Advanced training personal-courses as a way of self-designing of teacher's educational trajectory

N. Bilyk

Orcid ID 0000-0003-2344-5347

M. V. Ostrogradsky Poltava Regional Institute of In-Service Teacher Training, Poltava, Ukraine

Article info

Received 29.05.2018

Accepted 31.08.2018

Doctor of Pedagogical
Sciences, Associate
Professor,

M. V. Ostrogradsky Poltava
Regional Institute
of In-Service Teacher
Training, Poltava, Ukraine

bilyk@poippo.pl.ua

Bilyk, N. (2018). Advanced training personal-courses as a way of self-designing of teacher's educational trajectory. Fundamental and applied researches in practice of leading scientific schools, 28 (4), 3–8.

Individual educational teacher's trajectory is chosen as a means of advanced professional competence, its peculiar features are defined, and recommendations are suggested concerning its structure; the opportunities for self-designing of individual educational teacher's trajectory during the period of advanced training course and between attestations of his/her pedagogical activity are revealed. Attention is focused on the issue of essential changes of modern education, opportunities to construct educational trajectories of a teacher according to the standard-legal base of the educational system. The notion «individual educational trajectory» is defined as manifestation of a competent approach to learning. The opportunities of personal courses of advanced training for teachers are considered in order to design their individual educational trajectories harmoniously including the following principles: orientation to the personality, equality, dynamics, conscious perspective, continuity, diversity of methodological consulting, promoting the system of advanced training to become a center of innovation movement. New interpretation of the mission performed by post-graduate pedagogical educational and advanced training establishments is presented in the context of elaboration of innovation strategy to develop the system of lifelong education. The effects of personal courses are considered as a design model of advanced training.

Key words: advanced training; advanced training personal-courses; self-designing; individual educational teacher's trajectory, professionalism.

Introduction

Individual educational trajectories is one of the least investigated and realized novelties of the Law of Ukraine «On Education», approved in September 2017. Its main idea is postulated on the competent approach which is a conceptual basis of elaboration and realization of the current state educational standards. One of the most progressive principles of the Law is the right of learners for their individual educational trajectory and the right of teachers for pedagogical freedom. The first one is realized by means of a free choice of kinds, forms and rate of getting education, educational establishments and curricula suggested by them, educational subjects and level of their complexity, methods and means of learning. The second principle enables pedagogical staff to choose the institution and supervisor for advanced training as well as the right to work out author educational programs or educational methods.

Accepting one of the major requirements of XXI century education defined by the educational reforms in EU countries as an efficacy of any educational process, we think that teacher's self-development can be maximally effective only under conditions of individual inquiries, requirements, opportunity of free and independent designing of one's own individual educational trajectory.

We consider self-designing technology to be the most effective one in the development of teacher's educational trajectory corresponding to modern challenges. Its realization enables not only to form professional competence in the period of pedagogical activity on the essential standard level, but provide teacher's self-development during whole professional way considering changes occurring in the world.

Goals of article:

to define the notions «educational trajectory», «individual educational trajectory», «personal-courses of advanced training» and elaborate recommendations concerning the organization of personal-courses «Self-designing of individual educational teacher's trajectory» as a means to realize a competent approach with the purpose to develop teacher's professionalism.

Materials and Methods

Solution of the following tasks is presented: to analyze logically the notion «individual educational trajectory»; to demonstrate theoretically the way for self-designing of individual educational teacher's trajectory in the period between attestations by means of organization of personal-courses on the basis of competence approach based on the use of designing and creative potential of a teacher. To solve the above tasks a complex of adequate methods of scientific investigation was applied: theoretical (logical analysis of scientific definitions of the individual educational teacher's trajectory, modeling the process to form teacher's ability for self-designing of one's own pedagogical activity); empirical (observation, conversation, questionnaire).

The problem of management of teacher's professional development is a topical one for many reasons. One of the leading of them is the lack of purposeful management of teacher's self-education development during advanced courses and in the period between attestations. Considering this fact organization of professional teacher's progress acquiring the form of individual educational trajectory require scientific substantiation and methodological provision.

Discussions

Peculiarities of development of the advanced training system are analyzed in the works by N. Bibik, N. Bilyk, A. Zubko, S. Krysiuk, N. Protasova and other scientists, where the issues of scientific approaches and principles in the organization of educational process at advanced training pedagogical courses are of an important value. Some authors (Ye. Kovalenko, V. Luhovyi, A. Markova), dealing with the issues of attestation of pedagogical staff, consider this system as the mechanism for stimulation of advanced qualification and professionalism of an educationalist.

The issues concerning individual educational trajectory are elucidated in the works by G. Bordovskiy, Ye. Klimova, V. Merlin, A. Khutorskiy, I. Yakymanska and others.

While determining the content of the notion «educational trajectory» we consider the possibility to draw an analogy between the given pedagogical notion and appropriate physical one. Trajectory in physics is known to be a line along which movement is implemented. Its change occurs in time and depends on the character of effects on the object produced by both external and internal factors. Comparison of professional development with the process of movement enables to draw an analogy and determine factors promoting or inhibiting this process; divide an integral, multiple-vector process of professional teacher's development into separate directions; to make it imaginary and available for realization.

The signs of trajectory as an educational one determine criteria characterizing its condition, and individuality reflects unique individual characteristics of every teacher.

H. Kuleshova (2007) defines individual educational trajectory as a set of considerable properties/signs reflected in mind by means of the notion of individual educational trajectory under conditions of personal paradigm: a personality (man) possessing potential expressed in the availability of obscure and personal qualities, which in spite of their great number and diversity are able to be manifested only when they are included into the integral structure of activity.

We agree with O. Borovik (2010), that professional progress by individual trajectory enables a teacher to realize the degree of own training to realize the set tasks remaining within the limits of the common methodological subject of an educational establishment; to choose independently the content and strategy of one's own leaning; to find individuality of thought, independence, ability to choose one's own position; to determine the development of those components of professional activity (motivational, content-operational or assessing-reflexive) that require utmost attention. Direction of teacher's activity to personal growth of subjects of pedagogical interaction makes it possible to solve the tasks by means of pedagogical designing. Herewith, designing of individual educational trajectory can be considered as a leading technology of teacher's professional growth in the period between advanced training courses. Only an experienced teacher, aimed to improve professional competence and realization of personal potential, is able to realize this technology in practical work (Borovik, 2010, p. 237-238).

According to V. Sydorenko (2011) designing and realization of professional and personal development of educationalists by individual educational trajectories should be based on innovation demands of the society and education, requirements of modern labour market, theoretical principles of andragogy and competent approaches concerning organization of the process, scientifically substantiated model to initiate lifelong education. The author considers that «the way of professional-personal growth of a language and literature teacher between attestation cycles consists of the following individual trajectories: individual educational trajectory to do the tasks of module advanced training curriculum as a system of forms and methods of work with the choice of individual level and term of implementation; individual educational trajectory to extend professional competence after advanced training courses in practical work; individual educational trajectory to plan and create methodological product between attestations. All the subjects (educationalists, tutors, etc.) need indicators and guidelines for complete realization of the outlined trajectories (Sydorenko, 2011, p. 192-193).

The subject of a scientific search conducted by I. Berezhna (2012) was pedagogical designing of individual professional development trajectory of a future specialist. The researcher states that individual trajectory of professional development is a personal strategy of student's professional growth, improvement of his/her personal qualities, formation of professional competence constructed on the basis of comprehension and subjection of professional tasks, values, norms, and recognition of unique personality, and

creation of conditions for realization of one's own potential. Individual trajectory of professional development contains invariant constituent (focuses on the model of a specialist including professional competence) and variant constituent (reflects student's personality, his/her social-psychological features, requirements, reasons, interests and abilities) [5].

N. Shchukina (2014) states that to find one's own way is an important task of teacher's professional development. In order to make the choice more accurate certain abilities to analyze professional problems and own positive pedagogical experience are necessary. A teacher should master the skills to design his/her own development. Application of these skills will result in purposeful choice of the model and content of one's own advanced training. The project «Individual educational trajectory of a teacher as innovation model of his/her professional development» is designed to assist a teacher. Specific feature of this model is conventional distribution of resources into four fields: «external educational resources», «internal (institutional) resources», «self-education of a teacher» and «mutual learning».

E. Zeyer (2014) consider educational trajectory as a condition of individualization of personal professional formation in the space of lifelong learning. And the personality becomes a subject designing his/her own professional biography. They state that individual educational trajectory characterizes a certain succession of elements in the activity of every student concerning realization of own educational goals corresponding to his/her abilities, motivation, interests, realized in coordination, organization, consultation of pedagogical work. The notion «individual educational trajectory» and «curriculum» are interrelated on the basis of the educational standards. The one who learns makes a conscious choice of individual educational trajectory.

E. Zeyer and others (2016) emphasize that an important condition to promote the choice of professional education is organization of the network interaction system. The network platform should provide formation of a new format specialist, possessing professional multiple dimension, which is formed today spontaneously while mastering different kinds of professional activity in the process of career growth. Designing of individual educational trajectories is a conscious activity to predict one's own personal future.

E. Zeyer and others (2017) accentuate that succession of designing activity by personal definition of one's own educational trajectory includes the following stages: updating the need in personally valuable achievement of results; social-professional recognition, qualification, position, title etc.; retrospective reflection of professional-educational biography; constructing the image of desirable future; making up a portfolio of professional-educational achievements and verification of future prognosis. Personal developmental effects of realization of individual educational trajectories include the following metaprofessional qualities of students: social-professional and virtual mobility; practical intelligence; communication skills; independence; responsibility; corporate abilities; reflexivity; innovations etc.

We agree with V. Sharko (2006) that actualization of the issue concerning teacher's designing of his/her individual educational trajectory of professional development is caused

by a number of preconditions including the following one: introduction of profile education, new textbooks, new scoring system of educational achievements of students, technology of personality-oriented developmental education with the purpose to provide every child with the possibility of complete self-realization of underlying calling, abilities, and talent; priority changes in functional duties of a teacher from a translator of knowledge to organizer of the conditions of activation, development of cognitive interest, supervisor of student's self-education, consultant in decision making; increasing the importance of various information resources having the same effect on student's personality as a direct educational process; difficulties in realization of personality oriented approach in the practice of advanced qualification in the system of post-qualifying pedagogical education (Sharko, 2006, p. 311-314).

Teacher's ability to design individual educational trajectory is implemented in case of: availability of stable and strong motivation to self-education (motivational-orientation vector), assessment criteria of self-education; sufficient level of readiness to introduce self-educational technologies (content-operational vector); self-education focused on the formation of innovation culture, personal development; ability to reflexion – working out the abilities of self-control, objective assessment of the developmental level of individual qualities ensuring its ability to individualization of education both of one's own and students (assessment-reflexive vector) (Sharko, 2006, p. 315-318).

For example, N. Lyubchenko (2014) considers certain aspects of creating an individual trajectory for raising the level of professional competence of scientific and pedagogical workers of higher education in the context of the adoption of a competent approach in education through a cluster model of the organization of methodological services at the regional and all-Ukrainian levels, with special emphasis on scientific and methodological support professional development of scientific and pedagogical workers, improving the quality of education, through the formation of a unified universal information and education network and, aimed at disseminating the innovative experience of teachers in the regional and all-Ukrainian education system (Lyubchenko, 2014, p. 45).

It should be noted that scientists characterized new social values – self-development, self-education, self-designing of the personality (V. Andrushchenko, I. Ziazun, N. Nychkalo, I. Bekh). Teacher's self-development is proved to be maximally effective only if his/her individual inquiries, requirements, possibilities of free and independent designing of one's own individual educational trajectory.

The term «self-designing» was scientifically substantiated at the end of XX – beginning of XXI centuries. Most often self-designing is understood as activity associated with self-development, improvement and acquiring experience, abilities and skills (Bilik, 2017).

Self-designing of individual educational trajectory of a teacher is considered as a purposeful qualitative transformation of his/her pedagogical activity based on the personal development of professionalism.

Observation, analysis and assessment of the level of formation of personal competence from the position of competence approach are an important condition to realize scientific approach concerning the structure of individual

educational trajectory of a teacher possessing the following advantages: introduction of modern forms to increase the level of formation of the key and subjects competence; compatibility of the establishment; the choice of various forms of self-development of teachers; planning of professional career development and determination of teacher's requirements in advancing the level of professional skills; constructing individual trajectories of professional growth; modeling individual trajectories of learning and development; implementation of purposeful development of teachers, etc.

The choice and construction of individual educational trajectory is cyclic, since they are oriented to satisfaction of certain needs, motives, and purposes of teacher's personality. Internal and external transformations provoke occurrence of new objectives, requirements, motives and the cycle starts a new turn. This process ensures lifelong education and self-development of teacher's personality.

A modern educational institution should not only respond to modern educational trends, but work ahead, and its main resource is a teacher. In the process of elaboration of individual educational trajectory of a teacher the role of post-graduation educational establishments consists of providing information and methodological resources, organization of tutorial support. To make the model of teacher's professional development individual his/her educational inquiries should be studied, potential resources of educational services should be determined as motivational and meaningful components of individual educational trajectory. The final stage in this activity, to our mind, is assistance in constructing an optimized model of individual educational trajectory of a teacher by means of organization and introduction of personal-courses of advanced training.

Results

In the context of problem solving to find effective ways to transform advanced training educational system of the region the main attention is focused not only on maintenance of traditional mechanisms of post-graduate education, but construction of new ones associated with systemic reconstruction both in education and society on the whole. We believe that one of the most important tasks and results of reforms in the system of advanced pedagogical training should be appearance of a new type of teacher able to apply innovation forms and methods of education.

In the process of professional development of an adult irrespective of a profession differentiate certain levels according to A. Markova (1996), who defines the following: pre-professionalism (primary acquaintance with profession); proper professionalism (adaptation to profession, self-realization in it, its free mastering in the form of skillfulness); superprofessionalism (free mastering of profession in the form of creative work, mastering allied professions, creative self-designing as a personality). Unfortunately, lack of professionalism also occurs (doing work by professionally perverse norms against the ground of professional deformity of the personality, professional «burnout») as well as post-professionalism, that is completion of professional activity.

In the process of self-designing a teacher realizes the sense of his/her activity and form professional values, professional-pedagogical position becomes clearly outlined,

structured, and conceptual. Innovation processes occurring in the system of advanced training eliminate possible tension, enabling learners to acquire psychological, professional, personal confidence and educational trajectory of further activity.

Personal-courses of advanced pedagogical training are considered to give learners focus on pedagogical methods encouraging solution of the problem of improvement of educational process efficacy. It is the mechanism of professional competence of a teacher including inceptional, activity and analytical stages, forming interrelated logical chain from the analysis of pedagogical activity at the school level to desirable image of a teacher on the regional level to own results. It is the way of self-designing of a specialist development in the system of advanced pedagogical training of the region, as well as organized process with determined flexible stated succession, and as a result – a desirable image of a teacher.

«Teacher's image» is the main instrument of self-designing. This notion includes generalized conception involving purposes, succession, content and structure of teacher's future actions concerning realization of pedagogical functions, and predicted results.

Taking into account V. Melyantseva's experience (2016) concerning methodological support for successful realization of an individual educational way for a teacher, we modify it to our advanced training personal-courses «Self-designing of individual educational teacher's trajectory» according to the following parameters:

1. Scientific-methodological support is cooperation with the teaching staff of departments, methodologists of the departments and centers of post-graduation pedagogical training establishments with the aim to develop professionalism, create special scientific-methodological foundation, and get literature in time.

2. Humanistic position assumes consideration of the developmental regularities of a teacher's personality, his/her individual-personal features, age, professional level by the leaders of comprehensive educational schools where he/she works, and pedagogical staff of post-graduation pedagogical training establishments who implement scientific-methodological support.

3. Psychological atmosphere includes the development of emotional competence of a teacher, attaining professional satisfaction in his/her work.

The structure of individual educational teacher's trajectory includes:

Title page

Information about a teacher

Pedagogical problem (when choosing it one should consider its topicality and importance, scientific-theoretical and practical value, the degree of its disclosure in literature, interrelation of the chosen problem with the prior issue of the establishment).

Term of completion: 4-5 years (the period between attestations of a teacher can vary).

Forms of self-education: individual, when a teacher is an initiator; group (participation in the work of a methodological association, seminars, workshops, creative pedagogical associations, advanced training courses, etc.).

Directions of work:

1. *Professional*: to become familiar with standard-legal documents, realize their peculiarities; to learn new textbook and manuals; to elaborate educational-thematic plans for the disciplines, outlines of lessons; to learn new pedagogical technologies by means of professional publications and Internet; to upgrade professional qualification systematically; systematic attestation; professional publications; participation in the contests of professional skills.

2. *Psychological-pedagogical*: to study and systematize materials of scientific-methodological, psychological-pedagogical literature; to upgrade pedagogical qualification, to review the content of one's own work considering innovation technologies of teaching and learning.

3. *Methodological*: to make self-analysis of professional activity systematically; to make up one's own portfolio (outlines of the best lessons, presentations, interesting methods and techniques, scripts of out-of-school events, etc.); to improve the structure of lesson self-analysis; to introduce new forms of knowledge assessment into the educational process; to present one's own experience by means of demonstration lessons; to participate in contests, competitions, webinars; to submit reports at pedagogical board meetings, seminars, conferences, forums, etc.; to generalize and spread one's own pedagogical experience.

4. *Information-computer technology*: to learn and introduce them into educational process; to improve the skills of working with IC; to design personal website (blog), to widen it regularly; to have e-mail to contact with colleagues; to master new computer programs and technical aids in teaching; to design multimedia presentations about the work of a subject teacher, supervising teacher, instructor of a club.

5. *Health protecting technologies*: to introduce health protecting technologies into the educational process; to determine the parameters, kinds of activity and terms of completion for every direction.

Pedagogical product as a result includes: a series of training lessons; working programs; publications; methodological publications (booklet, postcard, brochure); portfolio; creative record report; master-class; teacher's website (blog); report, speech; artistic association; pedagogical project; organization of a seminar; report on the results of innovation activity; results of contests, competitions, etc.; presentation of working experience on the stated issue.

Expected results: improvement of professional competence; positive changes in the quality of teacher's work; improvement of his/her responsibility for the results of work; improvement of the content of teaching including implementation of modern forms, methods of teaching and education, innovation technologies; compiling and publishing methodological manuals, articles, programs, scripts, didactic materials, tests, demonstrative manuals; organization of demonstrative lessons; participation and organization of seminars, conferences, workshops; summarizing experience on the examined issue.

Possible risks: lack of teacher's internal motivation for continuous professional education; high self-appreciation concerning improvement of professional and methodological competence and educational process; lack of

an adequate system to encourage a teacher desiring to improve the quality of education.

Monitoring investigations enable to organize methodological support based on realization of teacher's individual requirements.

On the basis of cumulated materials at the end of the academic year pedagogical activity is analyzed, which assumes comparison of the obtained results with the purposes and tasks stated earlier. It is the basis to correct individual educational teacher's trajectory for the following period.

The prospects of favourable professiogenesis on the one hand depend on emotional-volitional, personal, intellectual and creative potential of a teacher, his/her basic fundamental training and formation of basic professional skills, and on the other hand – on the complex of internal and external terms including organizational and social conditions of professional development.

Conclusions

Implementation of personal-courses concerning self-designing of individual educational teacher's trajectories at the regional level will promote the following: improved level of productive and effective employment; reduced level of structural unemployment; provision of a well-balanced labour market and employment among school-leavers of comprehensive educational establishments; reduced expenses of budgetary funds to train specialists who do not satisfy the requirements of the state economy; increased amount of human capital and labour potential of the society; reduced outflow of labour force abroad; increased level of labour force competitive ability.

It should be emphasized that proper choice of effective and comfortable ways of lifelong learning for teachers, improvement of their professional skills, professionalism and competitiveness at the educational service market will provide the chosen individual educational trajectories.

References

- Zakon Ukrainy vid 05.09.17 r. № 2145-VIII «Pro osvitu». URL: <https://vobu.ua/ukr/documents/.../zakon-ukrainy-vid-050917-r-2145-viii-pro-osvitu>.
- Kuleshova, G. M. (2007). Usloviya realizatsii individualnoy obrazovatelnoy traektorii uchenika v distantsionnom obuchenii. Internet-zhurnal «Eydos». 2007. 22 fevr. URL: <http://www.eidos.ru/journal/2007/0222-7.htm> (data obrascheniya: 01.10.2015).
- Borovik, O. M. (2010). Do pitannya pro zmlst ponyattya «Indivdualna osvltlnya traEktorly rozvitku vchitelya». Zb. nauk. prats. PedagogichnI nauki. Vip. 55. Herson: Vid-vo HDU, 2010. # 55. S. 234-238.
- Sidorenko, V. V. (2011). Naukovo-metodichniy suprovId realizatsiyi Indivdualnih osvltlnh traEktorly vchitelya-slovesnika v umovah neperervnoyi osvlti. Didaskal: chasopis: mater. Vseukr. nauk. konf. «Tyutorstvo yak faktor Indivdualizatsiyi pedagogichnogo protsesu v kontekstI kreditno-modulnoyi sistemi navchannya» u m. PoltavI, 9-10 listopada 2010 r. / Kafedra zagalnoyi pedagogiki ta andragogiki PNPU Im. V. G. Korolenka. Poltava, 2011. # 11. S. 191-195.
- Berezhnaya, I. F. (2012). Pedagogicheskoe proektirovanie individualnoy traektorii professionalnogo razvitiya buduschego

- spetsialista: dis. ... dokt. ped. nauk: 13.00.08. Moskva, 2012. 410 s.
- Schukina, N. I. (2014). Individualnaya obrazovatel'naya traektoriya pedagoga kak innovatsionnaya model ego professionalnogo razvitiya. *Permskiy pedagogicheskiy zhurnal*. 2014. # 5. S. 123-127.
- Zeer, E. F. (2014). Individualnaya obrazovatel'naya traektoriya v sisteme nepreryivnogo obrazovaniya. *Pedagogicheskoe obrazovanie v Rossii*. 2014. # 3. S. 74-82.
- Zeer, E. F., Streltsov, A. V. (2016). Technological Platform for Realization of Students' Individual Educational Trajectories in Vocational School. *IEJME – Mathematics Education*. 2016. # 11 (7). P. 2639-2650.
- Zeer, E. F., Zavodchikov, D. P., Zinnatova, M. V., Lebedeva, E. V. (2017). Individualnaya obrazovatel'naya traektoriya kak ustanovka sub'ekta v sisteme nepreryivnogo obrazovaniya. *Nauchniy dialog*. 2017. # 1. S. 266-279.
- Sharko, V. D. (2006). Metodichna pldgotovka vchitelya v umovah neperervnoyi osvlti: monografiya. Herson: HDU, 2006. S. 311-314.
- Lyubchenko, N. V. (2014). Okremi aspekti stvorenniya Individualnoi traektorii pidvischennya rivnya profesynoi kompetentnosti naukovo-pedagogichnih pratsivnikiv vischoi shkoly v umovah utverdzhennya kompetentnlnsogo pidhodu v osviti. *Nova pedagogichna dumka*, 2014. # 3. S. 39-44. URL: http://nbuv.gov.ua/UJRN/Npd_2014_3_11.
- Bilik, N. I. (2017). Samoproektuvannya i profesiyniy samorozvitok molodih fahlvtsiv u regionalny sistemi pidvischennya kvalifikatsii. *Teoriya ta metodika upravlinnya osvitoiu: elektr. nauk. fahove vid*. 2017. 2(20).
- Markova, A. K. (1996). *Psihologiya professionalizma*. – Moskva : Mezhd. humanit. fond «Znanie», 1996. 308 s.
- Melyantseva, M. Yu. (2016). Individualniy obrazovatelniy marshrut pedagoga: tehnologiya samoproektirovaniya i realizatsii. URL: <https://solncesvet.ru/individualniy-obrazovatelniy-marshrut...> (nazvanie s ekrana).