

**РАЗВИТИЕ СИСТЕМЫ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ:  
ПРОБЛЕМЫ И ИННОВАЦИИ**

**DEVELOPMENT OF VOCATIONAL EDUCATION SYSTEM:  
PROBLEMS AND INNOVATIONS**

*Захарова Н.А.*

*старший преподаватель,*

*Казанский Федеральный Университет,*

*г.Казань,*

*e-mail: [natali.zakharova@mail.ru](mailto:natali.zakharova@mail.ru)*

**Аннотация**

Развитие общества неизменно влечет за собой инновационные процессы в различных сферах, в том числе и в образовании. В статье рассматриваются проблемы, возникающие при внедрении инноваций в систему обучения, истоки их возникновения, а также возможные пути решения. Проводится сравнение традиционного и инновационного подходов к развитию воспитательной деятельности в системе профессионального образования.

Ключевые слова: инновации, проблемы, профессиональное образование, воспитание.

**Abstract**

The development of society invariably entails innovative processes in various fields, including education. The article discusses the problems that arise when introducing innovations in the training system, their origin and possible solutions. Comparison of traditional and innovative approaches to the development of educational activities in the system of vocational education is conducted.

Key words: innovation, problems, vocational education, professional education.

Nowadays innovations are characteristic of any professional activity, therefore, they are the subject of study, analysis and implementation. Innovative processes in education have now become an integral part of social development as the main trend of the time.

The term "innovation" means a change; innovation as a means and process involves the introduction of something new. As far as the pedagogical process is concerned, innovation means introduction of something new in the purpose, content, methods and forms of teaching and education, organization of joint activities of a teacher and a student.

The goal of innovative activity is a qualitative change in the student's personality in comparison with the traditional system. The introduction of innovative practice of didactic and educational programs in the professional activities makes it possible. The development of the ability to motivate actions, self-orienting in the information received, the formation of creative non-conventional thinking, the development of students due to disclosure of their natural abilities using the latest achievements of science and practice are the main objectives of innovation. Innovative activity in education as a socially significant practice aimed at moral self-improvement of a person is really important, as it can provide the transformation of all types of practices in society [4].

To understand the essence of innovative processes in education, we need to deal with two major problems of pedagogy:

1 - the problem of studying, summarizing and disseminating advanced pedagogical experience;

2 - the problem of introducing achievements of psycho-pedagogical science into practice.

Therefore, the result of innovative processes should be usage of innovations, both theoretical and practical, as well as those formed at the intersection of theory and practice. All the items mentioned above highlight the importance of management activities in the creation, development and usage of innovations in pedagogy .

Often, these innovative changes meet resistance from teachers and university staff, accompanied by conflicts that can be defined as conflicts of innovation development.

Based on the analysis of domestic and foreign sources on conflict problems and problems of innovative development, we can make the following conclusion. In our opinion, the conflict of innovative development is a phenomenon wider than a social, labor, organizational, pedagogical conflict or a conflict of values. It integrates characteristic features of all considered and a number of other conflicts.

Innovation process in the modern university is universal and affects all areas of the educational institution. Modern innovations are usually not localized in place and time, but are systemic in nature.

Besides, the causes of innovative conflicts arise as a consequence of the development and interaction of various trends in the spheres of science, the educational process, and interpersonal relations. Moreover, conflicts often appear as a

result of unresolved contradictions between certain spheres of life of the university, which function on the basis of incompatible principles and perceive innovations differently.

Regulation of the conflict requires a set of regulatory actions, such as organizational, pedagogical, informational and others. So, the conflict in the university always implies educational effect, not only for teaching staff, but, first of all, for students. Therefore, to resolve the conflict, it is necessary to use the entire set of both administrative and pedagogical tools so that conflict participants and witnesses could gain experience of constructive interaction in the conflict, which will strengthen its educational Effect.

The need for innovative orientation of pedagogical activity in the current conditions of social development, culture and education is determined by a number of circumstances.

First, socio-economic transformation requires radical renewal of the education system, methodology and technology of the organization of the educational process in educational institutions of various types. The innovative activity of teachers and educators, which includes creation, mastering and use of pedagogical innovations, is a means of updating educational policy [5].

Secondly, strengthening of the education content humanitarization , continuous change in the volume and number of academic disciplines, introduction of new academic subjects require a constant search for new organizational forms, teaching technologies. In this situation, the role and authority of pedagogical knowledge in the teacher's environment significantly increases.

Thirdly, the change in the teachers' attitude towards the very fact of mastering and applying pedagogical innovations. In the conditions of strict regulation of the content of teaching and upbringing process, the teacher was limited not only in independent choice of new programs, textbooks, but also in the use of new methods and methods of pedagogical activity [1]. If innovation activity used to be reduced mainly to the application of innovations recommended officially, now it acquires increasingly selective, research character. That is why analysis and evaluation of pedagogical innovations introduced by teachers, creation of conditions for their successful development and application, become an important direction in the work of school administrators, educational authorities.

Fourth, the entry of general educational institutions into market relations, the creation of new types of educational institutions including non-state ones create a real situation of their competitiveness.

Applying modern technologies in innovative teaching, the teacher makes the process more complete, interesting, and saturated. At the intersection of subject areas of natural sciences such integration is simply necessary for the formation of an integral worldview and worldview.

The conflict of innovation development in the university represents the interaction of participants in the innovation process, they are guided by opposing values, have mutually exclusive ideas about the content, form and objectives of innovation development and counteract each other during the development and implementation of innovations in the educational, scientific and educational process.

Objective reasons are the natural clash of innovators and conservatives. In addition, large-scale reforms taking place in society, industries, organizations, objectively generate a lot of interpersonal innovation conflicts, which are the result of these reforms [6].

Main aspects of the conflict of innovative development at university are the following:

- contradictory values of the participants in the conflict: in relation to innovation, teachers and university staff often take divergent, often opposite positions. In accordance with the first, any innovation, especially if it is proposed by management, is welcome. This position can be defined as modernistic. In the second case, innovations are subjected to selection, only a few of which are selected and used. At the same time, employees use different criteria for selecting promising innovations. Most often, this is the correspondence of a new idea to the traditions of education, to the personal experience of a person;

- the opposite perception of the innovation content and the ways to implement them. The perception of innovation, of course, largely depends on the values and objectives of the participants. But it is influenced by such factors as the level of awareness, the ability of the subject to assess the consequences of innovation, individual psychological characteristics of participants in the innovation process, the presence of a negative attitude towards innovation;

- opposite actions of the parties in the conflict. As a rule, proponents of innovations try to influence opponents with the help of persuasion, seek the support of others, appeal to the positive experience of introducing innovations, inform people more about the innovation. Their opponents, on the contrary, criticize innovations, create artificial obstacles to the introduction of innovations, for example - increase the workload, if they are the manager of the innovator, threaten the appearance of negative consequences as a result of the introduction of innovation.

Personal reasons are individual psychological features of the participants in the innovation process. A typical personal cause of innovative conflicts is a negative attitude towards change in general and to innovation in specific activities in particular. According to the researcher Prikhach A.Yu., this is completely true for innovation processes occurring at universities [3].

Finally, the last group of reasons are situational ones that are related to specific features of a single innovation situation. Each innovation is carried out in the conditions of specific socio-economic, social, material and technical and other

circumstances. These circumstances can contribute to the emergence of innovative conflicts.

Taking into consideration controversy of the innovation process and its conflict, it is necessary to use opportunities of corporate culture that will effectively solve contradictions and minimize conflicts of innovation development in the university, since according to Cameron, R. Quinn "The power of corporate culture is based on its ability to unite people, overcome inherent external environment fragmentation and ambiguity, lead organizations to extraordinary success ... "[2].

The corporate culture will make it possible to smooth out the problem of matching individual goals of teachers, students, university staff and the overall goal of the organization, to form common cultural space that includes values, norms and behavior models shared by all workers and thereby prevent a possibility of conflicts at university.

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