

SUPPLEMENTARY PROFESSIONAL EDUCATION OF HIGHER ACADEMIC STAFF IN RUSSIA.

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Abstract—the paper deals with the problem of continuous education of high school teachers that is connected with the preparation to their professional activity and further improvement. It includes a retrospective analysis of the origin and development of institutional forms of the above-mentioned education in Russia for the last 200 years. The paper proves the sufficient level of formation of the national system of supplementary professional education fulfilling the functions of professional retraining, supplementary retraining, improvement of professional skills and practice for high school teachers. The paper discusses the opportunity for integration of the above-mentioned system with the system of preparation of scientific staff in a common national system of life-long professional education of academic and scientific staff. Depending on the aims of activity the main types of high school teachers are being analyzed in the paper. The problems of future development and reformation of the formed system are also stated in the paper.

At the beginning of the 20th century the development of the civilization set the formation of the idea of life-long education. The increasing rate of moral aging of knowledge and their use makes it impossible to limit the education with the certain age, term or level. As Knowles says the term interval of main social and cultural purposes has become much shorter than a life of a man. For the last 30 years continuous education has become one of the central pedagogic problems of the modern society and it turns into technologic necessity.

Adult Education Committee first used the term «life-long» education in 1919 in England and its main principles were formed by M.Jacks in his work [2]. Contemporary stage of development of life-long education begins at the beginning of the 60-es of the 20th century and primary is connected with adult education. It was formed as a term “continuous education”. The main and the most massive trends of adult education are professional education, containing both forms of fundamental training and short-term courses with a special purpose.

Continuous professional education of specialists with higher and secondary education is a part of continuous professional adult education. In the modern society there is a continuous process of changing of subject structure of science, expressed in steady tendency to differentiation and integration of scientific trends. This is a reason and a moving developing power of systems of improvement professional skills and specialist’s retraining or, as it often called, postgraduate professional education. In November, 1995

UNESCO at its 28th session promoted for further development the project “Interspecialist 12 century”, in which it set the task of establishment of international system of postgraduate supplementary professional education of specialists. At the above-mentioned session UNESCO also declared one more project “Interteacher 21 century”, because teachers of higher and secondary schools are the most demanded specialists. That’s why the theme of the presented report that is devoted to supplementary professional education, is actual and timely.

The peculiarity of high school teacher’s activity is that it comprises complex and not organized activity and consists in several intercommunicated between each other types that have general components.

Depending on realization of different purposes of activity the high school teacher carries out main parts of activity- pedagogical, researching, professional (base specialty), administrative, economic, managing, commercial and social. That’s why supplementary professional education of the high school teachers must be directed to preparation and improvement of the given types of activity and first of all the types of creative activity- researchers and teachers.

In Russia supplementary professional education of academic and scientific staff has been developing since the 19th century. One- or two-year courses of practice abroad had been widely spread. In the presoviet Russia the traditional forms of improvement of skills of high school teachers were writing and defense of thesis for Masters and Doctors degrees. The postgraduate retraining of the high school teachers had been also widely spread. From 1804 to 1859 3-year pedagogic institutes were organized in Moscow, Kharkov, Kazan, Derpt and Kiev universities where postgraduate students of universities took retraining courses for teaching activity in gymnasia and universities. Since 1908 postgraduate pedagogical education was restored by creation of Petersburg pedagogical academy and then in 1911 by Moscow pedagogic institute, named after Shelaputin, with a two-year course of study.

Further development of supplementary professional education of academic and scientific staff in Russia was continued in the Soviet period. In 1949 institutes for 6 month courses of improvement of teaching skills of humanities were organized. They were attached to Moscow, Leningrad and Kiev universities and later supported by analogical institutes attached to Rostov, Tashkent and Ural universities. In 1966 in the USSR the system of improvement of skills of academic and scientific staff was created. It had the following institutional forms:

for teachers - improving skill faculties and institutes attached to higher institutions, practice, one-year course for postgraduate students and creative vacations for completion of thesis;

for rectors (head of universities), chancellors, deans – consults, seminars, that were hold in a definite field;

for scientific, teaching-supporting and administrative and economic personnel there are courses of improvement of skills.

The tradition in higher institutions to fill the university staff ranks after the competition made the academic staff pass improving skill courses in accordance with the above-mentioned forms at least once every five years. The main link of introductive improving skill system was improving skill faculties. From 1967 to 1970 about 30 thousand persons had passed through the improving skill system. From 1971 to 1975 the system comprised more than 150 thousand professors and high school teachers. In the following years the created system preserved its trends and volume.

In 1988 the results of functioning for the 20year period of the above-mentioned system were summed up. It was marked that the creation of such system brought to experience change between higher institutions, fulfilled a primary stage of computer techniques and information science mastering, and improved their professional and pedagogical culture. However the existence for the 20year period accumulated certain problems. We can stress the following among them: spontaneity of establishing of improving skill faculties, the absence of mutual connection of improvement of skill with a rank promotion of teachers, unification of study at faculties and institutes without paying attention at listener's level, low level of teaching at psychological and pedagogical subjects and others. The conception of rebuilding of the stated system was approved, in which the transition from periodic to continuous education of academic staff was taken in concern. The need of close connection of system of improvement of skill with different forms of academic and scientific staff was marked. It included the care for young specialists who hold ranks of assistant teacher and assistant researcher, postgraduate study, creation vacation, transference to researcher's position for completion of thesis.

In 1992 in connection with disintegration of the Soviet Union the functions of coordinating of improvement skill system passed to the Ministry of education of the Russian federation. At present the main work for improvement of skill of academic and scientific staff is held at 105 faculties, 9 centers, 6 institutes and 3 branches of institutes for high school teachers' improving. Almost half of listeners (49.9%) are at the age of 40 and, and the other half (48.5%) are at the age of 40-61. There are also listeners of older age (more than 60), however its percent is rather small (1.46%). The later are the indicators of that the

system is demanded during the whole life. In accordance with the data of the Ministry of Education in the Russian federation in 1998 the heads of sub faculties made up 3.3% of listeners, professors-4.7%, assistant professors—30.7%, senior lectures -18,4% and high school teachers and assistants – 42%. It is marked that the improving skill system for the last years has missed the contingent of rectors, chancellors, deans and partly heads of sub faculties. The analysis of statistic data shows that for the last 10 years the main number of listeners of improving skill system is fluently growing, but the number of trends is reducing. By the end of the decade informational techniques and systems continues to be popular.

We are glad to mark that high school teachers show more interest to pedagogic trends. The positive growth of demand for science, technical and technological trends and language training is marked. The reduce of the demand for humanities and social, economic, managing trends also attracts our attention. Thus improving skill system is a sensible instrument of the dynamic of value orientation in the modern social and economic situation in the country [3].

Further development of the formed system of supplementary professional education of high school teachers in Russia was connected with organization of their pedagogic retraining. Since 1993 the centers of such retraining were opened in a number of leading universities of Moscow, Kazan, Sant-Petersburg and other cities. The course of study lasts for one academic year, after finishing the diploma of professional retraining with awarding of supplementary qualification of "High School Teacher" is granted. The centers have in its structures departments and laboratories. They hold not only educational and methodic work, but also a research one. Thus at present the traditions of postgraduate professional retraining to high school teacher's activity are restored, which were based in our country at the beginning of 20 century. The final stage of formation of the given system is connected with appearance of supplementary 2year training of high school teachers through the magistrates in 1995.

It is expected that teaching staff of high schools has begun to be filled with specialists who are professionally trained to pedagogic activity.

Thus today we may state that the level of formed system of supplementary professional education of high school teachers in Russia, fulfilling the functions of their professional retraining, supplementary training, improvement of skill and practice is quite sufficient. The integration of the given system with the system of preparation of researchers will enable to form a common national system of continuous professional education of scientific and academic staff. The conceptual principles of the future system are considered in our work [4].