6 and 7 of the variable part are given to all students. These modules target the professional self-determination of students, in case it has already manifested itself in the process of pedagogical practices during all previous modules. Master students justify their choice at a meeting at the basic department. The choice is based on the intermediate results of their own research work.

Module 8 of the mandatory part is final, as it is aimed at summarizing the innovative experience of master students in the process of their studying. This module allows one to show his own views and position in professional work, openness to psychological and pedagogical activities.

The structure of the module provides the subjects aimed at assimilating theoretical knowledge in accordance with the objectives of the module. The knowledge is broadened and consolidated at scientific seminars, which are held in the form of a workshop. The research and production practice conclude the module.

At scientific seminars and practice master students are introduced to the innovative activities at the experimental stations of educational organizations (Gulin;Gurskaya, 2016). At the scientific seminar the master students are offered the choice of scientific and scientific-methodological research areas. These areas develop their practical skills, which are necessary for mastering all forms of scientific research and professional activities (Dolgova, Rokickaya et al, Dolgova, Mamylina et al, 2016).

Now we proceed to the regulation practices in the University. The practical importance of regulation is to identify oneself in the educational process, to comprehend the path of one's own professional development, to develop self-awareness, self-confidence in the process of realizing innovations in one's own practical activity, and the ability to correct the route of self-realization. In order to fulfill these regulation practices, we propose the following modules.

1. The module "Philosophy and methodology of education". Disciplines: Philosophy of education and science; Methodology and methodology of psychological and pedagogical research; Qualitative and quantitative methods of psychological and pedagogical research; Business foreign language; Actual problems of pedagogy and psychology. Scientific seminar: "Types of scientific research". Practice. Research.
2. Psychology and pedagogy of childhood. Disciplines: Age anatomy and physiology; Developmental psychology; Child psychology; Preschool pedagogy. Scientific seminar: "The child as a subject of education and educational relations." Practice. "Introduction to different types of preschool educational organizations."
3. Educational process in preschool educational organization. Disciplines: Tutorship in preschool educational organizations; Design of individual educational trajectories; Pedagogical monitoring in the preschool educational organization; Helping children in crisis situations; Formation of a psychologically comfortable and safe environment. Scientific seminar: "Development of models of educational programs". Practice. Production "Psychological and pedagogical in the preschool educational organization."
4. Theory and methodology of preschool education. Disciplines: Theory and methods of mathematical development of children; Theory and methods of speech development of children; Theory and methods of physical development of children; Theory and methods of artistic and aesthetic development of children; Theory and methods of cognitive development

of children. Scientific seminar: "Monitoring the development of children's training and education program." Practice. "Production in preschool educational organization."

5. Educational technologies in preschool educational organizations. Disciplines: Project technologies in work with children; Technologies of research activity; Play therapy in work with children;Play practices; Development and psycho corrective methods of working with children;The technology of resolving cognitive problems in preschool education; Information technology in work with children. Scientific seminar: "Designing of innovative educational process in preschool educational organization". Practice. "Production in preschool educational organization."
6. Work with children with special educational needs. Disciplines: Phenomenology of preschool childhood; Children with special educational needs; Work with children with signs of unusual aptitudes for something; Technologies of home education for preschool children; Family counseling; Personology. Scientific seminar: "The development of individual training and education programs". Practice. Internship in preschool educational organization.
7. Professional and pedagogical education. Disciplines: History of pedagogy and education; Psychology of professional education; Pedagogy of professional education; Innovations of professional education. Scientific seminar: "Designing the educational process in the organization of professional education". Practice. "Pedagogical practice at the pedagogical college/ university."
8. The module "Psychological and pedagogical support of general and professional education". This module includes such areas as Psychological and pedagogical support of the educational process in the preschool educational organization; Professional standard of the teacher; Information technologies in professional activity; Continuity of educational programs at the levels of preschool and primary education. Scientific seminar: "Design and examination of educational systems". Pre-diploma (reflexive) practice. Variable modules 2, 3, 4, 5, 6, 7.

The effective implementation of the basic professional educational program is possible on the condition that there are professional and creative associations (groups), which include teachers of the department, students, employees of the educational organization (teachers, educators, teachers of additional education).

The professional-creative associations include all the subjects of the educational process: university students (possibly students of other universities and colleges), teachers, preschool education specialists, representatives of other cultural institutions. These groups should include people of different ages. They may be

different, relatively stable, renewable, mobile and open. The only condition is that they have to be united by common goals. The association of educational professionals in expert and creative groups occurs on the basis of organization of cooperation in the development of educational problems, various levels of educational projects, etc. Professional-creative groups are organized as individualized and authentic educational microenvironments.

After mastering the first module, undergraduates have a chance to decide which professional creative association to join and what scientific and methodical direction of the research to take. Special supervisors along with the teachers of the university department accompany students in innovation development and become customers of innovative products.

Special attention is paid to the individual trajectories of groups which manifests itself in the following aspects: the program of joint activities, developed on the basis of the problem being solved; the structure of the group, formed gradually on the basis of self-organization; the socio-psychological characteristics of the group formed in the process of the subjects' mutual relations; the focus on the opportunities and interests of each subject.

The authenticity of groups is manifested in the fact that the professional competence of students is formed not in the course of training, but in the course of real joint activity with educational specialists, as well as communication with them. During the work with students, teachers take into account the students' opportunities, offer them a chance for self-realization, indirectly creating necessary conditions. While acquiring certain professional skills, students of the university perform the role of assistants to teachers. Associated in one group, students create professional-creative microgroups. The effect of group activities is provided by mutual understanding, common ideas, interests, aspirations, psychological compatibility, etc.

Now we proceed to the example of the introduction of master students to an innovative activity, called the Wood School No. 95, situated in the Chelyabinsk region.

Teacher training students acquire experience in the development of innovative forms of children's education (in the Wood School teachers and children receive more freedom in choosing the means and ways to achieve educational goals. They are offered flexible scheduling, conducting classes in pairs (two teachers for different age groups), diving lessons, nature study classes –the classes in the Ilmensky Reserve, shock wave techniques in the classroom activity, etc.). The trainees are given a chance to work in different age groups, where the child acquires the status of an individual, and the whole group becomes a group individual unit. The trainees search for the development of children's subjective position in labor

activities; the implementation of the educational project for the development of natural, mathematical and technological education within the framework of the special program, called "TEMP", which is being offered in educational organizations of the Chelyabinsk region during 2015-2017.

The experiment of organizing special professional creative associations resulted in the development and theoretical justification of the model of any process, the author's program, the theoretical justification and implementation of the psychological and pedagogical conditions of improving the educational process, drawing up necessary guidelines, developing and conducting refresher courses. The experiment served as a tool for improving the pedagogical literacy of parents and many other purposes. The products of mastering competencies and labor functions can be both final qualification work (master's thesis and author's abstract), and the author's program, portfolio, etc. Therefore modules 2-3, 4-5, 6-7 of the curriculum offer a choice, taking into account the individual prerequisites for future teachers' development.

CONCLUSION

The conducted research revealed the main problems of the basic department while implementing the main professional educational program, which includes the upgrading of professional training and individualization of the professional development of master students, according to the model curriculum.

The modular curriculum contains a compulsory and an optional part. The compulsory part consists of two modules, one of which is the introductory course "Philosophy and methodology of education", and the module "Psychological and pedagogical support of general and vocational education" is given in the final part of the course. The modules are designed for 30 credit units each. Thus, the weight of the mandatory modules will be 60 credit units.

In the variable part, students are offered six modules that are organized on the principle of conceptual duplets. The modules of the optional part are designed on the principle of qualification orientation, which is obtained at the level of the baccalaureate or master training. For those students who do not have a special education in the field of preschool education, we offer special modules containing basic disciplines of preschool teacher training and psychology, as well as theory and methodology of preschool education (modules 2 and 4).

The implementation of the effective block and the evaluative-reflective function of the proposed model will make it possible to establish the mastery of competences oriented at labor functions, where the main learning criteria are skills, knowledge and professional activities. They manifest themselves at different levels.

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