



**Content and conditions for forming the cluster of pedagogic competences
in the system of values of design studies undergraduates**

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**Content and conditions for forming the cluster of pedagogic competences in the system of
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Abstract

One of the burning issues of the Russian system of higher education is lack of mechanisms for interaction with the labour market. Both employers and university graduates have noted a tendency of job placement irrelevant to the degree field. Many Design Studies graduates, due to high competition in the labour market, choose to go in for teaching.

An academic university, in contrast to a teacher training higher institution, can offer only a limited part of the curriculum for teacher training of students. In this regard, the problem of forming a cluster of pedagogic competences among academic students at the stage of professional training is important nowadays. It includes acquiring professionally important skills, personal qualities, theory, professional skills and developing a system of values essential for a teacher.

The system of values as part of teacher training of students of non-teacher training institutions consists in promoting the formation of integral personal characteristics that act as direct indicators of the formation of their pedagogic competences.

The authors of the article have conducted a study to determine the content and conditions for the formation of a cluster of pedagogic competences in the system of values of Design Studies undergraduates of Kazan Federal University, related them to similar values of teachers working in the field of general education, suggested ways to optimize the process of providing teacher training for academic students and grounded the leading role of teaching practice in the matter.

Key words: cluster, pedagogic competences, system of values, student, Design Studies, teaching, competence, teaching practice.



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Introduction

Modern type of economy has conditioned the formation of new requirements for graduates of higher educational institutions. The requirements that are gaining a higher priority include systematically organized intellectual, communicative, reflective, self-organizing, and moral principles and allow to successfully organize activities in broad social, economic, and cultural contexts.

Job placement of young specialists irrelevant to their degree field has become a trend in recent years, thus necessitating a reorientation of the educational paradigm.

The current system of higher education is experiencing a transition from the qualification approach to the competency-based approach.

A competence is an integrated concept that indicates the ability of an individual to independently use various elements of knowledge, skills and relationships in everyday and new situations for them [1]. Professional activity of a teacher, being a form of their work activity, is pedagogic activity. The term 'pedagogic' reveals the individual's belonging to the pedagogic profession, which serves pedagogic activity. Thus, the terms 'professional activity of the teacher' and 'pedagogic activity' are similar in semantics. Proceeding from this, the terms 'professional competence' and 'pedagogic competence' can be used as synonyms.

The system of values is one of the characteristic features of the personality. Monitoring changes in values due to changes in society and the conditions for the formation of values of the individual while studying in a higher educational institution ensure professional and personal growth of the student [2].

The system of values expressed the person's meaningful attitude to social reality and in this quality determine the motivation of their behaviour, exerting a significant influence on all aspects of their activity [3].

We support S. Karkina's view on the fact that it is essential to cultivate in the younger generation a conscientious attitude to the eternal values of mankind [4].

E. Dyganova and Z. Yavgildina defined the structure of a student's self-education culture which consists of three components: value-motivational; cognitive-operational; control-reflexive. We share the opinion that the value-motivational component, being the leading one, is a system of pedagogical values, personal meanings, motives, interests and needs of a would be specialist that shapes their



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personal system of values and fosters the development of their professional and pedagogical self-education. [5]

Academic educational environment is aimed at an average student and does not always take into account individual characteristics of a student. As a result, would-be professionals, initially guided by positive motives in choosing a profession, further express their reluctance to work in the degree field, cannot guarantee quality, and are unable to creatively approach their responsibilities.

Academic students' orientation towards teaching within the chosen degree field is directly related to the formation of a value-based attitude towards teaching. In order to successfully perform professional activities, the subject must possess a set of physiological, psychological and personal characteristics.

The objective of our research is to determine the content and conditions for the formation of a cluster of pedagogic competences in the system of values of Design Studies undergraduates of Kazan Federal University, to compare them with similar values of the teachers working in the field of general education, and to suggest ways for optimizing the process of teacher training of academic students, and define the leading role of teaching practice in this process.

During teaching practice, an individual style of a would-be designer's work is formed. According to R.C. Khurmatullina, N.P. Yachina "One of the factors that significantly influences the creative development of the personality of a would-be teacher is the style of work that greatly influences the form of cooperation of the teacher and the student, the way of discovering students opportunities and abilities ... Consequently, the teacher's style of work is the most significant factor affecting the formation of a creatively active personality". [6]

Cluster training is a relatively new direction in professional pedagogy. Its introduction into the training process requires defining pedagogical conditions and experimental verification of the effectiveness of the formation of a competent specialist. The role of the university in the cluster formation is to produce an innovative product. Research institutes and production institutions of the region become bases for practices and can participate in the training of a specialist on their own research and educational bases, in accordance with their needs and development prospects [7].

By a cluster of pedagogic competences we mean the interrelated universal competences required for work in educational institutions. They include knowledge and skills in the field of the taught



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disciplines (quality of design training), normative and ethical knowledge, self-management and self-organization, motivation for self-education [8].

Each segment of the cluster represents a ‘bush’ of knowledge, skills, abilities, for the formation of which, within the educational process at a university, a sufficiently large number of study hours is required.

An academic university, in contrast to a teacher training university, can allocate only a limited part of the curriculum for teacher training of the student. Therefore, the student’s values in the development of this cluster of competences are a necessary condition for the effectiveness of its development.

The problem of defining the place and role of the cluster of pedagogic competences in the system of values of Design Studies undergraduates requires studying the structure and content of the latter.

Materials and methods

To achieve the objective of the research general scientific (analysis, synthesis, comparison, generalization, classification) and specific scientific methods (questioning of students and teachers, studying pedagogical documentation, analysis of experience) were used to analyze the current situation, interpret it and suggest possible solutions within the framework of the study.

The theoretical and methodological basis of the research are the works of V.A. Slastenin, I.F. Isaev (2000) , who studied the value-semantic sphere of the individual; research in professional and pedagogical activity carried out by Russian scientists and educators [9]. The study also includes analysis of the works on the theory of values by American cultural scientists F. Kluckhohn and F. Strodtbeck, 1961) and staff of Kazan Federal University, such as S.V. Karkina, Z.M. Yavgildina and E.A. Dyganova, R.C. Khurmatullina, N.P. Yachina.

The study involved 46 full-time students of Kazan Federal University and 87 students of advanced training courses for teachers of Arts at Kazan Federal University. The average age is 42 years. Total working experience of the respondents varies from 3 to 54 years, the length of employment in the field – 3-28 years. The choice of the group of respondents and research materials is explained by the need to analyze the opinions of those who are directly involved in teaching and have a set of necessary competences, i.e. are able to express objective professional opinions. The data were analyzed by counting the number of responses for each category.



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Results

During the preliminary work it was found out that in most institutions of general and additional education for children (more than 86%) the disciplines of the aesthetic cycle are taught by teachers with a university degree or a certificate in secondary-level vocational training in Education. For a number of teachers, the basic level of knowledge in the field of contemporary art and design does not always correspond to the requirements of modern school curricula that focus on teaching not only high art but new trends too. Thus, 27% of the teachers have difficulty in providing names and works of famous designers, cult works of design, modern lines of plastic arts, while the academic students demonstrated excellent knowledge in art; 13% of the teachers have shown that they have only a general idea of projects-based learning, and they are not familiar with design projects at all, but the students do not experience any difficulties in this respect.

To determine the formation of the system of values of students and teachers, we relied on I. Batrakova's & A. Mosina's [10] methods of incomplete statements adapted for our research, the test on the system of values by M. Rokich [11] and the test on life-meaning orientations by D. Leontiev [12]. The teachers' responses were compared with the standard descriptions available in the scientific literature and served as a matrix for verifying the responses of the students.

Answering the question "What is the meaning of the teacher's work", the dominant opinion of the students was *to teach children specific subjects, develop imagination and creativity*. Academic students associate the teacher's activity with didactics.

When asked "Are you ready to make changes in the traditional system of teaching disciplines in the artistic and aesthetic cycle?" [13], the teachers responded that they could not do anything global, everything depended mainly on the authorities of the educational organization and educational policy of the state, while 58% of the students showed the desire to make the world better by their activities, the desire to be necessary and useful to society. 46% of the students showed an active interest in professional pedagogic activity.

The study of the system of values related to education and career prospects showed that the majority adhere to the point of view of the importance of obtaining a degree (96%), many prefer to become designers (62%), on condition of high pay, 42% are ready to go in for teaching, 67% of the respondents are confident that the profession of the designer will give opportunities for self-



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realization, 29% count on a career in education, 58% of the students believe that for self-realization in the profession knowledge and experience gained at university will be enough.

Discussion

The study of the motives of professional choice and activity and the use of the methodology of ranking the significance of factors important in their future work confirmed the willingness of some students to choose teaching and the reluctance of the others.

The results of the survey show that already at university it is necessary to form the students' system of values related to their professional activity as well as skills aimed at developing themselves and their activities.

The study has shown that the system of values of professional and pedagogical activity is determined by students' emotional and psychological state, satisfaction and fullness of life and meaning. The system itself regulates behaviour and activity, determines the motivational and needful sphere, readiness to be guided by these values in professional and pedagogic activity.

The research revealed the issues of professional identification of students, insufficient formation of professional pedagogic values and difficulties in applying theory in practice.

This allows us to draw the following conclusions: the system of values of would-be-designers mainly consists of the values of self-development which are necessary for a career of a designer, while students do not fully fulfil pedagogic values. We also conclude that traditional training of Design Studies undergraduates must change and acquire new forms.

Proceeding from the above-mentioned conclusions, we have considered the necessity of creating such a model of bachelor's training, which will become the basis for the formation of the system of values in professional activities, including teaching among would-be designers.

This model can be implemented in the educational environment of any non-pedagogical institution and combine the following components: goals, effective cooperation of the subjects and transparency of their relations, informative and methodological support, motivational, resource, monitoring and productive aspects.

One of the conditions for the implementation of the proposed model for training of Design Studies undergraduates should be the creation of clusters that ensure integration of student's educational, professional and teaching activities; use in the educational process of pedagogical technologies that



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contribute to the development and adjustment of value-semantic reference points of professional and pedagogic activity.

Conclusions

Realization of the model for the formation of value-semantic reference points among Design Studies undergraduates will be possible by:

- developing a regional programme for training academic students in professional and pedagogic activities in educational institutions of general and additional education and art schools;
- introducing a mechanism for coordinated and effective interdepartmental cooperation of research and educational organizations at various levels to ensure the quality of preparation of academic students for teaching in the Republic of Tatarstan and beyond;
- improving the monitoring and support system for young teachers, developing mechanisms for assessing their pedagogical growth;
- keeping a bank of advanced pedagogical experience, new pedagogical ideas, development of creative laboratories;
- improving the legal framework for supporting young teachers.

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