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The Study of Teachers' Activity in Vocational Education as a Scientific Problem

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ABSTRACT

The article presents the results of the study of activity of teachers of vocational education from the standpoint of the section of professional Pedagogy – Professiology of vocational education. The following methods of the study were used: Observation of activity of teachers and students during classes, questioning teachers and conversations with them. The study involved teachers of secondary vocational education (SVE) and higher vocational education (HVE) institutions. A comparative analysis of professional activity of teachers of HVE in two directions of education was conducted: The first one – Art, namely, “Applied and Decorative Arts and Folk Crafts,” profile “Lacquer miniature painting on papier-mache”; the second one – Pedagogical, namely, “Vocational training (by field),” profile “Economics and management.” The analysis data of professional activity of teachers of SVE, carried out by the same art direction and profile, was represented. Besides, the results of the study of the professional activity of teachers of SVE institutions, which train future skilled workers, employees and mid-tier professionals, mostly in technical major, and also in Social Studies and Humanities (major “Tourism”), natural science (profession of “Technician-analyst”) and art (Lacquer miniature painting on papier-mache) directions, were proposed. The professional activity of teachers was studied in functions of the activity, the actions of teachers and their competencies. The studies conducted and their results are important for the development of theoretical approaches and principles in professiology of vocational education that will effectively examine the professionalism of specialists, bachelors and masters and will help to build the interrelation between the professional activity and vocational education. The pedagogical means of questionnaires and observations developed and applied in the study, develop the means of diagnosing a teacher’s activity and can be used in procedures for monitoring the vocational education quality and certifying the teaching staff.

Keywords: Study, Activity, Teachers, Art and Pedagogical Direction of Education, Lacquer Miniature Painting

JEL Classifications: I290, I230, Z110

1. INTRODUCTION

The formation and development of activity of teachers of secondary vocational education (SVE) and higher vocational education (HVE) in an age of reforming vocational education and developing new educational and occupational standards is the most important scientific and state problem. Teachers’ activity during their work day, work week, month and year can vary and depends on many conditions. However, it is normalized by the requirements to the profession, qualifications of positions of education workers, occupational standards (The Occupational Standard Project “Teacher activity in vocational education, continuing vocational education, further education,” published

on the website of the Federal Institute of Education Development 03.08.2013) and depends on the level of vocational education and qualification of a teacher (Staying ahead: In-service training and teacher professional development. Organization for Economic Co-operation and Development [OECD]; Centre for Educational Research and Innovation – CERI; Paris: OECD, 1998; Continuing and further training of vocational teachers at technical schools. Statens Erhvervsopaedagogiske Laereruddannelse – SEL; Holstebro tekniske Skole; Aarhus tekniske Skole; Aarhus, 1994).

The study of teachers’ activity helps to understand the real picture of their busyness, to determine changes in the activities and their functions, to assess the conditions of the activity and

factors affecting it. This makes the practical material for reasoned amendments to the Federal State Educational Standards in various majors, occupational standards in teaching professions, regulatory documents on certification of the teaching staff and material for the development of requirements and instructions to the teaching professions. Besides, this allows science to predict the dynamic characteristics of the professional activity of teachers, to withdraw its common trends and leading patterns, which is important for the development of professiology of vocational education – An interdisciplinary science, the science of the interrelation between the professional activity and vocational education (Aleksandrova, 2012).

The scientific background for studying the pedagogical activity is section “Professiology of Vocational Education” of science “Pedagogy.” Professiology of vocational education includes: The study of the interrelation of the profession, labor market, vocational education and a person (Smirnov, 2002); rationalization and establishing ambitious teachers activity in the field of traditional applied art (Maksimovich, 2013); the study of the nature of interdisciplinary integration of professions (Kolyvanova, 1999); psychology of professions (Zeer, 2003); the development of professiological laws and principles of pedagogical education (Balakireva, 2005; 2008); the study of integration of professions and specialties of primary and SVE (Chitayeva et al., 2006), the study of the national qualifications system (Oleynikova and Muravyova, 2006; Coles et al., 2009), the study of technology of designing a model for teaching professions (Lamanova, 2013), designing a structure and content of vocational and qualification characteristics and building a professiological model to the specialty or profession (Belyaeva, 1997), the development of information retrieval system “professiography” (Klimov, 2003), psychological research of occupations (Ivanova, 1987), the substantiation and development of inter-sectoral system of professional training (Belyaeva, 1999), the level integrative systematization of the professional activity and its connection with the content and process of vocational education (Belyaeva, 1999; Listvin, 2001), the study of European qualifications for their use in national educational systems (Bednarczyk et al., 2008) and many others (Borytko, 2008; Mitina, 2004; Nazimov, 2000). The results of these multidisciplinary professiological studies are a scientific basis for further development of various directions of professiology of vocational education.

One of the mandatory sections of professiology of vocational education is the diagnostics of activity of teachers of SVE and HVE. Realizing it, the paper presents the results of professiological research of the activity:

- Of teachers of art direction, working in SVE and HVE of a unique educational institution that implements continuous multi-level vocational education – The higher school of folk arts with its branches in the centers of Russian folk crafts. The higher school of folk arts trains artists and bachelors in “Applied and Decorative Arts and Folk Crafts,” profile “Lacquer miniature painting on papier-mache”;
- Of teachers of educational institutions of SVE responsible for training qualified workers, employees and mid-tier professionals (by industry: “Metallurgy, Mechanical

Engineering and Materials Processing,” “Energetics, Power Engineering and Electrical Engineering,” “Vehicles”, “Services Sector”) on educational programs;

- Of teachers of educational institutions of HVE, implementing training programs in the field of “Vocational Training (by industry)” – “Nizhny Novgorod State Pedagogical University named after Kouzma Minin” (Minin University).

Teachers of SVE accounted for 40% relative to the total number of teachers participating in the study.

2. METHODOLOGY

The purpose of the study is to diagnose significant professional labor functions, actions and competences of teachers working in institutions of SVE and HVE. The art and pedagogical directions for the study were identified for the purpose of conducting the comparative analysis between them, identifying the specifics of the activity of teachers of these directions. The HVE and SVE was defined to study and also to compare the functions, actions and competences of teachers of these levels of vocational education.

Objectives of the study:

- To develop a pedagogical tool for diagnosing significant professional labor functions, actions and competencies of teachers of SVE and HVE,
- To carry out diagnosing teachers in educational institutions with the help of the developed tool,
- To analyze and compare data of diagnosing teachers of two directions,
- To formulate conclusions and recommendations for further use of the results of diagnosing teachers.

The period and geography of the study, the number of respondents.

The study of activity of teachers of SVE and HVE was carried out in the period from October 2014 to March 2015.

The experiment involved teachers from the higher school of folk arts of St. Petersburg – 3 (in Lacquer miniature painting implementing HVE and SVE), from Mstera branch of the higher school of folk arts in the village of Mstera, the Vladimir Region – 4 (in Lacquer miniature painting implementing higher and SVE), from Kholuy branch of the higher school of folk arts in the village of Kholuy, the Ivanovo Region – 10, from Fedoskino branch of the higher school of folk arts in the village of Fedoskino, the Moscow Region – 10 (in Lacquer miniature painting), from the Vologda Cherepovets Technology College, the Vologda Region – 56, from the Nizhny Novgorod State Pedagogical University named after Kouzma Minin was 32. In total, 115 teachers took part in the study.

2.1. Methods of the Study

To study the significant professional labor functions, actions and competencies, performed by the teaching staff of SVE and HVE, the following methods were used: Simulation of questionnaires for teachers, check of questionnaires and their correction by the results of trial questioning, questioning of teachers in various educational institutions, analysis and comparison of experimental data and results,

formulation of conclusions. In addition to questioning, the method of direct and indirect observations, conversations with teachers were used. The direct observation of the functions and actions of teachers was carried out during giving classes to students. When the direct observation was impossible to be carried out, the indirect observation was used – studying lesson plans, a program of academic subjects, roll books, independent works and tests of students and other learning materials. The observations gave an opportunity to assess the teacher's activity from the part of the students and other teachers, which complements the results of questioning and allows us to assess the teacher's activity comprehensively.

2.2. Forms and Features of the Study

The forms of the study were: The protocols of direct observation of the functions and actions of teachers during classes, the forms of indirect observation (the individual work plans of teachers, teaching materials for classes developed by teachers, guidelines and recommendations, textbooks and guidance manuals, etc., developed by teachers) and questionnaires for teachers identifying groups of questions.

The questionnaires, used in the study, were developed by the authors of the article. When developing the questionnaires, the general requirements to their development were taken into account, namely, the veracity and reliability that depends on the quality of the asked questions, the readiness of the students for the sincerity in their answers, the determination of objectivity criteria and "objectivation boundaries" of the subjective opinions, the environment in which the questions were asked (Borytko, 2008). The authors avoided the hidden hints for the answer, ambiguity of the question. There are logical links between the questions in the questionnaires.

In questioning a diagnostic technique was used – Grouping of questions. The interrelated questions were joined into groups to determine the causal relationship in the functions, actions and competences of teachers. We created the following groups of questions: (1) Age and gender characteristics of teachers in educational institutions of SVE and HVE (2 questions in the group); (2) position and education of teachers in educational institutions of SVE/HVE the teaching staff in educational institutions of SVE/HVE (4 questions in the group); (3) labor functions and actions of teachers in educational institutions of SVE/HVE (7 questions in the group); (4) psycho-social and pedagogical characteristics of the activity of teachers in educational institutions of SVE/HVE (5 questions in the group). We also implemented answer sorting by stage of development of this readiness.

The feature of the structure of the questions in the questionnaires of Groups 3-5 is the distribution of selectable answers, using the rating scales for this purpose.

In the experimental study the trial (pilot) experiment for testing the forms and methods of the study was conducted. It was made in small groups of teachers (3-5 people) of different educational institutions. The control of the reliability of the questionnaire was carried out by the fact that the questionnaire was proposed to the same teachers after a short period of time, and the results of questioning, conducted at different times, were compared.

3. RESULTS

3.1. Results by the Determination of Age, Sex, Level of Education of Teachers and Direction of their Pedagogical Activity

The average age of the teaching staff in educational institutions of HVE, participating in the study, was <40 years. It is indicative that most of teachers were women – more than 80%. Among the pollees, all the teaching staff had HVE.

The data on the number of employees with academic titles and data on the possession of pedagogical education of the teaching staff in educational institutions of HVE of different directions have a fairly high value – more than 95%.

More than 80% of teachers have passed training courses and have been on probation, and some of the teachers have additional vocational education.

It is important to note that in institutions of HVE of various directions the teachers, teaching disciplines of a professional cycle, dominate – more than 70%.

3.2. The Results of Performing Labor Functions by Teachers in Educational Institutions of SVE and HVE

It was determined that more than 80% of teachers of two directions (art and pedagogical) noted the importance of working conditions. About 70% of teachers indicated the importance of using information technologies in the pedagogical activity and the complexity of pedagogical work. Approximately in equal proportions (<50%), the teachers noted that freedom of creativity and relationship with colleagues and administration is important.

According to the experimental data, more than 60% of teachers of Lacquer miniature painting of SVE and HVE noted that the system-modeling productive activity dominated. While teachers of the pedagogical direction of SVE and HVE noted the predominance of adaptive locally modeling and system-modeling activity – more than 80%.

Less than 18% of teachers of Lacquer miniature painting of SVE and HVE noted that the reproductive level of the pedagogical activity dominated. The remarkable thing is that the teachers of the pedagogical direction of SVE and HVE the prevalence of reproductive activity was recorded at over 22%.

The study of performing labor functions has determined that all the teachers of the art and pedagogical directions teach students on programs of SVE and HVE and on programs of additional general and additional vocational education. Often teachers combine teaching students on SVE or HVE programs with teaching in additional general and additional vocational education.

Almost in equal percentage all the teachers, participated in the experiment, perform functions of the activity related to the organizational and scientific-methodological activities.

About 50% of teachers performed the labor functions, related to the designing, technological and managerial activities. All the teachers of the art direction, namely, Lacquer miniature painting on papier-mache perform the designing and technological functions in their activity in view of the fact that performing Lacquer miniature painting is inseparable from the project, design-technology activity, resulting in the creation of composition-color palette of paintings and the form of an applied and decorative piece of work.

The study of performing organizational and psychological functions of the activity showed that the teachers of the art direction of SVE perform these functions rarely and only 30% of teachers perform these functions. This is due to the fact that students are very well organized in the classroom and there are almost no psychological difficulties in the learning process. In this sense, the educational field of Lacquer miniature painting on papier-mache can be considered unique.

3.3. The Results of Performing Labor Actions (Actions that Make up Labor Operations and Functions) by Teachers in Educational Institutions of SVE and HVE

More than 70% of teachers of the art and pedagogical directions perform the following labor actions constantly:

- Develop and update work programs of academic subjects, courses and disciplines (modules) on SVE and HVE programs, programs of additional general and vocational education;
- Develop and update training and methodological support of academic subjects, courses and disciplines (modules) on SVE and HVE programs, programs of additional general and vocational education, including assessment tools to verify the results of mastering disciplines by students;
- Plan classes on academic subjects, courses and disciplines (modules) on SVE and HVE programs, programs of additional general and vocational education;
- Give classes on courses, disciplines (modules) and professional modules on SVE and HVE programs, programs of additional general and vocational education;
- Control and assess the results of mastering a subject, discipline (module) in the midterm assessment of students;
- Maintain training documentation on paper and electronic media.

About 50% of teachers of the total number of all teachers of the art and pedagogical directions perform the following labor actions partially:

- Set goals, plan and diagnose their activity;
- Control and evaluate their activity;
- Make reporting (reporting and analytical) and information materials;
- Organize independent work of students on courses, disciplines (modules) and professional modules on SVE and HVE programs, programs of additional general and vocational education;
- Organize creative, research, project, competitive, olympiad and other activities of students trained on SVE and HVE programs, programs of vocational education and professional development;

- Individual record of the results of mastering academic subjects, courses and disciplines (modules) on SVE and HVE programs, programs of vocational education and professional development by students.

About 20% of teachers of the pedagogical direction in SVE and HVE perform the following labor actions rarely:

- Create the subject-developmental and educational environment in the classroom, lab or workshop;
- Organize the educational work of students, trained on courses and disciplines (modules) on SVE and HVE programs, programs of additional general and vocational education;
- Organize activities related to the professional orientation of pupils in comprehensive schools;
- Carry out the pedagogical support to students in professional self-determination when teaching them on SVE and HVE programs;
- Take part in creative, research, project, competitive and olympiad activities;
- Take part in the State Final Examination of students.

There are clear differences between the actions of teachers of the disciplines of the art direction, namely, Lacquer miniature painting on papier-mache from the actions of teachers of the pedagogical direction. To such differences we'll refer the features of teachers' actions in health support of students of Lacquer miniature painting on papier-mache during the educational process on courses and disciplines (modules). This is because the process of training students in Lacquer miniature painting on papier-mache in SVE and HVE is associated with plein-air practice and work experience internship of students. Thus, the work experience internship in Mstera branch of the higher school of folk arts, where vocational education is implemented by SVE and HVE in "Applied and Decorative Arts," profile "Lacquer miniature painting on papier-mache," is performed in the scientific design and technological laboratory, in which there is a laboratory production of papier-mache. In the laboratory students study the raw materials and technology of papier-mache production, equipment, papier-mache constructions, shapes, structure and decoration of papier-mache, designed for miniature painting. Students' staying in laboratory and workshop environment requires of a teacher to take measures for their safety and keep up their health. The plein-air practices of future artists and bachelors in the direction of "Applied and Decorative Arts and Folk Crafts," profile "Lacquer miniature painting on papier-mache" also require of a teacher the increased attention to the preservation of students' health because of the direct influence of weather conditions on students' health. As the experiment showed, all the teachers of the direction of Lacquer miniature painting of the higher school of folk arts and its Mstera, Kholuy and Fedoskino branches pay constantly attention to the preservation of students' health.

In addition to their work, teachers of the disciplines of Lacquer miniature painting on papier-mache create samples of drawings and art projects and samples of painting on papier-mache correlated with constructional features of papier-mache shapes together with students. This promotes the development of the material and

technical base for the Department of Lacquer Miniature Painting of the higher school of folk arts.

In this school and its Mstera, Kholuy and Fedoskino branches – branches located in the development centers of Russian Lacquer miniature painting, the career-oriented activities, aimed at attracting of talented and artistically gifted youth to enter HSFA, are held most actively. The continuous multi-level vocational education in the field of Lacquer miniature painting, implemented by the higher school of folk arts, is a priority for young people, living in the historic centers of origin of this folk art, when they choose an educational vocational institution of art profile.

The studies in organization of creative, research, project and competitive activities by teachers of Lacquer miniature painting in SVE showed that teachers don't need to make much effort to organize these activities. This is due to the constant creative activity of teachers themselves, that in Lacquer miniature painting on papier-mache is accompanied by scientific research and designing. Besides, the created works of Lacquer miniature painting are almost always put up for tenders, in museums of applied and decorative arts, as they are unique and highly artistic works of traditional applied art.

3.4. The Results of the Study of Understanding of the Interrelation between the Labor Actions and Occupational Mobility and Self-realization by Teachers, and that this Interrelation is a Basic Prerequisite for their Career Growth and Professional Development

Below are the results of the study that are common for teachers of the art and pedagogical directions of two levels – SVE and HVE:

- More than 60% of teachers to the most interrelated labor actions with occupational mobility and self-realization, as basic prerequisites for their career growth and professional development referred those ones that related to the educational and methodological activity;
- More than 60% of teachers identified the actions related to interactive learning and replenishment of the material and technical base as significant actions;
- Only 30% of teachers noted innovative, research, project and competitive works of students as significant labor actions;
- The low level of significance for teachers (about 30%) have the actions associated with the development of regulatory documentation.

3.5. The Results of the Study of Significance of General and Professional Competencies for Teachers

We note that for teachers of SVE and HVE the general and professional competencies, that teachers should have to perform the respective labor functions and actions, and which are recorded in the Federal State Educational Standards, are equally important. To the significant general competencies more than 80% of teachers referred:

- Consciousness of the key values of the pedagogical activity, manifestation of understanding of their meanings and sense, express of one's own attitude to each key value of the teaching profession;

- Possession of the norms of pedagogical relations in the pedagogical activity in designing and implementing the educational process aimed at training students on SVE and HVE programs, programs of vocational education and professional development;
- Ability to cognitive activity;
- Possession of the system of psychological means of organization of communicative interaction, analysis and evaluation of the psychological state of another person or group, positive impact on a person, prediction of his/her reaction, ability to control one's own psychological state in terms of communication;
- Possession of the principles of thinking, knowledge of general laws of thinking, ability to make logical written and oral speech;
- Analysis of socially significant problems and processes, ability to use in practice the methods of human, social and economic sciences in the pedagogical activity;
- Implementation of written and oral communication in the state language and awareness of the need for knowledge of the second language.

Less than 30% of all teachers, having participated in the experiment, believe that such general competences as:

- Mastering research technology;
- Independent work on the computer (basic skills);
- Collective and team work are insignificant for them.

More than 80% of all teachers, having taken part in the experiment, to the significant professional competencies in their activity referred:

- Performing pedagogical functions to ensure the efficient organization and management of the pedagogical process of students' training on SVE and HVE programs;
- Organization and implementation of the educational activity in accordance with the requirements of professional and Federal State Educational Standards in educational institutions of SVE and HVE;
- Organization and control of the pedagogical support of the group of students trained on SVE and HVE programs;
- Using modern educational technologies of formation of spiritual, moral values and civic consciousness in students;
- Analysis of pedagogical situations;
- Organization of the academic and research and project work of students trained on SVE and HVE programs, programs of vocational education and professional development;
- Analysis and forecast of the academic and research and project work of students trained on SVE and HVE programs, programs of vocational education and professional development;
- Using the technologies of formation of creative abilities in training students on SVE and HVE programs, programs of vocational education and professional development.

Less than 60% of teachers of SVE and HVE of the art and pedagogical directions believe that such professional teacher competences as:

- Using the advanced technology industries in the learning process;

- Using concepts and models of the educational systems in the global and domestic pedagogical practice;
- Analysis and forecast of independent work of students trained on SVE and HVE programs, programs of vocational education and professional development;
- Participation in research of problems arising in the process of students' training on SVE and HVE programs, programs of vocational education and professional development;
- Organization of their participation in conferences, seminars and congresses at various levels;
- Development, analysis and correction of training documentation when training students on SVE and HVE programs, programs of vocational education and professional development;
- Designing and applying a set of didactic tools when training students on SVE and HVE programs, programs of vocational education and professional development;
- Organization of training and production process with the use of modern knowledge about new technological processes in various branches of modern economy, including in Lacquer miniature painting;
- Organization of the educational process applying interactive, efficient technologies in the training of students on SVE and HVE programs, programs of vocational education and professional development;
- Design and maintenance of the educational and technological environment for practical training of students on SVE and HVE programs, programs of vocational education and professional development are insignificant for them.

More than 70% of teachers, who participated in the study, at the mention of their place of work felt self-esteem. More than 70% of teachers of their total number consider that to be healthy, active and able to work it is necessary for them.

4. DISCUSSION

The results, obtained on the basis of diagnosing teachers of the art and pedagogical directions of SVE and HVE, can be explained as follows:

1. The study of age and gender characteristics of teachers in educational institutions of SVE and HVE shows that the average age of teachers of SVE of the discussed two directions is 40-55-year-old and is a bit less (about 40 years old) than one of teachers of HVE. More than 80% of teachers are women. This indicates the rejuvenation of the teaching staff relative to 10-15 years ago. Thus, according to the data of our study, in 2000 the average age of teachers of the art and pedagogical directions of SVE and HVE averaged 54-year-old. The obtained results confirm that the field of teaching is traditionally of interest to women and remains the sphere of their professional activity.
2. The analysis of the positions and education of teachers in educational institutions of SVE and HVE shows that in HVE all the teaching staff has HVE, in the system of SVE this figure is more than 70% of teachers having been questioned. The data on the number of employees with academic titles and on the possession of pedagogical education of the teaching staff in educational institutions of HVE have fairly high values – more than 95% in contrast to the system of SVE, in which only 64.4% of teachers have degrees and HVE. In educational institutions of SVE teachers of the Humanities and Natural Sciences dominate by the quantitative composition – 74% and only 26% are teachers implementing professional training. This is because SVE implements general secondary education along with vocational education, and in this regard, a large number of teachers provide general secondary education. In educational institutions of HVE teachers, implementing professional training, dominate – more than 70%, due to the introduction of a large number of academic disciplines of general professional and professional learning cycles into higher education institutions.
3. Diagnosing the labor activity of teachers in institutions of SVE and HVE allows us to show that among higher school teachers the adaptive, locally-modeling and system-modeling activities prevail in nearly equal proportions, and among teachers of SVE the system-modeling activity and its reproductive level prevail. The priority of the system-modeling activity is associated with the large system requirements to the teacher profession, recorded in the state regulatory documents. The increasing role of the system-modeling activity of teachers of Lacquer miniature painting and teachers, training students to become teachers for SVE, means teachers' understanding and assimilation of the system of types of professional work, their abilities to simulate educational systems, to model pedagogical situations. We note that the productive level of activity dominates in teachers of the art direction "Applied and Decorative Arts and Folk Crafts," profile "Lacquer miniature painting." It is related, apparently, to the fact that the creative art activity of teachers and students, to be taught, enables teachers to increase their creative activity in relation to the pedagogical work.
4. The analysis of labor functions, which the teaching staff of educational institutions of SVE and HVE perform, shows that more than a half of teachers of SVE in contrast to teachers of HVE perform the functions relating to the organization of psychological-pedagogical and educational support of the educational process in training students; <35% of teachers of SVE and HVE perform the designing, technological and managerial functions of the activity. More than a half of teachers of HVE specified the labor functions, regarding interactive learning and replenishment of the material and technical base of the educational organization, significant for them. The surprise is the fact that with the active implementation and application of information technologies (distance and interactive learning) only 30% of teachers of SVE noted the importance of this. As for the art direction of SVE in the field of Lacquer miniature painting on papier-mache this can be explained, first of all, by the fact that the specifics of this educational direction is associated with the formation of skills and abilities of handmade work of art. In the classroom much time is devoted to performing sketches, drawings, art projects, picturesque paintings with hands. The reasons for the general decline in the significance of interactive learning for teachers of SVE relative to teachers of HVE, it seems, are lack of knowledge and skills in this field

and lack of time to prepare teaching materials for interactive learning.

5. Defining psycho-social and pedagogical characteristics of the activity of teachers in educational institutions of the art and pedagogical profiles of SVE and HVE shows that more than 70% of teachers of HVE the development of a business and legal culture of students trained on programs of SVE and HVE, programs of professional training and professional development refer to the significant goals. This is an important positive factor for success of developing students' competencies of an entrepreneur. More than 70% of higher school teachers, unlike teachers of SVE, are proud of their work and know that they can have a professional growth at this work. About 70% of teachers of SVE consider that the values and sense of the pedagogical activity are cultivating morality and spirituality of youth and training of competitive specialists.

Teachers of HVE put some other things in values and sense of their pedagogical activity. They believe that the values are not only cultivating morality and spirituality of youth but – the education of the whole person, able to innovate, and the sense is an ability to develop and improve teachers' capacity for knowledge constantly and to transfer knowledge. These results demonstrate clearly deep understanding of values of the innovation activity by teachers of the higher vocational school. Besides, this testifies to the fact that they are ready for the innovation activity unlike teachers of SVE. Teachers of higher vocational school consider that the sense of their pedagogical activity is its continuous improvement and the need to share that knowledge with other teachers through the system of additional vocational education.

It should be noted that the opinions of teachers of the art direction (Lacquer miniature painting) of the values and sense of the pedagogical activity are different from the opinions of teachers of the pedagogical direction. It is reflected in the fact that all teachers (100%) of Lacquer miniature painting both the value and sense of their activity see in cultivating morality and spirituality of youth. It comes from the involvement in the spiritual and moral values of the traditional applied art – Lacquer miniature painting in their work and from the need to preserve this art form and its further highly artistic development. In conversations with teachers of Lacquer miniature painting, it was found that they consider an important task for them is to prepare competitive specialists who will be able to counteract performing Lacquer miniature painting on papier-mache at a low artistic level by their work which educates misunderstanding and even rejection of the traditional applied art – Lacquer miniature painting in people.

6. The conducted experimental studies of activity of teachers of the art (Lacquer miniature painting) and pedagogical direction, technical and socio-humanitarian profile of training students in institutions, implementing SVE and HVE, prove their unity by the answers to questions about the level of education of teachers, performing many labor functions and actions, understanding the interrelation between the labor actions and their professional mobility and self-realization by teachers, the importance of general and professional competencies for teachers and values and sense of the pedagogical activity.

However, the art direction, presented by profile “Lacquer miniature painting” in the study, stands out against the pedagogical direction due to the specifics of the field of art and artistic activity of a person. This affects a teacher's activity. The teacher performs work actively and creatively, is more engaged in research and project activities and the moral and spiritual values prevail in teacher's work. At the same time the teacher is not striving for the implementation of information technologies of training and the interactive training methods, related to the latest learning tools, uses rarely.

5. CONCLUSION

The conducted studies of the pedagogical activity of teachers of two different directions (art and pedagogical) in institutions, implementing SVE and HVE, proved that all the teachers, but in different ways and for different reasons, perform the pedagogical activity, stated in the requirements to the teacher profession.

However, the pedagogical activity can vary significantly under the influence of the educational directions. It was established in the study of functions of the activity and actions of teachers of the artistic and pedagogical directions. This conclusion allows us to offer the modernization of training subjects related to the specific industry (Applied and Decorative Arts, Pedagogical Education; Services Sector; Metallurgy, Mechanical Engineering and Materials Processing; Energetics, Power Engineering and Electrical Engineering; Vehicles) in training of bachelors and masters in the pedagogical direction “Professional training (by industry),” which would allow students to form competences in the industry, research and innovation fields at a high level. This is especially significant considering that the graduates of this educational direction can work as teachers in SVE institutions that teach future artists.

In the conducted study we didn't manage to obtain a detailed picture of the working day of each teacher, which makes it possible to conduct a comparative analysis of the completeness of performing the activity functions, the time spent on their implementation.

We consider that the possible prospects for further professionological research are the compilation of a generalized map of activities of a SVE teacher in the direction of “Applied and Decorative Arts and Folk Crafts” and a teacher in the direction of “Professional training” correlated with competences that bachelors and masters of these directions receive to clarify the question of the interaction of the requirements to the teacher positions and certification of the teaching staff with the competencies and activities recorded in the professional and Federal State Educational Standards.

Further pedagogical research in the field of Lacquer miniature painting can include: Search for a system solution for theoretical and practical training of students with regard to the design-technology and creative art activity of teachers; the development of principles and requirements to the educational and professional activity of teachers and students in the conditions of papier-mache production.

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