

UDC 371.2

<https://doi.org/10.33619/2414-2948/80/52>

PROFESSIONALITY FEDERAL PROGRAM AS THE WAY TO DECREASE THE REGIONAL PERSONNEL SHORTAGE

©*Sitnikova E.*, ORCID: 0000-0001-5671-4852, The Russian State Vocational Pedagogical University, Ekaterinburg, Russia, katerinasitnikova555@gmail.com

ФЕДЕРАЛЬНАЯ ПРОГРАММА «ПРОФЕССИОНАЛИТЕТ» КАК СПОСОБ СОКРАЩЕНИЯ КАДРОВОГО ДЕФИЦИТА В РЕГИОНЕ

Ситникова Е., ORCID: 0000-0001-5671-4852, Российский государственный профессионально-педагогический университет, г. Екатеринбург, Россия, katerinasitnikova555@gmail.com

Abstract. The article discusses the Professionalism Federal Program called as one of the ways to decrease the regional personnel shortage. Modern educational technologies are collated with their effectiveness, and promising types of interactions between industry partners and colleges in the implementation of programs are presented.

Аннотация. Рассматривается федеральная программа «Профессионалитет» как одно из направлений снижения кадрового дефицита в регионах. Современные образовательные технологии сопоставлены с их эффективностью, представлены перспективные виды взаимодействия отраслевых партнеров и колледжей при реализации программ.

Keywords: personnel shortage, partner, college, technologies.

Ключевые слова: дефицит кадров, сотрудничество, колледж, технологии.

The problem of personnel maintenance in relation to the demands of the regional economy is more relevant today than ever. According to the results of the study by T. L. Klyachko and E. A. Polushkina, about 33% of the young people choose to study in secondary vocational education programs because of the opportunity to start working as early as possible, and only about 13% choose to get a higher education [8]. This trend among young people gave impetus to the development and implementation of the Professionalism Federal Program. This project is aimed at creating sustainable interaction between industry partners (enterprises) and colleges and optimizing the duration of studying. Professionalism Federal Program intends to make the secondary vocational education more flexible, aimed at employers. It will be implemented through the introduction of dual system mechanism, in which industry partners will be required to participate in the formation of an educational program, providing a place in production and attaching tutors to students. At the same time, educational programs of institutions will include soft skills with an emphasis on social, intellectual and volitional competencies. To achieve this, it is planned to create a co-working space, start-up and volunteering centers in colleges. All this, according to Deputy Prime Minister Tatyana Golikova, will allow 85% of graduates to find a job after completing their studies [11]. The phenomenon of Professionalism Federal Program has no analogues in any of the countries of the world, which caused interest in considering it as one of the key solutions in the challenge of the regional economy in terms of personnel maintenance.

Interaction of industry partners and colleges in organization of the educational process

According to I.V. Mukhin, the role of the employer in the training of mid-level specialists is of particular importance and becomes an objectively necessary condition for the effective development of professional competencies of students [10]. Mukhin identifies the following areas of collaborative activity:

- joint development of requirements for the quality of training of specialists; recently – examination of the main educational programs;
- participation of employers in graduates' final state examination;
- conducting joint research;
- employment of graduates on the basis of joint counseling.

G. V. Gladkikh and T. I. Ishteryakova believe that the integration of vocational education, the labor market, the state and the public is a priority way to strengthen the economic potential of the country [4]. Since the system of vocational education and training has a diverse nature, it is important for its effective development to use various ways of partnership (Figure) of educational organizations with the labor market.

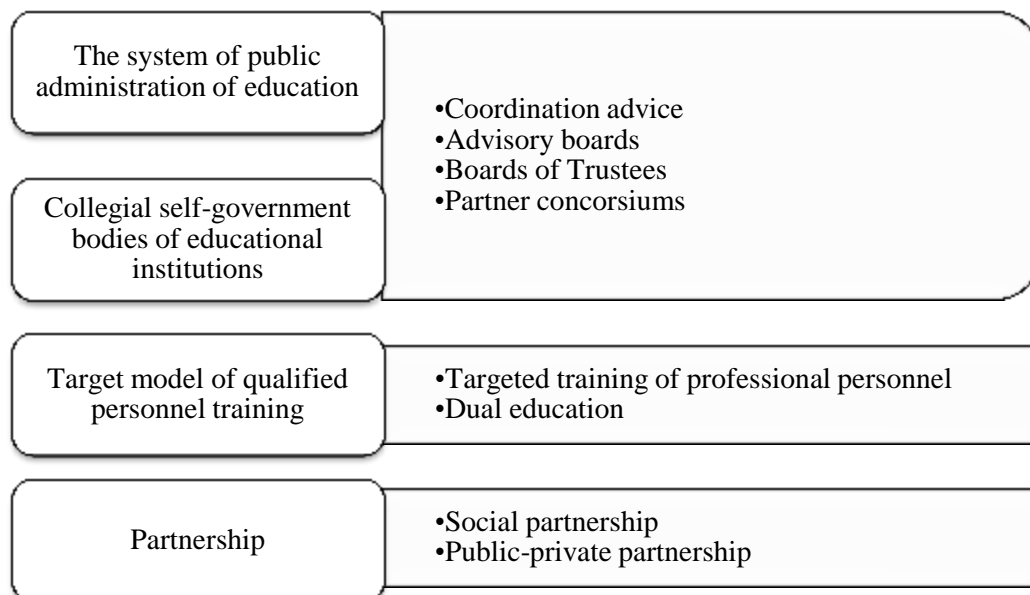


Figure. Ways of interaction between the college and the employer. Classification according to G. V. Gladkikh

A. V. Krutikova and N. V. Syuzeva say that the best form of interaction is networking, as an indicator of ideal, equal relations between an educational organization and an enterprise. According to the authors, the development of such relations will lead to the creation of an educational network, the optimization of educational programs, which fully complies with both the requirements of the Federal State Educational Standard in secondary vocational education and the requirements of relevant professional standards [9].

Talking about network interaction, it would be appropriate to add the opinion of T. A. Zubareva that network interaction allows solving educational tasks that were previously beyond the power of a separate educational organization, and it also generates new forms of work and formats of interaction [6].

E. I. Vasenin has another opinion. He claims that cluster interaction is the best way of communication between college and enterprise. The author highlights the following positive aspects of this type of interaction:

- participation of the professional community in updating the material and technical base of professional educational organizations;
- introduction of modern programs, training technologies, forms of organization of the educational process with the participation of employers;
- professional development of managers and teaching staff, including in the form of internships, on the basis of employers;
- formation of mechanisms, tools and procedures of an independent system for assessing the quality of vocational education [2].

A. I. Timchenko believes that social partnership is a powerful tool in improving the quality of vocational education and adapting graduates to new production conditions. An important aspect of social partnership is that it creates the necessary conditions for the formation of a regional order for the training of specialists [13]. Social partnership provides an opportunity for flexible interaction between educational organizations and colleges, finding points of contact with the government and the economy. Social partnership can be safely called a new resource for the development of vocational education, as it gives the college innovative conditions for the manifestation of new professional positions.

Selection and justification of technologies that allow to increase the effectiveness of educational activities while reducing the duration of studying.

The organizers of the Professionalism Federal Program now have a rather serious responsibility to choose the educational technology, since the result of the project as a whole will depend on it. It is worth noting that the task is not just to teach, but also to shorten the studying time without reducing the effectiveness of the final result. We suggest considering the following technologies:

1. Technology of level differentiation;
2. Project-based teaching methods;
3. Modular training;
4. Concentrated learning;
5. Case method.

Technology of level differentiation. The principle of differentiation of learning is the provision according to which the pedagogical process is built as differentiated. One of the main types of differentiation is individual training. The technology of differentiated learning is a set of organizational solutions, means and methods of differentiated learning that captures a certain part of the educational process [1].

Differentiated programs (namely, "programs" and not "tasks") provide for two important aspects:

- ensuring the mastery of KSA (knowledge, skills and abilities) at a certain level for all students;
- creating a model in which the student will be more independent in making decisions on educational challenges (from working on a sample to full independence).

Project-based teaching methods. The method of educational projects is an independent, creative educational work to solve practical problems and goals. At the same time, the fullness of the project is determined and carried out by students under the guidance of a teacher. The teacher only directs and coordinates the goals and content of the project, students have a chance to

creatively express themselves, to reveal their potential. This is an activity that allows students to express themselves individually or in a group, to try their hand in different activities, apply their knowledge and show publicly the result achieved. This is an activity aimed at solving an interesting problem formulated by the students themselves [5].

Modular training. The technology of modular training involves a gradual and meaningful transition from one type of activity (obtaining theoretical knowledge) to another (obtaining professional skills and abilities). To enable this transition, various active teaching methods are used, in particular, lectures-discussions and seminars. The theory of modular learning is based on principles related to general didactic principles (modularity, flexibility, structuring of the learning content into separate elements, etc.) [3].

Concentrated learning. Concentrated learning is a technology for organizing the educational process, in which the number of simultaneously studied disciplines decreases through the concentration of educational material, the restructuring of the content of disciplines into enlarged blocks. The technology is based on the principles of concentration of academic subjects and educational material over time, consistency and complexity (unity and interrelationships of goals, content, methods and forms of learning). Efficiency is achieved due to the interconnection of all components of the learning process: targeted, motivational, meaningful, operational and activity, control and evaluation [7].

Case method. The case study method is an educational situation developed on the basis of practical materials. After modeling the situation, its discussion takes place, during which its participants analyze, make decisions as managers and learn to work in a team. This technique can be described as creative, requiring a more extensive professional methodology. The teacher requires the necessary emotionality during the learning process, the ability to create an environment that will ensure compliance with the personal rights of students, and mutual cooperation [12].

Next, we propose to conduct a comparative analysis of the above-mentioned learning technologies according to their effectiveness (Table).

Table

MODERN EDUCATIONAL TECHNOLOGIES AND THEIR EFFECTIVENESS

<i>Educational technology</i>	<i>The purpose of the technology</i>	<i>The effectiveness of the use of technology</i>	<i>Forecasted result</i>
Technology of level differentiation	Training of each student according to the level of their capabilities, abilities and needs.	Prevention of students' academic failure.	improvement of the quality of training.
Project-based teaching methods	Development of creative and cognitive processes, critical thinking, the ability to acquire knowledge and apply it in practice.	The ability of students to create projects.	Immersion in professional activity.
Modular training	Organization and realization of the educational process based on the principle of independent work of the student.	Creating conditions for an individual pace of learning.	The development of the student's independence, the formation of universal professional competencies.
Concentrated learning	Creating a structure of the educational process close to the psychological characteristics of	Deep study of subjects by combining them	Dynamics of students' working capacity.

<i>Educational technology</i>	<i>The purpose of the technology</i>	<i>The effectiveness of the use of technology</i>	<i>Forecasted result</i>
	human perception.	into blocks.	
Case method	Training in analyzing the proposed practical situation and finding ways to solve it.	Focus on the formulation of the problem and the search for solutions to it.	Development of programmatic actions to overcome the problem.

Conclusion

The analysis of the scientific works of the authors dealing with the problems of vocational education made it possible to identify possible ways of interaction between industry partners and organizations of secondary vocational education in the framework of the effective development of the two participants of the Professionalism Federal Program. A comparative analysis of technologies that allow to increase the effectiveness of educational activities while reducing the duration of training is also carried out, their effectiveness and predicted effectiveness are formulated.

References:

1. Baimenova, A. A., & Solovei, T. Yu. (2019). Opyt primeneniya tekhnologii individualizatsii i urovnevoi differentsiatsii v sovremennom obrazovanii. *Pedagogicheskaya nauka i praktika*, (2 (24)), 45-49. (in Russian).
2. Vasenin, E. (2017). Dual'noe obrazovanie kak mekhanizm klasternogo vzaimodeistviya professional'nykh obrazovatel'nykh organizatsii i biznesa. *Srednee professional'noe obrazovanie*, (9), 30-33. (in Russian).
3. Vdovenko, M. S. (2016). Tekhnologiya modul'nogo obucheniya kak sredstvo povysheniya kachestva obucheniya studentov. In *Materialy 66-i nauchno-prakticheskoi konferentsii prepodavatelei i studentov* (pp. 68-72). (in Russian).
4. Gladkikh, V. G., & Ishteryakova, T. I. (2017, March). Partnerskoe vzaimodeistvie kolledzha i rabotodatelei v podgotovke kvalifitsirovannykh kadrov. In *Obrazovanie i nauka v sovremennykh usloviyakh: materialy X nauch.-prakt. konf* (Vol. 12, pp. 98-103). (in Russian).
5. Emlyutina, I. A. (2014). Metod uchebnykh projektov i ego vozmozhnosti obucheniya; proektnaya deyatel'nost' kak deyatel'nostnaya tekhnologiya obucheniya. *Professional'noe obrazovanie i obshchestvo*, (2), 21-26. (in Russian).
6. Zubareva, T. A. (2009). Effektivnost' modeli setevogo otkrytogo vzaimodeistviya obrazovatel'nykh uchrezhdenii kak resurs innovatsionnogo razvitiya. *Mir nauki, kul'tury, obrazovaniya*, (5), 178-184. (in Russian).
7. Kamenskikh, D. V. (2014). Kontsentrirovannoe obuchenie kak sovremennaya pedagogicheskaya tekhnologiya. *Problemy i perspektivy razvitiya obrazovaniya v Rossii*, (26), 34-40. (in Russian).
8. Belyakov, S. A., Klyachko, T. L., & Polushkina, E. A. (2018). Srednee professional'noe obrazovanie: sostoyanie i prognoz razvitiya. Moscow. (in Russian).
9. Krutikova, A. V., & Syuzeva, N. V. (2018). Podgotovka nastavnikov v ramkakh setevogo vzaimodeistviya professional'nykh obrazovatel'nykh organizatsii i predpriyatii proizvodstvennogo sektora (na primere GAPOU SO" Ekaterinburgskii ekonomiko-tekhnologicheskii kolledzh"). In *Professional'noe obrazovanie: problemy, issledovaniya, innovatsii* (pp. 218-224). (in Russian).

10. Mukhin, I. V. (2016). Rol' rabotodatelei v podgotovke spetsialistov srednego professional'nogo obrazovaniya (na primere Politekhnicheskogo kolledzha Sakhalinskogo gosudarstvennogo universiteta). *Pedagogicheskii imidzh*, (2 (31)), 108-112. (in Russian).

11. Savitskaya, T. (2021). Doroga v vuzy cherez tekhnikumy i kolledzhi mozhet byt' perekryta. *Nezavisimaya gazeta*, 9 iyunya. (in Russian).

12. Tolstoukhova, I. V., & Fugelova, T. A. (2016). Ispol'zovanie keis-metoda v formirovanii professional'nykh kompetentsii obuchayushchikhsya. *Sovremennye naukoemkie tekhnologii*, (7-1), 200-203. (in Russian).

13. Timchenko, A. I. (2018). Sotsial'noe partnerstvo na primere Ural'skogo politekhnicheskogo kolledzha-MKK. In *Professional'noe obrazovanie: problemy, issledovaniya, innovatsii: Materialy V Mezhdunarodnoi nauchno-prakticheskoi konferentsii*, Ekaterinburg, 142-146. (in Russian).

Список литературы:

1. Байменова А. А., Соловей Т. Ю. Опыт применения технологии индивидуализации и уровневой дифференциации в современном образовании // Педагогическая наука и практика. 2019. №2 (24). С. 45-49.

2. Васенин Е. Дуальное образование как механизм кластерного взаимодействия профессиональных образовательных организаций и бизнеса // Среднее профессиональное образование. 2017. №9. С. 30-33.

3. Вдовенко М. С. Технология модульного обучения как средство повышения качества обучения студентов // Материалы 66-й научно-практической конференции преподавателей и студентов. 2016. С. 68-72.

4. Гладких В. Г., Иштерякова Т. И. Партнерское взаимодействие колледжа и работодателей в подготовке квалифицированных кадров // Образование и наука в современных условиях: материалы X науч.-практ. конф. 2017. Т. 12. С. 98-103.

5. Емлютина И. А. Метод учебных проектов и его возможности обучения; проектная деятельность как деятельностная технология обучения // Профессиональное образование и общество. 2014. №2. С. 21-26.

6. Зубарева Т. А. Эффективность модели сетевого открытого взаимодействия образовательных учреждений как ресурс инновационного развития // Мир науки, культуры, образования. 2009. №5. С. 178-184.

7. Каменских Д. В. Концентрированное обучение как современная педагогическая технология // Проблемы и перспективы развития образования в России. 2014. №26. С. 34-40.

8. Беляков С. А., Клячко Т. Л., Полушкина Е. А. Среднее профессиональное образование: состояние и прогноз развития. М.: Дело, 2018. 48 с.

9. Крутикова А. В., Сюзева Н. В. Подготовка наставников в рамках сетевого взаимодействия профессиональных образовательных организаций и предприятий производственного сектора (на примере ГАПОУ СО «Екатеринбургский экономико-технологический колледж») // Профессиональное образование: проблемы, исследования, инновации. 2018. С. 218-224.

10. Мухин И. В. Роль работодателей в подготовке специалистов среднего профессионального образования (на примере Политехнического колледжа Сахалинского государственного университета) // Педагогический имидж. 2016. №2 (31). С. 108-112.

11. Савицкая Т. Дорога в вузы через техникумы и колледжи может быть перекрыта // Независимая газета. 2021. 9 июня.

12. Толстоухова И. В., Фугелова Т. А. Использование кейс-метода в формировании профессиональных компетенций обучающихся // Современные наукоемкие технологии. 2016. №7-1. С. 200-203.

13. Тимченко А. И. Социальное партнерство на примере Уральского политехнического колледжа-МКК // Профессиональное образование: проблемы, исследования, инновации: Материалы V Международной научно-практической конференции. Екатеринбург, 2018. С. 142-146.

*Работа поступила
в редакцию 06.06.2022 г.*

*Принята к публикации
10.06.2022 г.*

Ссылка для цитирования:

Sitnikova E. Professionalism Federal Program as the Way to Decrease the Regional Personnel Shortage // Бюллетень науки и практики. 2022. Т. 8. №7. С. 500-506. <https://doi.org/10.33619/2414-2948/80/52>

Cite as (APA):

Sitnikova, E. (2022). Professionalism Federal Program as the Way to Decrease the Regional Personnel Shortage. *Bulletin of Science and Practice*, 8(7), 500-506. <https://doi.org/10.33619/2414-2948/80/52>