



Educational Management in the System of Pupils' Orientation to a Pedagogical Profession

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ABSTRACT

The relevance of the problem is determined by abrupt aggravating of a human resources problem in a Russian comprehensive secondary school. The leading approaches used to solve this problem are strategic planning, management and coordination of collaboration and cooperation of municipal educational organizations putting into practice various types and forms of activities to train personnel reserve for education. The purpose of the given article is to show the outcomes of the experiment conducted in Tomsk State Pedagogical University. This experiment enables the solution of the problem associated with the deficiency of school teachers in Tomsk Region through the creation and operation of a special system of 2 years special-purpose (subject-oriented) pedagogical grades at a senior stage of a comprehensive secondary school. Pupils' survey, diagnostics, research projects, analytic and prognostic debates, testing and business games were chosen as the leading techniques in the solution of the above specified problem. They allowed us to identify school leavers' professional inclinations and their motivations in the pedagogical career choice. About 7000 senior high-school students and 326 school teachers participated in 10 years experiment. School teachers fulfilled the role of managers, organizing and managing the pre-university training in the system of special-purpose (subject-oriented) pedagogical grades. Perspective forms of youth motivation strengthening to a pedagogical career choice were determined experimentally. The following motivations were chosen as leading: The compulsory foundation of a pedagogical-oriented grade at a senior stage; cooperative research activity of senior pupils and students from a pedagogical university; professional experiences of pupils studying in pedagogical grades as a facilitator (teaching assistant) at primary school and as a leader (counselor) in a summer school camp.

Keywords: Educational management, Pedagogical profession, Vocational self-determination, Pupils

JEL Classifications: I21, I23, Z13

1. INTRODUCTION

By the definition of a career guidance role in the management of a vocational choice it is necessary to take into consideration that management is a targeted and directed impact on socioeconomic conditions (objective factors of vocational choice) and a person (human subjective factors). The management of youth vocational guidance (professional orientation) is impossible without a certain program which involves the achievement of a specified goal, in other words, the congruence (coincidence) of person's vocational self-determination with needs of society in certain specialists. The keynote in the context of our research is in the need to enhance the role of vocational guidance (professional orientation) in

the teaching and educational processes at schools and other educational institutions which have influence on vocational self-determination of young people.

Managerial aspects of vocational guidance (professional orientation) involve the use of some guiding principles: The formation of vocational intentions in accordance with person's interests and gifts; the consideration of personnel needs in a certain region or district; collaboration (team work) of school and social partners.

All kinds of activities should be used in professional orientation: Socially useful and research work; communication, cognitive,

value-oriented activities as well as transforming activity in the form of active vocational practice (trials). These kinds of activities allow school pupils to realize the correspondence of their abilities to the requirements of a choosing career (profession).

The subject of this research is to find out the conditions, contributing to the development and strengthening of a young man aptitude to teaching (pedagoguism). It is proved that the efficiency of teaching depends on the person's vocation for it. The outstanding and foremost expert in Russian language Dal defines the term "vocation" as "natural inclination, gift, dedication, predetermination" (Dal, 2000). We define vocation for teaching as a strongly expressed emotionally-positive and selectively-volitional attitude of a person to teaching (pedagoguism). The aptitude to teaching lays the basis for pedagogical excellence (art of teaching) which indicates person's pedagogical giftedness (Revyakina, 2000; Vedishenkova et al., 2015).

It is well-known that giftedness can be revealed and strengthened in the process of education. Education is a purposeful and accelerated development of one or another person's ability through pedagogically-organized transfer of accumulated (stored) culture which includes code of behavior, knowledge, thinking and technology from generation to generation. Education (as a centuries-old experience has shown) contributes to encouragement of person's intellectual curiosity and research activity.

Scientists have found out that the development of potential giftedness of a future teacher and his managerial (organizational) abilities originates in his family and shows up as his stamina, self-discipline, intention to be a leader and ambition to be recognized. Based on conceptual regulations of Russian scientists the abilities (from our point of view the earnest of giftedness) should be considered as a complex of different personality traits. It is proved that the motivating force of person's ability development is activity and pre-adult age is a period of the first manifestation of abilities and the most significant productive phase of ability formation. Therefore, the development of special and general abilities as a synthesis of innate (inborn) and acquired personality traits under favorable external conditions and internal motivation will ideally achieve peak phase defined as vivid and apparent giftedness (Kovalev and Myasishchev, 1960; Shaidullina et al., 2015; Sadovaya et al., 2015).

According to the scientific works of famous Russian scientists, if a senior pupil possesses a creative potential and has some traits (qualities) required for a teacher it can be considered as a factor (precondition) of potential pedagogical giftedness (Boltunov, 1929; Kapterev, 1995).

The task in hand of a man who has a calling for teaching (educational work) is his self-development and this is, at the same time, the purpose of professional pedagogical education. A talented and gifted teacher possesses a wide range of dignities. This man is kind, sensitive, with high intelligence, emotionally stable and well-conditioned, independent and with the artistic

perception of the world. He possesses fly imagination, critical mentality and high level of self-control; he is also sociable, determined, outgoing, initiative and cheerful. Communicative ability should be also specified as an important component of pedagogical giftedness.

Young man's research activity is a significant motivating stimulus for self-education, which is considered as an essential trait of a teacher. We are going to demonstrate this with an example from a long-term experience of one of the authors of this article, who was a head (leader) of special-purpose (subject-oriented) pedagogical grades.

Every year, within the framework of the days of science, traditional scientific students' and post-graduate students' conferences with the active participation of urban and village senior pupils are organized and held. This event demonstrates clearly the continuity of professionally-oriented relations well-established between schools located in Tomsk Region and Tomsk State Pedagogical University (TSPU). The pupils from pedagogical grades who were stable oriented to teaching (educational work) and took part with their presentations in culturological workshops "Youth Culture Education" were actively engaged in the days of science within a period of 1992-2002. The participation in the workshops and conferences was considered by these pupils as an essential component of their self-development. The purpose of these workshops and conferences was to find in cooperation (university students and pupils from pedagogical grades) the optimal solution to the problem of valuable and vocational self-determination, to teach cultural elements of carrying on dialogues and disputes and develop socially-significant projects. The results of joint participation of senior pupils and university students in research work were published in the collection of scientific materials (1995, 1997, 2004, 2011), where the share of students' publications was about 22-31%.

Creative and research activity was voluntary for pupils from pedagogical grades and presented no difficulties, on the contrary, it provoked interest in taking part in students' conferences. Pupils' motivation can be explained by the necessity to carry out a research project. The theme of the project was chosen by pupils independently. The project was presented as a final essay (it was similar to students' term papers). The excellent mark for the essay and successful professional testing guaranteed university entrants some benefits by entering university (Revyakina, 2002).

The chronological framework of the development stage of pedagogical grades in Russia and Tomsk Region included a period within 1990-2000: About 42-67 pedagogical grades operated only in Tomsk Region. They had 2 years training program. The number of pupils in these grades varied from 600 till 1360. From 300 till 750 pupils finished successfully these grades and 85-96% of leavers entered educational institutions majoring (specializing) in pedagogics. The goal of these pedagogical grades was to train professionally-oriented elite for pedagogical university through the formation of stable motivation and interest in teaching (educational work).

We consider pedagogical grades as a localized organizational form of pupils' goal-directed and intensive orientation to pedagogical professions. Determining characterological features of pedagogical grades include:

- The availability of interaction (collaboration) management between the advanced structure of pedagogical grades and educational institutions specializing in pedagogics.
- Selective principle of pupils' group organization based on professional diagnostics in accordance with invariant criteria of pedagogical professions.
- Special-purpose (subject-oriented) training through including in the syllabus psychoeducational disciplines and humanitarian special courses.
- Ensuring of activity approach to education on the basis of active acquisition and use of pedagogical technologies.
- Goal-directed and sensible design of vocational training trajectory for leavers from pedagogical grades to the most possible work place in accordance with the results of longitudinal observation of pupil's individual development.

2. METHODOLOGICAL FRAMEWORK

2.1. Methods of Research

The following methods were used in the course of this research: The analysis of state legislative acts and regulations; the method of mental experiment; prediction; modeling; design; expert evaluation method; the analysis of teachers' and pupils' performance results; diagnostic techniques; educational experiment.

2.2. Experimental Facilities of the Research

Development and experimental work was carried out in 45 urban and rural schools of Tomsk Oblast (Region), in pedagogical colleges of Tomsk, Kemerovo and Tyumen Oblast (Regions), at the department of pedagogics of TSPU. Pupils studying in the 10th and 11th pedagogical grades, school teachers, the rector and lecturers (instructors) of TSPU, the heads of Department of Education of Tomsk Oblast Administration were involved in this research.

2.3. Investigation Phases (Stages)

The investigation included three phases (stages):

- The first, preparatory phase (stage) dealt with: The analysis of current state (situation) of the problem under research in pedagogical theory and practice; the study of school managers needs' engaged in career guidance work; the development of goals and objectives of this research.
- The second, major phase (stage) was concerned with: The development and implementation of structural and functional model of pedagogical future of pupils studying in pedagogical grades; the content design of program requirements to educational process in subject-oriented grades; the modeling of forms, methods and content of training sessions held for managers dealing with subject-oriented pedagogical education.
- The third, final phase (stage) was concentrated on: The systematization, conceptualization and generalization of obtained results; the elaboration of theoretical conclusions; the processing and presentation of obtained results.

3. RESULTS

3.1. The Identification of Managerial, Personnel and Conceptual Problems

The diagnostics of degree of readiness of schools and teachers to implement the experiment was carried out at ascertaining phase (final stage) of our pilot study. Multilevel analysis of the forms and ways of senior pupils' training aimed at conscious choice of their pedagogical profession disclosed the following negative factors which hinder the adequate functioning of pedagogical grades as a means of identification and formation of pupils' motivation and interest in their pedagogical career choice:

- The lack of management and coordination by municipal bodies of education.
- Unreadiness and unpreparedness of school teachers to carry out the function of a manager-career guide.
- The lack of developed invariant educational and career-oriented program for the heads (leaders) of pedagogical grades.
- The lack of developed programs with unique (standard) requirements to the content of educational program aimed at successful test passing of pupils studying in pedagogical grades by their entering pedagogical university.
- Teachers' neglect of pupils' pedagogical aptitudes and principle of free choice by enrolment in pedagogical grades.

The above mentioned diagnostics disclosed some shortcomings associated with organizers (coordinators) of pedagogical grades: Insufficient level of psychoeducational knowledge and skills to carry out project and research activities together with pupils. The above specified problem initiated the necessity to design, develop and implement annual regular 2 weeks training sessions (workshops) for the heads (leaders) of pedagogical grades on the basis of TSPU. They are aimed at improving professional qualities and competences of managers dealing with pupils' subject-oriented training to the choice of teaching career. It is vital to manage the system of pupils' professional self-determination and render instructional support to urban and rural schools located in Tomsk and Tomsk Oblast (Region). The development of a structural and functional model of a pedagogical grade allowed us to solve the above mentioned objectives.

3.2. The Development of a Pedagogical Grade Model

The following types of special-purpose (subject-oriented) pedagogical grades at the forming phase (stage) were determined and implemented: A pedagogical grade in a large urban school consisting of pupils from the same stream; urban interscholastic grades operating in the Palace of Creative Work for Children and Young People; subject-oriented pedagogical grades operating in a gymnasium; an inter-regional rural combined pedagogical grade operating on rotational team method during holidays and at the weekends under the guidance of university lecturers (instructors); a pedagogical group (5-8 pupils) in a small rural school; inter-regional rural pedagogical grade similar to lyceum. In the course of experimental verification through the comparison of different models we came to the conclusion that the model of the inter-regional rural pedagogical grade similar to lyceum showed apparent advantages over other types, since this model

is aimed at training future teaching staff able to work in rural schools.

In accordance with the models, basic programs were developed and different variants of syllabus were tested. As a result the most perspective methods and training aids were chosen and theoretical grounds and practical ways of efficient pre-vocational youth training to teaching (educational work) were determined.

3.3. The Principles of Pedagogical Grade Activity

The fundamental principles of the operating efficiency of pedagogical grades were determined and distinguished at the forming stage. They include:

- Educational management in the system of pedagogical grades
- Voluntariness by the grade making up
- Rotation of theoretical and practical training
- Personality development and self-development through classroom and extracurricular activities
- Reflection and analytic fixation
- The organization of pedagogical practice
- Scientific and professional advancement of the heads of pedagogical grades
- Continuity of "school - pedagogical university" system.

3.4. Successive Relations of Comprehensive Secondary School and Pedagogical University

The experiment confirmed that the essence of the continuity between university and school is in the necessity to develop personality orientation from life self-determination to practical vocational adjustment, formation of personal qualities and professional competences.

The long-term monitoring allowed us to define some common approaches to the dynamic environment and rules associated with the entrance of pedagogical grade leavers in pedagogical colleges and universities. It served as a basis for the formation of pedagogical grade status as a perspective organized form of potential teaching personnel training. The conceptual and content-related aspect at "school-university" level assumes the dialectic interaction of pedagogical processes at schools and universities, e.g., to introduce those components from university education in school education which can enrich and improve the possibilities of secondary school pupils' adoption to university regulations and standards. The experience showed that pedagogical grade leavers are more successful in their performance at university and they usually choose teaching professions after graduation from university which confirms their vocational adjustment. As it was mentioned in the report of the head of the Department of General Education of Tomsk Region in 2014 the best teachers working at urban and rural schools are the former leavers of pedagogical grades.

4. DISCUSSIONS

Some studies of Russian scientists are of great importance and contribute to thorough study of the subject of our research. Some works investigating the problem of pupils' vocational self-determination studying in pedagogical grades done by Gravova, 1999; Mar'enko, 1997; Shabanina, 1998; Shekhanina, 1994;

Revyakina, 2000-2002) provoke deep interest. These works study and generalize the experience of the pedagogical grades operating in many Russian territories over a period of 1990s. These studies consider organizational and conceptual aspects of senior pupils' preparation to the conscious vocational choice of a teacher career, the diagnostic technique, which presents modern approaches to the management of education development, identification of certain interests and vocation to teaching; theory and practice of successive relation in the system "school-university." The scientists define the major sources of motivation formation of core vocational competences required for successful educational work.

The analysis of scientific works devoted to some general problems of a career guidance and vocational self-determination allows us to draw a conclusion about the relevance and sufficiency of theoretical grounds.

Theoretical, organizational and practical aspects of pre-university training to the teaching career choice of pupils studying in pedagogical grades, however, are still not enough analyzed. It can be explained by the lack of strict and regular management of pupils' pre-professional education oriented to educational work by municipal authority of education over a period of 1990s. The operation of some pedagogical grades was chaotic and training outcomes were low. The above mentioned facts are the reasons for a few publications in the journals (fewer than 10) and thesis research devoted to pedagogical grades. The accumulated successful theoretical and practical experience in Tomsk Region did not attract much attention and did not get widespread adoption and implementation within a period of 2000-2015.

5. CONCLUSION

Educational management also sometimes known as educational administration and commonly associated with elementary and secondary schools as well as institutes of higher education like colleges and universities is a complex of techniques, methods, principles, organizational forms and technologies used to manage educational process and aimed at enhancement of its efficiency. Educational management contributes to the identification of interests, needs, motives of the subjects of educational process in order to optimize school administration as well as subject-oriented pedagogical grades. Management in education system is always based on concepts, laws, regulations, principles and methods. Educational management is efficient when the following functions are interrelated: Planning, motivation, implementation and monitoring. The efficiency of the system of pedagogical grades depends directly on program-oriented, prognostic, problem-based approaches to the system organization and operation. Pupils' training in pedagogical grades should be considered as a personality-centered process of career guidance of a comprehensive secondary school leaver to his conscious and correct choice of a pedagogical university as a first stage to his further vocational self-determination.

The coordinated collaboration of the Department of General Education of Tomsk Region and TSPU aimed at developing the network of pedagogical grades allowed to establish an ordered system of special-purpose orientation and professional selection.

Table 1: Professional intentions (expectancies) of third year students of Tomsk State Pedagogical University

| The number of survey participants | Would not change the university (%) | Would change the university (%) | Are planning to work at school (%) | Are planning to work anywhere else (in another sphere) (%) | Have not made a choice of their future work place yet (%) |
|---|-------------------------------------|---------------------------------|------------------------------------|--|---|
| Total - 134 people | | | | | |
| Leavers of pedagogical grades (forms) - 56 people | 66 | 25 | 73.2* | 30.3* | 8.92** |
| Students from different schools - 78 people | 57.7 | 42.3 | 19.23 | 32.05 | 24.3 |

Notes: *Have chosen to work at school, but work in another sphere "man - man" (museum, police, excursion office) is also attractive. **Have not decided with work yet, since there are no vacancies in school where they studied and they have no ideas about other schools (as they have their practical training being 4th and 5th year students), TSPU: Tomsk State Pedagogical University

It also enabled the most professionally-trained pupils to enter pedagogical universities. This collaboration will with the utmost probability ensure the solution of problem associated with human resources management.

In the course of a 10 years experience several variants of the content of the training program for a pedagogical grade were developed, some correction in the developed programs to unify the professional test requirements to the pupils entering a pedagogical university were introduced.

Some special training sessions (workshops) were organized for teaches whose role was to be a manager-leader of pedagogical grades; some study aids and guidelines were developed. Cognitive and research components which are then reflected in creativeness and innovative activity were the main concerns on teachers' training sessions.

The primary goal and the basic component of teaching and educational process in a pedagogical grade is practical training, professional trials which help pupils to compare their intentions with the ability to become a teacher. The professional trials are carried out during educational work as a second master (teaching assistant) in primary grades, kindergarten, school summer camps.

The leading motivation for voluntary choice to study in a pedagogical grade is pupil's aptitude and inclination to the activity in the sphere "man-man," and his vocational adjustment to work with children at school, in a kindergarten or camp. This is not only theoretical diagnostics in the form of tests, but real pre-professional practice in a real professional environment.

Thus, 10 year experience proved that pedagogical grades are the most relevant model to form conscious vocational self-determination and strengthen the identified pedagogical aptitude by a potential pedagogical university entrant.

The conclusion made is not final, since it analyses and covers only some basic psychoeducational evaluation of teacher's

traits, thinking, emotional and volitional sphere in their interrelation.

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