

Features Of Estimating The Effectiveness Of Implementation Of Labor Actions In The System Of Secondary Vocational Education*

Almaz R. GAPSALAMOV, Ibatullin RINAT R., Kaviev AIRAT F.

Kazan State Federal University

Abstract. *At this stage of the development of society as a whole and the educational process in particular, the problem of assessing the quality of pedagogical activity of a teacher acquires particular relevance for pedagogical activities since the results of the teacher's activity are expressed primarily as a result of learning activities of the students and the teacher's ability to analyze and evaluate his activities and their results, his professionally significant qualities. In this regard, the study purpose is to assess the effectiveness of implementation of the teacher's labor activities in the system of secondary vocational education.*

The analysis of scientific developments and researches in the field of pedagogical activity allows saying that the studies of influence of the teacher's activities evaluation are practically not conducted, which determines the particular relevance of the issue under consideration. The data are partly examined in the works of Bespalov M. (Bespalov, 2013), Samygin S. I. (Samygin, 2012), Gin A.A. (Gin, 2014), Rudenko A.M. (Rudenko, 2015), Mayer A.A. (Mayer, 2012) et al.

The study methodology is constructed both on the basis of empirical (observation, comparison) and experimental-theoretical methods of scientific cognition (analysis).

In the article the authors come to the conclusion that the introduction of federal standards of new generation led to a reassessment of the teacher's role and the application of his knowledge and skills in the educational process in the system of secondary vocational education. Global world processes force the teacher to apply new competencies in the educational process, taking into account modern dynamic processes, and to distribute their labor activities in a new way.

Keywords: Russia, education, teacher, educational process, efficiency, labor actions.

Introduction

Pedagogical activity is the activity of adult members of society whose professional goal is to educate the younger generation. It is a special kind of social activity aimed at transferring the culture and experience accumulated by mankind from older to younger generations, creating conditions for their personal development and preparing for the performance of certain social roles in society.¹

The content and psychology of pedagogical activity is determined by the social factors: place and functions of the teacher in society, the requirements of society to the teacher; by the socio-psychological factors: social expectations of people surrounding the teacher in relation to his personality and activities, his own expectations and attitudes in the sphere of his pedagogical activity.²

The purpose of pedagogical activity is developed and formed as a reflection of the trend of social development, presenting a set of requirements for a modern person, taking into account his spiritual and natural capabilities. It contains, on the

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¹ A. M. Rudenko *Fundamentals of Psychology and Pedagogy: General Issues*, Rostov-on-Don, Feniks, 2015, p. 22.

² E. B. Vasina, *Organizational-Economic Bases of Managing the Competence Identification in the System of Vocational Education. Abstract of a Doctorate Thesis on Economics*, St.Petersburg, 2011.

one hand, the interests and expectations of various social and ethnic groups, and on the other hand, the needs and aspirations of the individual.

The main functional unit, through which all the properties of pedagogical activity are manifested, is the pedagogical action as the unity of goals and content.

Pedagogical actions are the actions aimed at solving pedagogical tasks carried out by pedagogical means, methods and techniques. Such categories include: pedagogical observation; pedagogical study of a person (compilation of a "pedagogical portrait" in the unity of his main characteristics - manner, educatedness, development and training) and a group; pedagogical analysis; pedagogical evaluation; pedagogical decision; development of a pedagogical scenario for the upcoming action or event; pedagogical behavior; pedagogical communication; pedagogical impact; pedagogical requirement; pedagogical consultation; pedagogical assistance; pedagogical interaction, etc.³

The skills of a teacher, an educated specialist to competently perform pedagogical actions and use them in their lives, professional activities and teaching work constitute an essential part of technical arsenal underlying his practical pedagogical skill.

The pedagogical technique of performing actions is based on the technique of mastering a word, voice, gesture, facial expressions, posture, poise, gait, clothing, manners by a person, a teacher. Visual aids, educational instruments, educational devices, educational equipment are additionally used when performing pedagogical actions. The pedagogical technique of performing actions is often presented in an algorithmized form - as an interrelated series of tools, techniques and operations used, which facilitate its development and use.

Some other means are used (in particular psychological ones) in the pedagogical actions, where a real result is needed. The combination of techniques often makes them and the actions themselves psychological and pedagogical, for example: psychological and pedagogical observation, psychological and pedagogical analysis.

Results

System for assessing the effectiveness of implementation of teacher's labor actions

The current system of national education is at a difficult stage of its development. The demands made by the society today on education no longer allow it ignoring the processes taking place both within the state and at the international level. All of the above leads to the need to determine the main criteria for assessing the activities of people involved in the implementation of one of the most important social tasks - education.

Evaluation of pedagogical personnel is an important task in the process of leading a pedagogical team, a necessary condition for improving the efficiency of teachers' work. It is implemented in three directions: administrative, informational and motivational.

³ S. I. Samygin, *Psychology and Pedagogy: Study Guide*, Moscow, KnoRus, 2012, p. 103.

Administrative direction involves changing the teacher's status (promotion, reduction in position, transfer to another job), extension or termination of the employment contract. Implementation of this direction helps to increase the efficiency of organization as a whole, as it allows attracting qualified specialists to work, and also meets the interests of teachers, as it helps to satisfy their desire for success, the need for achievement and self-esteem.

The information direction of personnel evaluation is necessary in order to inform them about the relative level of their work, which allows determining the directions for improving the professional skills of teachers.

Evaluation of the results of teachers' work is an essential factor in motivating their organizational behavior, since the achieved high results in labor are noted by the administration by material or moral incentives stimulating high self-reliance in labor.⁴

To perform the personnel evaluation, we need the criteria that determine how to evaluate the methods of collecting, processing and analyzing information, organizational evaluation procedures that determine the functions performed, and the subjects performing evaluation.

The criteria for assessing the effectiveness of the educators' work are difficult to determine, given the nature of their work. A considerable number of scientific and journalistic publications and a number of regulatory legal acts are devoted to this issue today.

The latter includes the documents of various levels: laws setting general direction for the development of this sphere; decisions of the education committee governing the activities of all levels included in this process; state standards; here the requirements concerning structure, volume, conditions of implementation and development of documents of the following level are specified; programs that are developed on the basis of previous papers by the educational institutions themselves; provisions where the requirements and criteria for assessing the effectiveness of workers' activity in the education of a particular educational organization are clearly formulated.

As we can see, the process of determining the qualitative indicators of the teacher's work attracts a whole system of state bodies. Naturally, it also involves the educational organizations themselves.

The purpose of this process is to gain an opportunity to assess the quality of teaching activities, to influence it, and to economically motivate workers in this field on this basis. However, it should be noted that the entire system is still far from perfect to date.⁵

Every self-respecting teacher, as a rule, has his own ideas on how to implement the learning process. It is clear that at a certain stage of activity he forms his methods, teaching techniques, which can be presented as the pedagogical

⁴ S. S. Donetskaya, *Objective Assessment of the Teachers' Qualification in the Russian Universities*, Moscow, 2014, p. 22.

⁵ M. Bespalov, "Analysis of the Reform of Educational System and Monitoring the Effectiveness of Secondary Vocational Schools," in *The Tax Bulletin: Comments on Regulatory Documents for Accountants*, VIII (2013), p. 18.

technologies in general. The effectiveness of implementation of the latter largely depends on the system that will be formed, which will reflect the relationship between the features of these technologies and the indicators that allow assessing the degree of their implementation. It should necessarily undergo an experimental check by the pedagogical staff, which will identify its shortcomings and allow them being adjusted.

Criteria and indicators for assessing the quality of teacher's work in pedagogical activity

The system of assessing the quality of labor pedagogical activity should include the main criteria for assessing the effectiveness of the educators' work. There are two types of evaluation: current (formative) and final (attestation, or summative).

The current evaluation is carried out periodically throughout the school year. The forms used in this evaluation, as a rule, do not cover all the teacher's activities, but focus on the evaluation of individual sections of his work.

The final (summative) evaluation is designed to determine the extent to which the teacher meets professional requirements in terms of qualifications and the quality of professional activity.

The evaluation is conducted on a wide range of developed and agreed criteria covering all aspects of the teacher's activities.

The overwhelming number of existing evaluation systems suggests that an overall assessment is made on the basis of evaluating the results of various aspects of the teacher's work. Certain criteria are developed to evaluate various activity aspects. Each criterion consists of an estimated figure and a corresponding scale.

Evaluation indicators are determined based on the content of the work performed. They can be divided into three groups:⁶

- indicators of educational activities;
- innovation activity;
- work indicators on teachers' self-development.

As a basis for the development of indicators, it is advisable to use clearly stated goals of the educational institution and clearly defined functional duties of the teacher. There is no single set of evaluation indicators for all educational institutions. Depending on the general orientation of the institution, its type and form, different requirements are imposed on teachers, on which the evaluation indicators should be built.

Within each activity aspect, it is possible to conditionally distinguish a group of indicators of its results and indicators of professional behavior creating the conditions for achieving the necessary results.

The indicators of professional conduct determine the actions that should be performed by the teacher to obtain the final results, as well as his behavior in the team, which affects the effectiveness of joint activities (responsibility, participation in management, compatibility, etc.).

When developing the criteria, it is important that each of the indicators used can be measured, that is, included in the evaluation scale. Just as there are no

⁶ S. D. Polyakov, *Psychoedagogy of Education*, Moscow, Novaya Shkola, 2014, p. 214.

unified indicators, there are no generally accepted scoring scales. Therefore, they should be specially built in each educational institution.

The main principles of building an effective system for assessing pedagogical staff are:⁷

- staff development in the process and the result of evaluation (each teacher should be improved regardless of whether it works satisfactorily, well or perfectly, the difference is only in the individual starting level and the scope of improvement tasks);
- comprehensiveness (consideration of evaluation at different stages of a career or evaluation with different goals at the same stage as interrelated elements of a common system);
- respectful attitude to the person being evaluated (personality, his rights, interests and needs are put on the first place);
- democracy (the respondents are actively involved in the evaluation process in a particular form: they participate in the development of the criteria and content of the evaluation, terms agreement and discussion of the results, which makes them complicit in this process and forms a positive attitude towards it);
- differentiation (the personnel assessment system is considered as a set of evaluation subsystems for different groups of teachers);
- continuity (the evaluation is made up of the current and final evaluation and ongoing control of the teachers' work by the school management during the school year).

A competently built staff evaluation system allows teachers increasing their job satisfaction, feel their worth and thereby increase the potential stability of the team through:

- positive impact on staff motivation (feedback favorably affects motivation, allowing the employees adjusting their organizational behavior);
- planning the training of team members (the assessment allows identifying shortcomings in the qualification level of each employee and stipulate measures to correct them);
- planning the professional development and career (the assessment of employees reveals their weak and strong professional qualities, which allows preparing the individual development plans and planning the career effectively);
- making decisions on remuneration, promotion, dismissal (regular and systematic staff evaluation system gives the manager the opportunity to make informed decisions on salary increase, employee remuneration, promotion or dismissal).⁸

In cases where the manager seeks to motivate the innovative activity of teachers, as well as their professional development, the quality assessment system will be focused on obtaining information about what assistance is needed by a particular teacher. At the same time, it is important how such a system is perceived by the teachers themselves.

⁷ I. A. Zimnyaya, *Pedagogical Psychology: Study Guide*, 6th edition, Rostov-on-Don, Feniks, 2015, p. 312.

⁸ A. A. Mayer, *Supporting the Professional Success of the Teacher*, Moscow, TTS Sfera, 2012, p. 98.

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The evaluation system is capable of performing a motivating function only if it meets the following conditions: the teacher should be convinced of the evaluation objectivity, perceive it as useful for himself, know what needs to be done to eliminate the identified shortcomings, want to eliminate them, know that the manager will help him in this.⁹

Analysis of the organization and planning of labor activities of teachers in the system of secondary vocational education of the Republic of Tatarstan

The document determining the organization and planning of academic load in the system of secondary vocational education is the "Regulations on Planning the Teaching Load of Teachers", which establishes requirements for the structure, functions, responsibilities and liabilities of the training part. It refers to the number of organizational documents and is mandatory for use in planning the teaching load of teachers.

The Regulations are developed in accordance with the legislation of the Russian Federation on the basis of several regulatory documents and local acts, among which an important place is given to the Labor Code of the Russian Federation, the Federal Law of the Russian Federation, the Federal State Educational Standards for Secondary Vocational Education, the Charter of Educational Organization.

The academic year begins on September 1 and ends according to the educational process schedule for a particular profession, specialty and form of training.

At the same time, the start date of the academic year may be shifted by order of the director of the educational institution for not more than 1 month for the evening form of training and for up to 3 months for the extramural form. Vacation with a total duration of 8-11 weeks a year, including at least 2 weeks in the winter, is established at least two times during the full academic year for students. The work of teachers within the working time established by the labor legislation amounts to 36 hours per week for a full time, and includes training and extracurricular work. The teaching work of the teaching staff includes lecture classes (lectures, practical classes, seminars, laboratory works), monitoring the students' independent work, training and production practices, final qualification works, as well as attestation tests of all levels. The extracurricular work includes: educational and methodical, organizational and educational, scientific research and scientific methodical work.

The educational load for the academic year is determined by the academic disciplines, professional modules, practices, final state attestations and other types of academic work in the curricula for the specialties of secondary vocational education.

⁹ A. A. Gin, *Techniques of Pedagogical Technology: Freedom of Choice. Openness. Activity. Feedback. Ideality: Teacher's Guide*, 8th edition, Moscow, Vita-Press, 2014, p. 114.

The training load for each academic discipline includes classroom, extracurricular work (consultations, exams, control of review works, course works (projects), practice at the enterprises). The division of classroom hours into lectures, practical classes (seminars) and laboratory work is carried out in accordance with the specialty curriculum. It is stipulated the removal of hours for public holidays when distributing the training load.

The extracurricular work is compulsory for the teacher and is included in his work without additional payment: educational-methodical and scientific-methodical work, organizational and educational work, scientific research work. At the end of each semester, the teacher reports on the workload instructed to him. Failure to fulfill the workload instructed to a teacher without valid reasons is considered as a violation of labor discipline and entails the measures of influence provided for by labor legislation.

The planned extracurricular workload and its implementation is reflected in the teaching load instruction, by the order of the director of secondary technical school and is paid additionally in the form of a monthly surcharge to the official salary from the wage fund.

The schedule of training sessions is the main document regulating the academic work and is compiled for each semester on the basis of specialty curricula and schedules of teaching and production process, approved by the director of the secondary technical school and subject to unconditional fulfillment by both teachers and students.

Problems of the teacher's workload in the system of secondary vocational education

For the educational institutions, there were no draft templates to determine the number of teachers of different specialties. The number of teachers is not established on the basis of staff schedule, but it is based on the volume of training load in the specialty. This is explained by the fact that teachers receive their monthly salary rates for a certain norm of hours of pedagogical work per day or week, which are the calculation units in determining their monthly salary, depending on the established volume of training load.

Thus, the volume of training load is an essential condition of the employment agreement (contract) with the teacher, which cannot be changed unilaterally by the administration without the teacher's consent, so it is very important to draw the attention of the administration of educational institutions to this fact when recruiting new teachers and distributing load for the new school year, etc.

If the amount of teaching load of the teacher has not been stipulated in the employment agreement (contract) concluded for an indefinite period, then the teacher is considered to have been accepted for the volume of training load that has been established by the order of the head of educational institution when applying for a job.

The volume of teaching load (pedagogical work) established at the beginning of the academic year cannot be reduced during the school year on the

administration's initiative, except for the cases of reducing the number of hours under the curricula and programs, reducing the number of classes (groups of extended day).

The reduction in teaching load of teachers of supplementary education is allowed only in the event of dropout of students, which has been the reason for closing, for example, a project team in the institutions of supplementary education for children.

Provision of teaching work to persons performing it in addition to basic work, as well as pedagogical workers of other educational institutions and employees of enterprises, institutions and organizations (including employees of education management bodies and teaching and methodical offices) is possible only, if the teachers for whom this educational institution is a place of basic work, are provided with teaching work in the volume not less than the salary rate.

The teaching load of teachers being on leave to care for a child before the age of three years old is established on general grounds and is transferred for this period for execution by other teachers, which is recorded in the order of the head.

Depending on the number of hours stipulated in the curriculum, the teaching load of teaching staff may be different in the first and second academic semesters.

Recommendations for reducing the teacher's workload in the system of secondary vocational education

With the transition to the Federal State Educational Standards (FSES), the priority task of methodical work in the system of secondary vocational education is to help educators improve the quality and efficiency of educational process, create favorable conditions for the development of teachers' self-education.¹⁰ For the effective work, it is very important that all teachers are involved in creative activity, which is based on self-education.

The teacher's self-education will be productive if:

- the teacher's need for his own development and self-development is implemented in the process of self-education;
- the teacher masters the ways of self-knowledge and self-analysis of pedagogical experience. The teacher understands both positive and negative aspects of his professional activity;
- the program of teacher's professional development includes the possibility of research, search activity;
- the teacher has a readiness for pedagogical creativity;
- there is a correlation between personal and professional development and self-development.

¹⁰ A. A. Askhamov, A. V. Konyshva, A. R. Gapsalamov, "Use of E-resources of the Learning Environment in Teaching Mathematics to Future Engineers," in *International Journal of Environmental & Science Education*, XI (2016), no. 5, p. 673-684.

The personal self-education plan of a teacher should necessarily include a list of results that should be achieved within a certain time. The results of teacher's self-education are tracked at certain stages (self-education is continuous, but you need to plan it step-by-step): improving the quality of subject teaching (indicate the indicators by which efficiency and quality will be determined); developed or published methodical manuals, articles, textbooks, programs, scripts, studies; development of new forms, methods and techniques of teaching; reports, speeches; development of didactic materials, tests, visibilities; development of methodological recommendations for the application of new information technology; developing and conducting open lessons on their own, innovative technologies; creation of kits; pedagogical developments; experience generalization on the investigated problem (topic).

As experience and observations show, not all teachers are able to independently take the initiative to rethink and restructure their activities, sometimes they need help. The teacher does not always know how to put emphasis on the main thing, that is, on a thing providing him with success in his activities, on a thing affecting his result and on the things interacting within it, how to measure it, diagnose it, notes some difficulties in translating pedagogical ideas and tasks to a practical level. Therefore it is very important to know: whether the teacher is ready for self-education as a kind of activity that promotes professional excellence, which is necessary to improve the quality of educational process and enhance the image of secondary technical school.

The system of work on the self-education organization begins with an analytical work, that is, with diagnostics. It is for this purpose that the teachers should be regularly interviewed.

The effective work on oneself requires not only the necessary knowledge and skills, but also high motivation. It should be remembered that being a person means constantly building oneself, striving for self-development, self-realization, self-actualization.

It is necessary to practice non-traditional forms of organization of methodical work with teachers more often. They may include festivals, holidays of teachers' successes, which help to unite the team and reveal the creative potential of teachers, create a creative atmosphere in the team. There is a need to systematically spend the days of psychological unloading for teachers.

Self-education will be productive if the teacher is satisfied with his work. And his need for self-development is implemented in the process of self-education. To increase the effectiveness of educational process, the leadership should pay special attention to the factors stimulating self-development of the teacher. These factors include the following: interest in work; increasing responsibility for the results of labor; example of colleagues; novelty of activity; training at courses; example and influence of the administration; organization of methodical work; possibility of obtaining recognition in the team.

Summary

Thus, the key condition for the success of this program development is the modernization of the educational institution management. It is necessary to:

- build a new system of relations between the employers and an educational institution, thereby ensuring the transition from the formula of "participation" of the representatives of employers, professional communities in the organization of practices and final state attestation to the delegation of a number of important powers and responsibilities, including participation in the procedure for assigning qualifications and examining educational programs;

- develop and implement a model of the formation of professional and pedagogical competence of secondary technical school teachers able to perform certain labor functions productively, theoretically and practically ready to carry out pedagogical activity and master the means of solving professional problems in accordance with the requirements of the FSES of new generation;

- provide methodological and organizational-methodological conditions for the introduction of the federal educational standard of new generation and programs;

- form a modern independent assessment of the quality of vocational education of graduates, able to provide all interested parties with reliable information.

To achieve these results, the following tasks should be solved:

- to ensure the high quality of vocational education;

- to determine the requirements for the professional competence of mid-level specialists in the oil profile in accordance with the real needs of industrial enterprises in the industry, to develop training and programming documentation for the training direction, to create competencies for the model of graduate student of the secondary technical school;

- implement a system of technological monitoring, including the development and implementation of a set of evaluation procedures, structurally and functionally related to each other, providing a comprehensive measurement of the quality of vocational training of the graduate student, the quality of curriculum project, the level of competence declared, that is, the preassigned properties;

- to create open information environment for the consumers about the quality of vocational education, its compliance with the expectations of customers and consumers of educational services;

- to create favorable conditions for the interaction of all participants in the educational process, which determine the development of an independent creative individual, oriented toward professional and personal development and worldview decisions;

- to improve the management system of pedagogical team and the development of students' self-government;

- to make social support of all subjects of the educational process.