

Professional and Personal Mobility of Teaching Staff in the Implementation of Standard of Preschool Education in the Russian Federation

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ABSTRACT

The purpose of the article is the empirical study of levels of professional and personal mobility of teaching staff at preschool educational institutions, as well as teachers of universities and colleges to identify ways and means of its improvement with the adoption of the pre-school education standard. Key methods of investigation, the results of which are provided in the article are: the analysis of scientific literature on the issue of research, empirical methods, including observation, expert evaluation, ranking, proprietary questionnaires and feedback forms, statistical analysis of data. Data obtained in the study are formed by individual questioning of 206 respondents during 2016. The study empirically detected levels of professional and personal mobility of teaching staff at preschool educational institutions, universities and colleges, i.e. cognitive, motivational and activity-based. The activity-based level of professional and personal mobility of all respondents as the ability to implement the standard of pre-school education and vocational educational effectiveness is not expressed clearly enough. Heads at preschool educational institutions have the lowest level of activity-based mobility. The results of the study allowed identifying common level indicators of professional and personal mobility of staffing at different levels of education in the implementation of the standard of preschool education: adaptive (low), practical (average) and creative (high). In general, the overall practical (average) level of professional and personal mobility with the implementation of the standard of preschool education prevails in all groups of respondents. The research results can be applied in practice to develop professional and personal mobility of executives, educators, speech therapists, psychologists at pre-school educational institutions, as well as teachers at universities and teacher training colleges in the conditions of the introduction of pre-school education standard.

KEYWORDS

Professional and Personal Mobility of Staffing in the Context of Implementation of Pre-School Education Standard in Russia, Levels of Professional and Personal Mobility

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Introduction

Introduce the Problem

The urgency of the problem under study in the article is caused by the need for increasing professional and personal mobility of teaching staff at different levels

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of education at the introduction and implementation of the federal state standard of preschool education in the context of updating educational standards in Russia.

An important strategic goal of the state policy in the field of education in the Russian Federation appears its complying with the innovative development of economy, society's modern requirements and accessibility to every citizen. Realization of this goal offers the modernization of educational institutions as a social development tool, provision of innovative character of education, which includes updating content and education technologies, the balance of fundamentality and competence-based approach, the variability of educational programs, establishment of a modern system of continuous education, upgrading of professional and personal mobility of teaching staff in terms of introduction and implementation of preschool education standard..

Explore Importance of the Problem

One of the modern trends in the development of educational content in Russia is a permanent renewal of educational standards, their continuity, which is caused, first of all, by the need to create the country's general pedagogical pro-space, thanks to which quality education at its various levels and in different types of educational institutions should be provided. This raises the problem of the formation of professional and personal mobility of teaching staff in the implementation of the updated educational standards.

State Hypotheses and Their Correspondence to Research Design

Analysis of works devoted to the formation of professional and personal mobility of teaching staff in the conditions of implementation of the new generation of standards in the Russian Federation with the introduction of preschool education standard allowed formulating the general *scientific problem of the research*, the main contradiction of which consists, on the one hand, in the high requirements for professional and personal mobility of teaching staff in terms of implementation of preschool education standard in Russia, on the other – in the professional and personal inertia of the majority of teachers at the activity-based level. Another no less important contradiction is that professional and personal mobility of the vast majority of teaching staff is carried out mainly on the cognitive and motivational (personal) and to a lesser extent on the activity-based level. This problem gives rise to the main task of this study – the improvement of teachers' training system in the context of education modernization in Russia, which is connected with the need to find qualitatively new ways and means of developing teachers' professional and personal mobility at the implementation of a new generation of standards for activity-level training in various fields: teacher training education, psychological and pedagogical education, special (defectology) education, taking into account the implementation of preschool education standards.

Describe Relevant Scholarship

Recognition of the pre-school stage as a self-education level by the Federal Law "On Education" has led to a change in the requirements for both the teachers

and heads at preschool educational institutions, as well as psychologists, speech therapists and teachers of higher educational institutions specializing in training students of psycho-pedagogical and defectological specialties. New educational standard takes aim at acquiring new types of activities – design, art, research – by teachers of preschool educational institutions. The modern model of pre-school education involves high technologies of development children’s imaging, cognitive, creative and other basic abilities. The use of these technologies requires highly qualified teachers.

The characteristics of successful teacher-professional in modern society include the willingness to changes, the ability to non-standard employment actions, responsibilities and independence in decision-making. In our view, all this requires for the teacher’s professional and personal qualities corresponding to the concept of “professional and personal mobility” (Neprokina and Stepanova, 2015).

It should be noted that if a fairly clear division of socio-economic and psychological and pedagogical approaches is characteristic of the domestic research of mobility, then abroad the personal mobility is meant primarily as horizontal social and professional mobility, correlated with the integral personal characteristics to some extent (Goryunova, 2006; Sergeeva, 2015).

Abroad, the share of research on the relationship of personality and socio-professional and professional aspects of experts’ mobility, including the education system, is extremely small (Goryunova, 2006; McKinzie, 1981). The English-language publications put to the fore the so-called meta-characteristics of the identity – ethnic identity, life satisfaction, success, experience, personal self-effectiveness. Studies which implement longitudinal and cross-cultural approaches to the study of mobility are quite common. These include works by G. Barbieri, C. Rossetti, P. Sestito (2011), T. Falch (2011), L. Feng (Feng, 2009; Feng and Sass, 2008), L. Feng, T. Sass (2011), B. Rickman, C. Parker (1990), M. Luekens, D. Lyter, E. Fox (2004), D. Sinyolo (2010), etc.

However, in some works, for example, a longitudinal study of F. McKinzie,⁵ the influence of a number of psychological variables (energy, responsibility, emotional stability, sociability, etc.) on the horizontal mobility of male teachers was analyzed, and made the unexpected in terms of the domestic points of view: none of the psychological variables affects the mobility, the only significant factor is wage increase. Perhaps it is explained to some extent by the specific way of life and mentality of American society in which labor migration has long been a way of life, while horizontal mobility is a relatively new phenomenon for the Russians, and the willingness to it depends on the personal characteristics and the characteristics of the labor subject. Such an approach is implemented, in particular, in D. Costner’s work (Costner, 1990).

The results of applied studies in the field of personal mobility of college teachers by Russian researchers E.F. Zeer, S.A. Morozova, E.E. Symanyuk (2011) indicate that notional background assumption (readiness for innovation), intelligence lability (plasticity), excess activity, creativity (ability for creativity), reflexivity are of the greatest significance for the professional mobility of teachers.

Applied research by O.V. Kerdyasheva (2010), E.G. Nedelko (2007), S.V. Nuzhnova (2011) confirm the efficiency of the formation of idea of mobility not per se, but the psychological readiness, which acts as a psychological



premise for mobile behavior, being a mediating link between the personal and professional mobility.

With regard to education E.I. Ogarev (1995) examines the concept of “social mobility” as an intellectual flexibility which allows the teacher to overcome the existing stereotypes of activity, conservatism and rigidity. In other words, the success of the modernization of education is largely determined by teachers’ willingness to innovative activity, to the mobile response to the rapidly changing needs of society and continuously updated information. V.A. Mishchenko (2008) considers that the concept of professional mobility of a specialist is comprehensive. However, he underlines that the phenomenon of vocational mobility has no uniform interpretation in psychological and pedagogical literature.

In domestic psychological-pedagogical literature there is an understanding of “mobility” as the inherent properties of the individual, a certain state of the human mind, a willingness to solve problems, make decisions faster, instantaneous adaptation to changing conditions, the restructuring activities in the new conditions of social and professional environment (O.V. Amosova (2000), L.V. Vershinina (2003), R.S. Nemov (2007), T.A. Stefanovskaya (1998), A.V. Petrovsky (1982), M.G. Yaroshevskii(1992). In this connection, it emphasizes the role of the formation of mobility as a quality of the individual, which is one of the sought-after social education purposes.

L.P. Merkulova (2008) regards professional mobility as an integrative indicator of the quality of professional training, allowing quickly solving problems, responding to the professional situation. Proponents of the competency approach (I.A. Zimnyaya (1982), N.V. Kuzmina (1970), V.D. Shadrikov (1993), etc.) consider mobility of professionals as a set of specific competencies, which are formed, updated and become more active in the activities as important issues occur. T.B. Kotmakova (2009) understands personal mobility as a person’s integrative quality, which is fundamental to the effective implementation of his/her other types of mobility, manifested in the formation of motivation to learn, the capacity for creativity, effective communication and allowing the person to be active in the process of creative self-development. The most consistent model of personal mobility can be found in L.A. Amirova’s (2009) works who distinguishes two types of mobility: actual and potential. The first one is related to the dynamics of the motivational component development and is expressed in the mobilization of internal resources: activity, psychical processes, volitional processes, mobilization of substantial cognitive, competence-based, reflective components, self-actualization of professionally significant qualities. In the structure of the potential mobility, the author highlights temperament, adaptive properties of the individual, motivational readiness and creativity:

Analysis of studies shows that the authors include personal characteristics: activity, flexibility, capacity for rapid change of activity, readiness for self-development in the structure of professional mobility (Sergeeva, 2015).

In our study, we proceed from the assumption that professional and personal mobility of teaching staff and managers of educational institutions can be manifested at different levels: cognitive, motivational and activity-based. We assign cognitive and activity-based level to a professional field of mobility, motivation level – to the personal sphere.

Method

To solve the problems set in the research and test the hypothesis, a number of methods have been used such as analysis of scientific literature on the issue of the research, empirical methods: observation, peer review, author questionnaires and feedback forms and statistical processing of data.

Identify Subsections

The empirical base of the study was a selective sociological survey representative for Russia, conducted in the Lipetsk region. The representativeness of the study and reduction of sampling error was conditioned by a sufficiently high homogeneity, the given orderliness of the target audience, the presence of sufficiently detailed information about the characteristic features of the general totality and typicality of the Lipetsk region in its structure. The study was conducted by a method of written survey of teachers according to a solid sample in all institutions of higher and secondary vocational education of the Lipetsk region, which train students in specialty “Preschool Education” (Lipetsk State Pedagogical University named after P.P. Semenov-Tyan-Shan, Yelets State University named after I.A. Bunin, teachers college in the town of Lebedyan), as well as directors, educators, psychologists, speech therapists at 11 preschool educational institutions in Lipetsk and 20 regional institutions in the Lipetsk region according to the mechanical sample. In total, 206 people participated in the survey. The study was being conducted during 2016.

Research of professional and personal mobility of psycho-pedagogical staff in the implementation of the standard of preschool education, which was attended by directors, educators, psychologists, speech therapists at preschool educational institutions, professors and lecturers of pedagogical college and institutions of higher education, allows us to interpret the results as follows.

Results and Discussion

The results of empirical research of professional and personal mobility are presented in Figure 1.

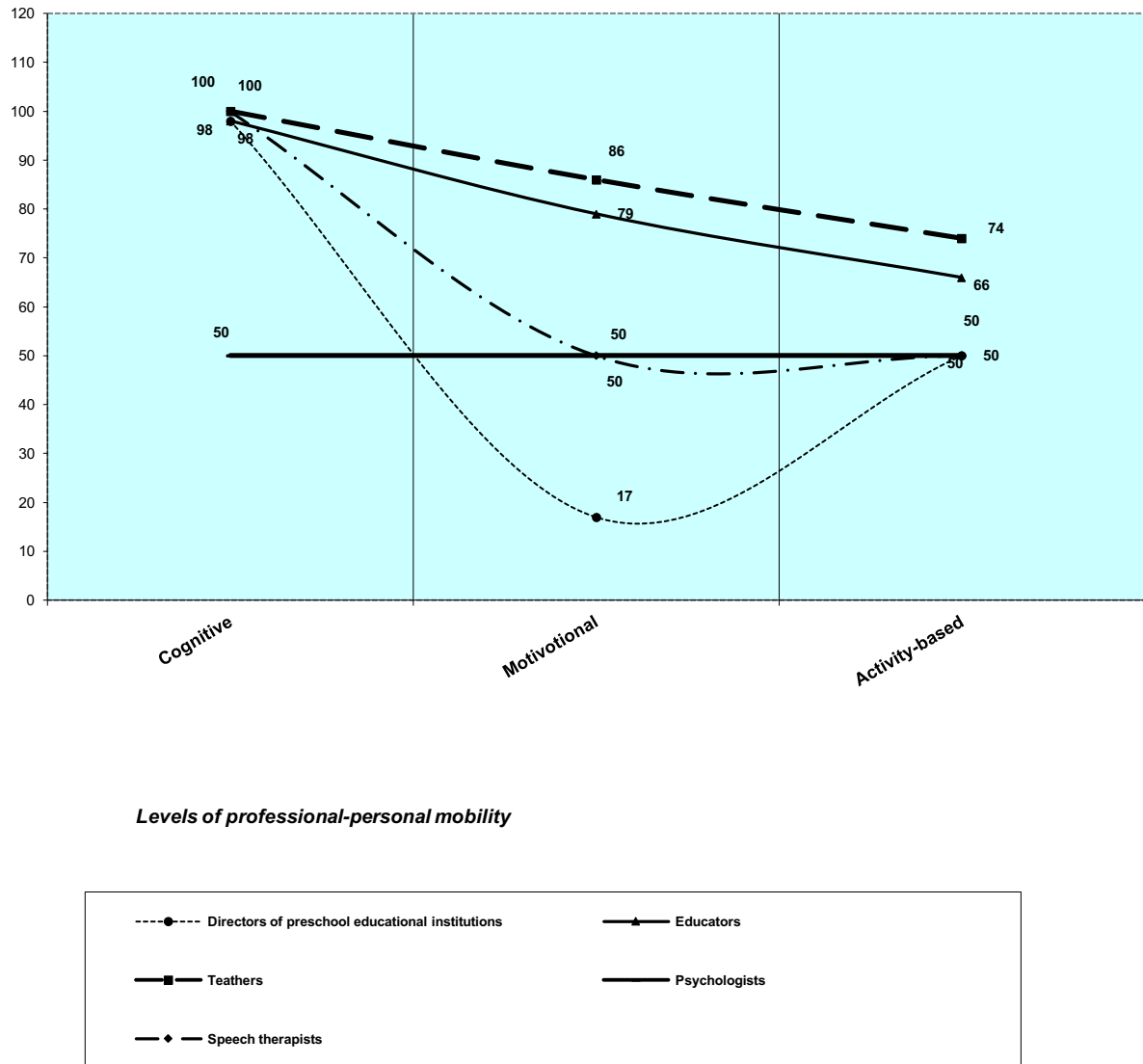


Figure 1: Assessment of the levels of professional and personal mobility of teaching staff in terms of introduction and implementation of the standard of preschool education

First of all, the degree of management and professional and personal mobility of heads of institutions of preschool education underwent assessment, as the implementation of the standard depends on them in many respects. Motivational (personal) level of mobility as a vocational teaching viewpoint is formed among the minority of managers (17%), 83% do not believe in the

positive impact of the introduction of pre-school education standard on the development and education of children, and that it contributes to the improvement of the educational process. Apparently, therefore, there have been observed superficial motivation for professional-pedagogical self-education among respondents. The activity-based level of mobility for the implementation of the standard of pre-school education as vocational and educational performance is also formed only among half of managers (50%) of pre-school institutions. The rest of the directors is having trouble developing basic educational program, designing an individual trajectory of a child, parent education, the implementation of inclusive education.

The cognitive level of mobility as a theoretical psychological and pedagogical part of professional and personal mobility is typical for 98% of tutors of preschool educational institutions. Motivational (personal) level of mobility as a vocational teaching viewpoint has been formed among the overwhelming majority of tutors (79%), however, 21% of them are not sure about the positive impact of the introduction of the preschool education standard on children's development and education, and that it promotes educational process upgrading. The activity-based level of mobility for the implementation of the standard of preschool education, as professionally and pedagogical effectiveness, has also been formed a little more than among half of teachers (66%) at pre-school institutions. In our opinion, the weak formedness of activity-based mobility in the field of implementation of the standard of preschool education significantly reduces the cognitive component of educators' professional mobility. Assessing own mobility in the implementation of educational activities in the conditions of the introduction of the standard of pre-school education, psychologists note the high level of mobility on the cognitive and activity levels, at the same time motivational (personal) level of mobility is marked only among half of psychologists (50%).

The cognitive level of mobility as a theoretical psychological and pedagogical part of professional mobility is realized also only among half of psychologists (50%). Despite the fact that 50% of respondents-psychologists believe in their understanding of the theoretical foundations of the pre-school education standard, they show superficial knowledge of the ways and means of implementing the federal standard of preschool education which are not enough perceived and based on traditional approaches. Motivational (personal) level of mobility as a vocational teaching position is also formed only among half (50%) of respondents-psychologists, the other part are not sure of the positive impact of the introduction of pre-school education standard on children's development and education. The activity-based level of mobility in the implementation of the standard of pre-school education as a professional pedagogical effectiveness is also formed only among half psychologists at preschool educational institutions. The rest of the psychologists are experiencing difficulties in the development of basic educational program, projecting individual trajectories of a child, parent education and the implementation of inclusive education.

We also evaluated the professional and personal mobility of speech therapists in the implementation of standards of preschool education. The



cognitive level of mobility as a theoretical psychological and pedagogical part of the professional speech therapists mobility has been seen among the vast majority (100%). Respondents-speech therapists are confident in their understanding of the theoretical foundations of the standard and demonstrate awareness of the ways and means to implement it, pointing thereby to the absence of any constraints on the cognitive level. Motivational (personal) level of mobility as a vocational teaching viewpoint has been noticed only among half of the respondents (50%), the rest of respondents-speech therapists do not believe in the positive impact of the introduction of the standard on children's development and education, and that it contributes to the improvement of educational process. Thus, superficial motivation has been noted among respondents-speech therapists in the area of personal mobility. The activity-based level of mobility as a professional pedagogical effectiveness among speech therapists in the implementation of the standard of pre-school education has also been noted only among half of them (50%). The rest of the speech therapists experience difficulties in designing an individual trajectory of the child, enlightening parents and the implementation of inclusive education. In our opinion, the weak formedness of professional and pedagogical viewpoint as a manifestation of motivation (personal) mobility in the implementation of the standard of preschool education significantly reduces the level of cognitive mobility of speech therapists and, ultimately, their psychological and pedagogical effectiveness. Ranking subjective (personal) mobility factors in the implementation of the standard in order of importance, most speech therapists distinguished: poor teacher's motivation for innovation of professional activity; difficulty in enlightening parents in order to expand the development of ideas about the features and methods of teaching children with speech disorders.

The results of questioning of teachers of higher and secondary vocational educational institutions suggest that all respondents-teachers are fully confident that they know the standards of pre-school education and do not undergo professional and personal difficulties at the cognitive, activity-based and motivational levels of professional and personal mobility at implementation of the standard of preschool education. The following options were distinguished on the basis of the survey of teachers according to which the overall level of professional and personal mobility can be considered as *high*: the cognitive level of mobility – the knowledge of regulations governing the introduction of the standard of pre-school education; knowledge of the characteristics of the design and planning of the educational process in the conditions of the introduction of the standard of pre-school education has been noted among almost all teachers of higher and secondary special educational institutions (100%). Motivational (personal) level of mobility as a vocational teaching viewpoint has been noted among more than half of respondents (86%). Thus, teachers-respondents are characterized with a fairly high level of motivational (personal) mobility. The activity-based level of mobility – the ability to carry out various models of education of preschool children in accordance with the standards of pre-school education is observed among 74% of teachers.

Summarizing the results of the study it should also be emphasized that, in general, professional mobility of teaching staff is stronger than the personal (motivational) mobility. The latter, in particular, is significantly reduced among the heads at preschool educational institutions (Figure 2).

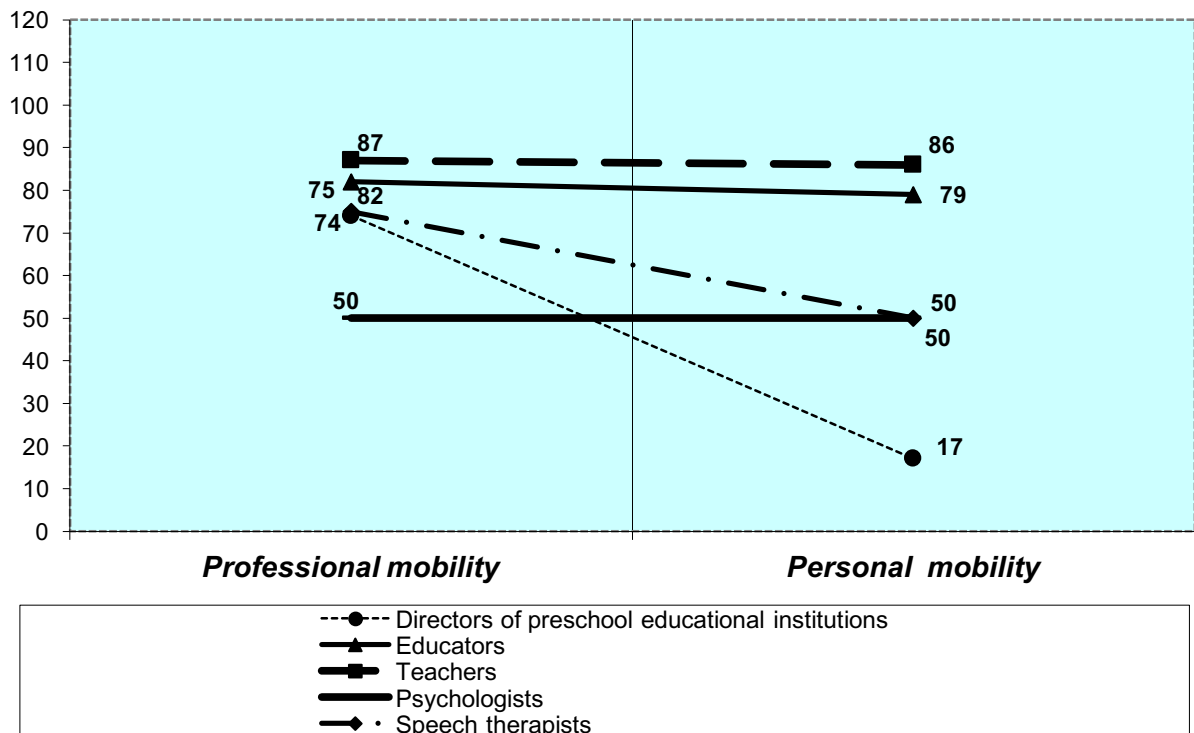


Figure 2: Assessment of the total professional and personal mobility of teaching staff in terms of introduction and implementation of the standard of preschool education

Conclusion

Summing up the results of the study and summarizing professional and personal mobility of teaching staff to ensure the implementation of the federal state educational standards of preschool education, the following conclusions can be drawn:

The cognitive level of mobility as a theoretical psycho-pedagogical part of professional readiness is formed more than among half of respondents (65%). They are confident in their understanding of the theoretical foundations of the standard and demonstrate awareness of the ways and means to implement it, indicating thereby the lack of any difficulties in cognitive terms.

Motivational (personal) level of mobility as a vocational teaching viewpoint is also noted among half of the respondents (50%), the rest of the



respondents do not believe in the positive impact of the introduction of the standard on the development and education of children, and that it contributes to the improvement of the educational process. Thus, all respondents noted superficial motivation for professional-pedagogical self-education.

The activity-based level of respondents' mobility in the implementation of the standard of pre-school education as a professional pedagogical performance is noted only among half of them (50%). The rest of the respondents experience difficulties in the development of basic educational program, in the design of individual trajectory of a child, parent enlightenment and the implementation of inclusive education.

Three levels of general professional and personal mobility of all survey participants (directors, educators, psychologists, speech therapists, university professors) are distinguished on the basis of the research results in the implementation of the standard of pre-school education:

The low level of mobility – adaptive – assumed the existence of separate, slightly meaningful from a practical perspective view of main provisions of the standard, the attraction to the stereotypes, the use of ready-made solutions without creative thinking; indifference to the standard as innovation;

The level of mobility: middle - practical, suggesting a fairly clear understanding of the basic provisions of the standard, the ability to design and carry out various forms of upbringing and educational work with children in accordance with the requirements of the standard on the basis of ready-made samples by their comprehension and interpretation, a positive attitude to the need to implement standards;

High level of mobility – creative, based on the systemic, steady and accurate understanding of the content of the standard, their creative usage in the design, development and implementation of various forms of upbringing and educational work with children in accordance with the requirements of the standard, a steady interest in the implementation of the standard, an effort to self-improvement and self-realization in the process of development of innovative activity, critical attitude towards it.

The results of empirical research of professional and personal mobility of the teaching staff of preschool institutions, psychologists, speech therapists, college and university teachers allow us to conclude that, in general, in all groups of respondents the overall practical (average) level of professional and personal mobility dominates with the implementation of the standard of preschool education.

It should be emphasized that the activity-based level of professional and personal mobility of all respondents as the ability to implement the standard of pre-school education and vocational educational effectiveness are expressed insufficiently. In addition, all respondents have generally less pronounced personality (motivational) mobility. Consequently, at the formation of professional and personal mobility of the teaching staff at the educational institutions with the implementation of standards of preschool education it is necessary to pay special attention to the activity-based and personal level of

mobility as professional and pedagogical effectiveness – the ability of teaching staff to implement various educational models in accordance with the standard of preschool education and the formation of personal viewpoint without which no professional activity is possible.

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Disclosure statement

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