

# Training of Professional Pedagogues in Modern Socio-Economic Conditions of Higher Education

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**Abstract.** The article presents the actualization of the methodological base for the design and realization of educational programs for professional training of pedagogues under the socio-economic conditions of the higher education system. The study objective is to identify and describe the principles of the design and realization of educational programs for professional training of pedagogues in modern socio-economic conditions. The main methods of the study include a comparative analysis of scientific literature and modeling. Based on the interdisciplinary comparative theoretical analysis of economical concepts and education system phenomena, the principles of the design and realization of educational programs in modern socio-economic conditions are defined as the result of the study through the means of modeling the processes of professional pedagogues' training.

## 1 Introduction

The changes in the training of professional pedagogues in modern Russian universities are characterized by increased external socio-economic influences on the internal processes of higher education. For instance, enhanced public control of the activity of professional pedagogues (teachers, professors, tutors, kindergarteners) and, consequently, of the processes of the design and realization of pedagogical educational programs is currently observed. Traditional canons of educational program design limit the developers of educational products in their choice of instruments allowing to present innovative training programs for professional pedagogues to service consumers represented by university entrants and employers and the creative initiative of authors often leads to lower personnel, material, and technical resource support and organizational costs. The opportunity of resolving this issue determines the *goal of the study* – to identify and describe the principles design and realization of professional training of pedagogues in modern socio-economic conditions. *Study objectives* include the actualization of the methodological base of the systemic approach to the organization of university educational process; the examination of business processes of the design and realization of pedagogue training in the conditions of the systemic

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and process approaches' integration; the identification of value orientations of pedagogue training in the interests of the state, society, and all the participants of educational relations.

The solution of the study objectives is interdisciplinary in nature and demonstrates a rethinking of the principles of higher education system functioning by both the educational scholars and economists, futurologists, etc.

## **2 Materials and Methods**

Thus, the interdisciplinary nature of the study of the problems of professional pedagogue training in modern Russian universities determined the comparative analysis of scientific literature and modeling as the leading research methods. As a result of the implementation of *comparative analysis* method, the study provides a definition of the concept of "educational service" refined in the context of socio-economic issues, demonstrates the interaction of the market system and the higher education system, presents the results of the study of axiological problems of professional pedagogue training. A description of the business processes of the design and realization of pedagogical educational programs in a university is provided through the means of *modeling*.

## **3 Results**

Comparative analysis of economic concepts in the context of the problems of professional training of pedagogues in universities demonstrated the susceptibility of Russian higher education system to market conditions and revealed the need to fill the concept of an "*educational service*" with new content in terms of determining the source and properties of the service.

On the one hand, scientific studies consider professional knowledge and the experience of activity of the professional community to be the source of an educational service. In this approach, the uniqueness, individuality, and value of an educational service are determined by the professional pedagogical activity of a teacher. An opposite viewpoint on the source of an educational phenomenon abolishes the service and puts self-service and self-education in the first place. Distance educational products are especially susceptible to this phenomenon. In this understanding, the personality of a pedagogue who has a significant impact on the formation of a student's creativity as a component of professionalism becomes secondary. In order to preserve the personality of a professor in the modern educational space of a university, it is important to avoid the substitution of educational services for educational process functions and operations.

The properties of educational services reveal themselves interestingly in the focus of education as a quasi-public good. The intensification of quasi-public properties following the attenuation of public ones endows the educational service in the market system with the properties of competitiveness, variability, and professional selection. Quasi-public nature provides an educational service with the value of a life-long capital a student acquires when they make a professional choice and realize professional trajectories considering their personal preferences and professional deficits.

Therefore, the training of pedagogues in the market system of higher education presents the design and realization of an educational service by a university that results in the reproduction of professional pedagogues.

The modernization of the functioning of the university education system as a sub-system of the educational service market demonstrates the need for examining *business processes of the design and realization of professional pedagogue training in the conditions of integration of the systemic and process approaches*.

The socio-economic conditions of the post-industrial era renew the rules for the design and realization of university educational processes. The consequence of this renewal and the result of a rethinking of the properties of educational service is presented by the rules of the variability of training of pedagogues both at the stage of an applicant selecting from a range of pedagogical specializations of an educational program and at the stage of training. The modern educational trajectory of a university student after the acquisition of an educational result proceeds through individual increments in the creative, personal, and instrumental components of the forming professionalism. The higher education system demonstrates a need for the search for the mechanisms of the design and realization adaptable to the educational deficits of the students of educational programs. Along with this, the university community is developing mechanisms to also account for the interest of the employer in training professional pedagogues with a focus on specific jobs. In this case, the educational result of professional pedagogue training presents a more complex three-component phenomenon meeting the expectations of the addressee in the person of the student, the employer, and the scientific community. Therefore, the target of the design and realization of training programs for professional pedagogues shifts towards providing the opportunity to achieve a relevant educational result to every participant of the educational process.

A mechanism effective in resolving this problem is the realization of the process approach in optimal combination with the systemic one in managing professional pedagogue training. Modeling such integration demonstrates the inclusion of every member of the system of professional pedagogue training in three consolidated business processes. In the context of this study, we examine a business process as a combination of interrelated measures and intertwined actions aimed at the creation of a certain product or a service for consumers. Modeling allows correlating the managing, the primary, and the supporting business processes with the elements of the system of professional pedagogue training at a university: the subjects of educational relations, the educational result as a starting point for the development of professionalism, the structural and functional organization units, etc. For example, the development of strategic objectives of educational programs and the design and audit of the educational process define a group of management processes. The realization of the educational process and the monitoring of the results of current, intermediate certification in line with the achievement of the educational result correlate with the tasks of the primary process. Actions aimed at the formation of program personnel and material and technical equipment form the supporting process. Further detalization of the model is presented by the description of actions related to each system element. For example, the business process of “the development of strategic objectives of educational programs” includes the following actions: description of the vision and mission of the program; conducting benchmarking research and identifying the problematic field of program development; planning activities on the development of a strategy for the realization of professional pedagogue training; description of strategy realization indicators. The process of educational program development is based on the actions of compiling program characteristics and describing the professional profile of alumni, designing the educational process schedule, the curriculum, and the educational and methodological support. Program rating and the monitoring of the activities of the educational process participants make up the process of the audit of educational program realization at a university. Program realization itself is described through the actions of pedagogical interaction between educational relations participants, conducting the certification procedures [1], etc.

Therefore, the new vision of professional pedagogue training is modeled in the process of integration of the systemic and process approaches and demonstrates the opportunity of adaptation of professional pedagogue training to the socio-economic conditions of a university and the education system as a whole.

As a part of the third objective of our study, it is important to examine the axiological side of training of pedagogues from the point of the value position of the state, the society, and all the participants of educational relations. Moreover, the value guidelines have to include human capital and personal knowledge [2, 3].

As a result of the synergetic effect of the method of comparative analysis of scientific statements, in the present study, human capital is examined as a social need for high-quality pedagogical workers [4, 5]. The components of professionalism of a pedagogue in the value interpretation of human capital include creativity, psychosocial competence, professional actions, and accumulated professionalism. To a student, human capital appears as a value and manifests in the development of unique professional characteristics of a pedagogue. Examples of such characteristics are professional mobility, openness to new things, the ability to transform the weaker professional sides into growth points, the ability to model and research, high readiness for uncertainty, orientation towards the dynamic mastery of multipolar knowledge, etc. In an educational organization, human capital determines the leadership of the head of the educational program, the “drive” of the educational process, the innovative activity of the staff, the effect of personal qualities of higher education teachers on the development of primarily the creative component of professionalism of a pedagogue. For the society and the state as a whole, the value of human capital determines the effective and stable functioning of the educational service market in uncertain and competitive conditions [6, 7].

The concept of human capital comes in interrelation with the problem of personal knowledge as a valuable component of professional pedagogue training in the conditions of the market higher education system. The axiological aspect of personal knowledge is expressed in the intensive productive and social factor of the development of intellect and mentality of the subject of education [8, 9].

Therefore, the orientation of the university community towards the axiological guidelines in professional pedagogue training ensures stable accumulation of active human capital and personal knowledge as a basis for creative and innovative activity in society.

## **4 Discussion**

The issues of professional pedagogue training are relevant for discussion in the professional scientific community. In the context of our study, the works of scholars researching the problems of systemic pedagogics, namely S.G. Vorovshchikov, G.A. Enikeeva, and others, acquire special significance. Researchers have identified the paradigmatic aspects of the development of educational systems (the model and conceptual, the project and methodical, and the phenomenological) that are interpolated on professional pedagogue training. The model and conceptual aspect substantiates the need to study the problems of professional pedagogue training from the point of socio-economic problems of the higher education system and, once again confirms the conditionality of the effective functioning of educational services on the integration with the global education market system [10]. The project and methodological paradigm spawns the study of the issues of competitiveness and the principles of higher education system development. In this aspect, we have repeatedly highlighted in our studies the advantages demonstrated on the educational service market by the pedagogue training programs oriented towards the quasi-public nature of realization and the achievement of the educational result from the point of formation of professionalism components (the creative, the personal, and the instrumental) in future pedagogues [11-13].

The phenomenological view of scholars on higher education programs is supported in our study in the examination of the axiological reference points in pedagogue training from the point of human capital and personal knowledge. The basis of the methodological foundation for a rethinking of the value guidelines of professional pedagogue training is formed by the

studies by E.N. Gevorkian, S.A. Diatlov, M.L. Levitskii, and others. In the context of studies conducted by E.N. Gevorkian [14] and A.I. Savenkov, we consider it appropriate to examine the possibility of diversification of the content of professional pedagogue training from the point of human resources as the human potential of the program [15, 16]. The leading role of the head of the program and professional staff in the formation of students' creativity during seminar work and training sessions where the experience of a master is transferred to students on the basis of personal communication is undoubtful. The risk of narrowing the interactive communication channel is noted in remote communication, which is supported in S.A. Diatlov's studies on the problems of digital human capital [17].

The issues of optimizing the educational process of professional pedagogue training in higher education under modern socio-economic market conditions have been repeatedly discussed in the scientific community (K.M. Ushakov, A.I. Savenkov, O.A. Liubchenko, etc.) [18, 1]. The ideas of scholars on the changes in the organizational and functional structure of the academic units of the university are supported in our study through the introduction of the principle of integration of the systemic and process approaches to the design and realization of programs in higher education system [18]. The outlined transition of educational process management in higher education to the plane of the process approach truly opens up the opportunities for the formation of financial stability of pedagogical education programs and its competitiveness on the one hand and ensures the preservation of opportunities for the professional development of a pedagogue in the process of studying at a university through interactive and practical lessons, individual educational trajectories, targeting, and variability, etc. [19, 20].

## 5 Conclusion

Therefore, the generalization of the data obtained in the process of solving the research objectives allows us to formulate the basic principles of professional pedagogue training accounting for the socio-economic challenges of the higher education system:

- attributing a quasi-public nature to the process of realization of the educational service of professional pedagogue training which allows the acquired educational result to be viewed as a life-long capital by students and as creative human capital ready for innovative activity by the society presented by employers;
- the integration of the systemic and process approaches to the design and realization of educational programs in the higher education system with the goal of optimizing professional pedagogue training through correlating every system element with production processes aimed at the acquisition of the creative, personal, and instrumental components of pedagogical professionalism by students;
- the values of the educational service with the preservation of professional pedagogical community as its source which presents one of the primary conditions for the development of pedagogical professionalism components (the creative, the personal, and the instrumental) in students and allows to preserve the balance between providing the service and self-education.

These principles fulfill the socio-economic needs of the educational service market and ensure the effective functioning of educational programs in the hierarchical continuum where the system of professional pedagogue training becomes an element of the higher education system and a sub-system of the market system. Moreover, compliance with the principles shifts the system of value orientations in professional pedagogue training in a university towards the accumulation of personal knowledge and human capital by the students as the indicators of professionalism.

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