

The Development of the Common Culture and Humanitarian Education of the Vocational School Students: The Aspects of Scientific-Methodical Support

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Abstract: This article is to reveal the scientific and methodological support of the culture and humanitarian education of vocational school students according to the Federal Education Standards. The structure and content of the scientific and methodological support of the development of the culture and humanitarian education are determined at the methodological, theoretical and methodological levels. Four key provisions that determine the initial position in the development of scientific and methodological support of development of common culture and humanitarian education of the students were identified. The common culture-establishing components of the modeling of scientific and methodological support of culture and humanitarian education of the students were determined as following: – *target component* reflects the target of culture-establishing activities within particular discipline of the common target program which is important for certain student; – *substantial component* indicates the additional sources of educational, scientific and methodological culture-establishing information, elective tasks, schemes and samples of processed information and algorithms available for the students; – *activity component* describes the different organizational culture-establishing possibilities of learning process involving the use of different methods and forms of self-activity of students, as well as didactic and technical facilities; – *evaluative (reflexive) component* includes culture-establishing self-esteem of students of own educational achievements using the evaluation criteria and recommendations of culture-establishing priorities in learning of academic materials.

Key words: Scientific and methodological support • Common culture • Humanitarian education • Culture-establishing module • Target • Informative • Activity • Evaluative component of scientific and methodological support

INTRODUCTION

The modernization of vocational education supposes the innovative processes in organization of joined educational structures to implement the tasks of diversity and continuity that determine the intensive search for the ways of systematization of the educational content in different systems of its scientific and methodological support. This is stipulated by the new Federal State Educational Standards which organize the educational information according to common scientific and professional significance of adequate methods of assimilation interdisciplinary culture-establishing knowledge and competences by prospective specialists.

Requirements to the development of scientific and methodical support are reflected in scientific research culture-oriented pedagogical systems when the learning process of each discipline forms the willingness of the prospective specialist to culture-establishing professional activity appropriate to the knowledge and skills [1-6]. Different approaches to design of scientific and methodical support as a pedagogical system have been studying [7-10]. The essence of scientific and methodological support is extending by modeling of its structure, functions and relations with other pedagogical concepts [11-13]. The scientists (P.F. Anisimov, G.V. Mukhametzyanova) have different interpretations of its essence: as a system of scientific and methodical work or as scientific-methodical activity.

The creation of system of scientific and methodical support requires the refinement of concepts that characterize its structure (components, connections between them and function), a content (documents, technical objects, educational, scientific and other information, methodical materials and others) and identification of particular requirements to its development as a systemic whole.

The study of the system methodological, theoretical and methodical support of innovative processes in the system of vocational education with the involvement of domestic and foreign experience is undertaken by the scientific researchers of the Institute of Pedagogics and Psychology of Vocational Education, Russian Academy of Education [14-16]. According to their studies, the scientific-methodological support is creation of necessary conditions for the development and formation of certain objects, structures and regulatory, scientific, methodological, social and psychological processes. Scientific support is considered as the research results strived to improve the teaching and educational process; as a process of search and development of organizational-pedagogical and methodological mechanisms bearing the study results to their practical implementation in the subjects of education.

The common pedagogic practice reveals that the creation of the appropriate scientific-methodical support of *development of the common cultural and humanitarian education* of the students of vocational schools is difficult and time-consuming task. For its successful solution, the teachers require knowledge of the initial concepts and essence of educational and methodical complex of disciplines, its composition, structure, content (documents, technical objects, etc.), requirements to its development, technologies and planning methods besides the competence in the field of the humanitarian disciplines and skills in the methods applied for development of knowledge and competences.

There are distinguishing contradictions found during planning and implementation of scientific-methodical support of the common culture and humanitarian education:

- The urgent need for mobile and qualitative planning of teaching-methodical complexes for the development of the common culture and humanitarian education during the teaching of humanitarian disciplines and the lack of the theoretical concepts of the appropriate activities of teachers;

- The necessity of use by teachers the effective technologies of planning and implementation of scientific-methodical support of the culture and humanitarian education of students during learning of humanitarian disciplines and the lack of sufficient substantiation;
- Increased requirements of employers to the culture of the students of a vocational school, the requirements of the Federal State Standards and their inadequate reflection in the content of humanitarian disciplines of the culture-establishing component;
- Requirement of implementation of the educational and methodical complexes in humanitarian disciplines based on module-competent approach and the lack of algorithms for their development by teachers and methodologists.

The key concepts of the process of scientific-methodical support of the common culture and humanitarian education of the students include:

- *Support* – the creation of required conditions to maintenance of culture-establishing processes;
- *Scientific and methodological support* is the creation of organizational-pedagogical and methodological mechanisms of practical implementation of scientific results to support the activity of educational subjects at the methodological, theoretical and methodological levels;
- *Methodological support* – a group of methods and techniques of the subject activity of the teacher and students to master the system culture-establishing competences and their application methods, teaching and program documentation, training tools, means of control, methodical recommendations, complexes, normative and training-methodological documentation;
- *Training and methodical support* – a group of normative and training-methodical documentation affecting the implementation of the objectives, the content of education, personal development of students and the development of the appropriate culture-establishing competences;
- *Educational-methodical package* is a coherent structure and content of teaching, traditional and innovative methodical materials for teacher and students covering the study period of a subject, single classes or educational cycle;

- *portfolio* is a method for assessment of the level of cultural and humanitarian universals, which changes are studied in the dynamics of cultural development of students and implementation of selected targets of cultural and professional-personal growth;
- *Monitoring* is a complete operating system, which includes the principles of construction, components and indicators of analysis, methods of data collection.

There are key concepts determining the initial level of the development of the scientific-methodical support of the common cultural and humanitarian education of the students.

The first concept is the implementation of diversified approach based on the objective and subjective factors.

Objective factors include the culture-establishing content of humanitarian discipline, the level of requirements to learning of study material, the presence of successive or interdisciplinary relations and methods of teaching. Subjective factors are the individual style of the teaching, the willingness of a student for independent work with study material, culture-establishing motivation for study of humanitarian disciplines.

The formation of scientific-methodical support takes into account all these factors that are expressed in different presentation of same culture-establishing components corresponding to appearance of the above-mentioned characteristics.

Target component is the presence of studied discipline in the common target program for particular students based on their personal important goals in culture-establishing activities focused on culture-establishing self-development. The implementation of this aspect involves the development of a target component methodological support of the culture-establishing educational process, determination of a group of benchmarks for students in the form of schemes of individual culture-establishing self-development programs, self-diagnostic tools of culture-establishing qualities and culture-establishing competencies. The variability of the target component of methodological support is stipulated by additional individual culture-establishing value orientations of students which can be independently determined or by a teacher.

Substantial component contains the indicators of additional sources of educational, scientific and methodical culture-establishing information, elective tasks, schemes and samples of processed information and algorithms available for the students.

Activity component is a description of the various organizational culture-establishing opportunities of the educational process including the use of different methods and forms of independent activity of the students, as well as didactic and technical tools of education.

Evaluative (reflexive) component is the opportunity to verify the culture-establishing self-appraisal of own educational achievements using the evaluation criteria, guidelines on culture-establishing priorities in learning of study material by the students.

The *second concept* is unity and relationship of professional, cultural and subject-specific competences. The independent activity of the students carried out using particular concepts, instructions, algorithms, schemes and other methodical materials contributes to the development of knowledge and skills within the studied discipline and culture-establishing abilities, skills to work with information, cognitive processes, culture-establishing motivation of a student and culture-establishing competencies, socially and professionally significant for prospective specialist. In this regard, it is important to anticipate the implementation of a holistic approach to the development of tasks, questions, exercises with culture-establishing possibilities, as well as realized perception of the proposed educational information by the students as a personally significant in terms of culture-competent approach in the scientific and methodical support.

The *third concept* is the learning of professional legal framework (the requirements of the Federal State educational standard to the volume and level of learning of educational material to organize the educational process, qualification characteristics of graduates on a particular specialty, etc.) and program documents (educational plan, work programs, methodical materials, etc.) by the students. Knowledge of cultural norms, requirements and evaluation criteria by the students contributes to the development of culture-establishing self-awareness, values, responsibility and culture-establishing competencies. In this regard, it is necessary to separate those culture-establishing concepts among all regulatory-legal documentation that should be provided to the students for study and assimilation. It is also important to identify those aspects of the prospective professional activity, which provide the students with an opportunity to culture-establishing planning of their professional qualities.

The *fourth concept* is the selection of scientific concepts and determination of scientific base. Planning of scientific and methodical support of culture-establishing process of education should be based on innovative pedagogical and psychological concepts, theories and approaches. We rely on the basic principles of humanistic and humanitarian psychology and pedagogics concerned on the abilities and possibilities of a man related to the culture, creativity and “I-concept”.

This approach in psychology is related to the names Ch. Bühler, A.H. Maslow and E.S. Fromm and many others [18-23]. The systems developed by Freinet C., R. Steiner and M. Montessori [23-26], are the most recognized in the world educational space among the other pedagogical systems that implement this approach and the system takes a special place among these.

Rogers C. emphasizes the necessity in the modern world characterizing by constant changes to shift an attention in the learning process from teaching to learning, organization of the teaching not only as the transmitting of information and as facilitation of meaningful learning. Facilitation is easing and simultaneous stimulation of the learning process for the student, i.e. the creation of specific intellectual and emotional conditions in the classes, as well as the atmosphere of psychological and pedagogical support [28].

Person-centered approach of C. Rogers is based on nine general statements: 1) the facilitator has sufficient self-confidence and respect to the students to understand what they, like himself, think about themselves and learn for themselves; 2) a teacher shares the responsibility for the education and training with others; 3) a teacher is guided by his own experience; 4) the learner builds and develops his own program solely or together with others; 5) evaluates the level of learning and training by himself; 6) collects information from the other members of the group and a teacher; 7) gradually creates the conditions that facilitates teaching; 8) all activities maintain the continuous educational process; 9) understand that self-discipline substitutes the external discipline [28].

To solve this problem, we used the scientific knowledge reflecting the culture-establishing principles of the process of training and development of educational activity and personality of a student. We considered the variability of education, problem solving skills, man-oriented learning, project-based learning, the computerization of education, block-modular, culture-competent and modular-competent approach.

These statements allowed us to form our own view on the characteristics of the scientific-methodical support of culture-establishing learning process: the essence of scientific and methodical support as a system culture-forming component of the learning process is in its complex, systematic education reflecting one or several culture-establishing learning technologies of program material, adequate professional activity (its methodological aspect), implementing the pattern of development of culture-establishing competencies of a student, performing a complex of pedagogical functions (learning of educational information to develop the culture-establishing motivation for professional development).

Structural components of a scientific-methodical support of the culture and humanitarian education of the students include:

- Scientific principles and methods applied to develop the culture and humanitarian education of the students;
- Scientific principles and methods of the control of the organization, process and quality of the results;
- Scientific principles and methods to improve the culture-establishing content of humanitarian education (selection and structuring);

A method of scientific and methodical support of the development of the common culture and humanitarian education of the students of vocational school consists of several steps:

- Determination of actual demands of the educational process in the scientific and methodological support, which is determined by the analysis of the available scientific and methodological support and study of the teaching practice.
- Assessment of the opportunities for scientific and methodological support to improve the quality of the common culture and humanitarian education in the context of modernization and search for the methods to increase its efficiency.
- Determination of different types of scientific and methodological support based on comparison of demands of the practice and opportunities. This characterizes by priority (most efficient) types of scientific-methodological support.
- Introduction and correction of the efficiency of scientific and methodological support based on found criteria.

- Forecasting based on selection of the key directions of scientific and methodological support and adequate result estimation after implementation.

Scientific and methodological support of the common culture and humanitarian education of the students of vocational schools in learning of the humanitarian disciplines is carried out at the three levels: methodological, theoretical and methodical [29].

Methodological level is represented by the core components of integrative model of the common culture and humanitarian education of the students of vocational schools in learning of humanitarian disciplines (requirements of Federal State Educational Standards of vocational secondary education to teaching of highly skilled professional with professional competences competitive on the national and European labor market, the innovative multicomponent algorithm of methodological, target, organizational-methodical, didactic, substantive and procedural technological components of the culture-establishing educational models; structure and content of the innovative educational programs on humanitarian disciplines corresponding to the objectives, principles and functions of the implementation of the culture-establishing educational modules; the content of invariant and variant components of the structure of the humanitarian disciplines focused on implementation culture-establishing educational modules; criteria of formed indicators of culture and humanitarian education of the students in culture-establishing educational activities).

Theoretical level represents the conceptual ideas culture-competent approach of establishing of the common culture and humanitarian education of the students:

- An objective – formation of the student's personality as a citizen by a competent, humanitarian-educated, highly qualified specialist prepared for use of cultural patterns and life norms at any level, class of difficulty outstripping the really existing level of development of culture of the society, capable to tolerant cooperation with other people and other cultures in their own activity;
- Pedagogical conditions are the base components of culture-establishing educational environment of educational institutions, culture-establishing core of methodical software support of humanitarian disciplines;

- Principles – problems, modularity, culture-conforming, the predictability;
- Didactic content of humanitarian disciplines, re-comprehended taking into account the general principles of problem-developing education, enriched with ideas of culture-establishing activity, the content of basic culture-establishing educational modules, project technologies and the criteria for determination of the results of activity expressed in materialized products of culture-establishing activities.

Methodical level includes normative and methodical documentation, structure and content of educational-modular components (modular programs; the content of culture-establishing educational modules on disciplines of social-humanitarian educational cycle; content of the basic culture-establishing modules such as "Methodological culture of the student - prospective teacher", "The cultural identity of the personality of the future specialist chemical production", "Cultural-humanitarian universals prospective specialist in social and cultural spheres"; the variants of culture-establishing modules on disciplines of social and humanitarian educational cycle: methodical and didactic materials to assist students and teachers, master classes, advices on the design of modular projects, tasks for independent research work, glossaries, computer presentations and slides; instructions for teachers for the implementation of the structure and content of culture-establishing educational modules and project technologies) and the tools of input, current, mid-term and final control on paper and in electronic forms.

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