Methodological approaches inorganizing and conducting professional mobile practice

Enfoques metodológicos para la organización y conducción de las prácticas móviles profesionales

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ABSTRACT:

The purpose of the article is a scientific justification on the methodological level of a new concept in the organization and carrying out practice that promote the professional development of a new generation of social educators with a developed professional personal quality - professional mobility. The leading approach to the study of this problem is a systematic analysis of methodological approaches in pedagogical research, which allows to educe goal setting and constructive description of the ways, methods, technologies for organizing and conducting students practice. Methodological approaches to the study of this problem is the system, axiological, competence, synergy, situational approaches allowing to integrate scientific, theoretical and practical components of this new concept implementation process. The result is a theoretical and practical way to solve the scientific and practical problems on the efficient organization and carry out professional mobile practice.The article can be useful for organizers and researchers of practical training of professional educational institutions.
Keywords: system approach, axiological approach, competence approach, synergetic approach, situational approach

RESUMEN:

El objetivo del artículo, es fundamentar científicamente y a nivel metodológico, un nuevo concepto de la organización y conducción de las prácticas profesionales que conlleve al desarrollo de educadores sociales de última generación con cualidades personales y profesionales sólidas compatibles con la movilidad profesional. El análisis sistemático de los enfoques metodológicos en la investigación pedagógica, es el enfoque principal para el estudio de este problema. De esta manera, es posible identificar los objetivos y la descripción constructiva de las formas, métodos y tecnologías para llevar a cabo las prácticas de los estudiantes. El enfoque metodológico para el estudio de dicha cuestión, lo constituye un enfoque sistemático, axiológico, competitivo, sinérgico y situacional, que permita integrar los componentes teóricos, científicos y prácticos del proceso de implementación de esta concepción actualizada. El resultado, es el soporte teórico y aplicado que ha de resolver el problema científico práctico de la organización efectiva y conducción de la práctica móvil profesional. El material del artículo puede ser útil a organizadores e investigadores de la práctica industrial de los estudiantes.
Palabras clave: enfoque sistémico, enfoque

1. Introduction

1.1. The problem description

In terms of our research it is important to consider the methodology of social pedagogy, which was studied by M.A. Galaguzova (2010), I.A. Lipsky (2007), L.V. Mardakhaev (1999), A.V. Mudrik (1999), R.A. Valeeva & I.R. Gafurov (2017), Y. Cao, A.T. Kurbanova & N.R. Salikhova (2017), Shen et al. (2017), Z. Ke, N.U. Borakova & G.V. Valiullina (2017).

According to Z.A. Aksyutina & N.V. Kolmogorova (2012) in their research paper "Methodology and methods of psychological and educational research" methodology of social pedagogy can be interpreted as a theory of methods of social and pedagogical research and theory to create social pedagogical conceptions.

Based on the research of Z.A. Aksyutina & N.V. Kolmogorova (2012) methodology of social pedagogy performs the following functions:

it defines methods for acquiring scientific knowledge, which reflect the ever-changing social pedagogical reality;

it directs and determines the main way which the specific scientific research purpose is achieved through;

it provides comprehensive information on the process or phenomenon under study;

it helps to introduce new information to the theory of social pedagogy;

 it provides clarification, concentration, classification of terms and concepts in the social pedagogical science;

it creates information system, based on objective facts and logical and analytical tools of scientific knowledge.

For social pedagogical research Z.A. Aksyutina & N.V. Kolmogorova (2012) identify the following characteristics of social pedagogical research:

– first, the definition of objectives of the study taking into account the level of development of science, practical needs, social relevance and the real possibilities of the scientific team, or researcher;

– secondly, the study of all processes in the research in terms of their internal and external dependence, development and self-development in the context of personality socialization;

– third, consideration of social and pedagogical issues from the perspective of the human sciences: pedagogy, sociology, psychology, anthropology, physiology, genetics, etc.;

– fourth, focus on a systematic approach in the study (structure, the relationship of elements and phenomena, their subordination, the dynamics of development, trends, nature and characteristics, factors and conditions);

– fifth, identification and resolution of conflicts in the process of personality socialization;

– sixth, the development of communication theory and practice, ideas and their implementation, the orientation of social educators for new scientific concepts, new pedagogical thinking, reflecting new trends in the development of social pedagogical activities to help people of different ages and social categories.

Methodological approaches of building a conceptual model for the organization and conducting professional and mobile practice are system, synergistic, competence and axiological approaches.

2. Methodological Framework

2.1. Research methods

During the research the following methods were used: theoretical (analysis, synthesis); diagnostic (method of analysis and systematization of scientific, pedagogical, social pedagogical, journalistic literature); generalization and classification; empirical (observation, modeling); experimental (modeling).

2.2. Experimental research base

Russian State Vocational Pedagogical University is the experimental base of our research.

2.3. Investigation stages

The study was conducted in two stages:

At the first stage the analysis and synthesis of scientific literature and research on the problem of professional formation of the future social teachers during practice in terms of social organization was carried out.

At the second stage pedagogical, social-pedagogical, social - psychological analysis of measures aimed at training specialists in various professional fields used in modern professional educational institutions was carried out.

3. Results

3.1. System approach

Any professional activity, particularly difficult on organization and content is structured into three basic components – scientific, theoretical and activity, on the basis of which professional production sphere of any institution regardless of affiliation to the institutions of various departments is structured. In the absence of at least one of them, any profession cannot be qualified for a higher position in the hierarchy of professional specialists.

The theoretical component refers to "know" category, activity refers to "able" category, scientific category is able to unite and dynamically mutually develop these two categories: "to know" and "to know how".

For the professional development of students as professionals with a high level of professionalism it is necessary that vocational education process in the conditions of high school must harmoniously incorporate these components: theoretical, activity and scientific. This is a reflection of the vocational education system in terms of higher education institutions.

The scientific component reflects an active scientific understanding of professional activity by students and it is implemented for students in teaching and research format.

The theoretical component reflects the substantive content of professional activity in specialty the student are studied for.

The activity component reflects the organizational-performing content of professional activity.

At the moment it goes through competence comprehension of professional activity.

Any practice systematically includes the basic components: scientific and methodological, theoretical and activity.

This article deals with the problem of vocational training of experts of social sphere during practice.

In the context of the development of a systematic approach to the organization and conducting professional mobile practice these components are as follows:

- scientific and methodological component reflects procedural narrative construct of practice: students' knowledge on the scientific and methodological level of the substantive provision of social pedagogical activities for helping people of different ages and social categories, who are in a difficult situation and have applied to the social organization.

- theoretical reflects procedural knowledgeable construct of practice: students' knowledge at the scientific-theoretical level, the content of social pedagogical activity to help people of different age social category in difficult life situation and who have applied to the social organization.
- activity reflects the process-technological construct of practice: students' knowledge at the scientific and practical level of the content of the provision of social and educational assistance to people of different ages and social categories who are in a difficult situation and who have applied to the social organization (Selevko, 2006).

The combination of these important components of the practice is possible with a system approach, which aims at the formation of an integrated harmoniously interacting organizational and content structure, which is a professional mobile practice (Amirova, 2009; Goryunova, 2006).

Implementation of professional mobile practice is possible with a dynamic organization and carrying out practice when students are mobile:

a) organizationally:

– production facilities of various departmental subordination are actively involved in practice;

– actively communicative when creating socio-pedagogical expedient system of interactions and relationships with managers, employees and customers of different ages and social categories under institutions of different departmental subordination;

6) in content:

– open to various alternative social pedagogical technologies to solve problems in people of different ages and social categories;

– actively involved in solving social and educational problems in the conditions of institution;

– creative in performing educational and professional tasks in terms of practice (Igoshev, 2014).

3.2. Competence approach

Competence approach is aimed at formation of competence graduate model, as a specialist. Competence model of the graduate is a scientific basis of the results and preparation process expressed by the system quality - competence, ensuring the readiness and ability of graduates to successful (productive) activities in the professional social sphere, which is complex in content and is presented in structure of general and professional competencies (Nosko, 2009; Dorozhkin & Zeer, 2014; Usol'tsev, 2017).

In organizing and conducting professional mobile practice competence approach is aimed at formation of the competences of the student, reflecting the content of social pedagogical activity in the conditions of institutions of different departmental subordination to assist the people of different age and social categories who are in difficult circumstances and those who have applied to social organization.

This approach meets the requirements of the modernization of the vocational education system: the transition from the qualification model of graduate specialist to competence based model, where the goals of education are associated not only with the performance of specific functions, but also with integrated requirements to the result of professional and educational process.

The management system of any institution for social protection is production, where there is interaction, relationship, mutual cooperation, intermediation between participants (expert – client), which is a system of nomenclature of official documents, organizational and executive system, the legal system of legislative documents – and all this is the content of professional activities of the institution and the subject of training and professional development and learning by student-trainee.

The main professional competences include organizational, legal, document provision, consulting and information, communicative.

Organizational competence: it is possible to help the client, if the student knows how to

organize administrative and interpretive implementation designed to help people of different ages and social categories.

Regulatory competence: it is possible to help a client (child) on the basis of knowledge of the legislative system of social protection. Without knowledge of the laws, the problem will remain only on the level of emotional experiences.

Competence on the document provision: help is real, if the student knows how to legally provide various types of assistance: medical, financial and material, housing and household, legal, etc. The student can also arrange an appeal to institutions of different departmental subordination to provide their assistance to the client.

Consulting and information competencies: ability to consult the client on his problem on the basis of theoretical and practical knowledge in pedagogy, social pedagogy, social psychology, to adequately and optimally suitable recommendations, leading to a positive outcome of his problems.

Communicative competence: professionally correctly perceive, formulate, and convert the client's problem to official documenting of his application for social assistance that is expressed by the client in his emotional and personal experiences, and is very important to effectively address it. In order to help the customer it is important" to hear and to listen."

Tasks structure should be systemic, based on the principle of dynamic formation of these competences and aimed at the formation of professional and personal qualities as professional mobility.

Competence is a dynamically developed category, and therefore the concept and the list of competencies can be specified.

The result of acquirement of all types of practices is formed competences, which structurally include the following components: cognitive (procedural knowledge), activity (process-technology) and scientific and methodological (process-descriptive).

Synergetic approach

The success of the practice is possible in the implementation of the synergetic approach.

Synergetics is an interdisciplinary research field that aims to study the universal laws of self-organization and spontaneous order of education in the very different nature systems.

Synergism manifests itself in the following characteristics: *transparency*, *non-linearity*, *autopoiesis*, *stochasticity* and *fractality*.

These characteristics are explicitly or not explicitly appear in the organization and carrying out of professional and mobile practices.

Openness. The system is open, if it exchanges energy and matter / information with the environment. The property, opposite to openness, is restraint, inherent to the systems, which exclude whatever exchange with the environment (Davydova et al., 2016).

As far as the characteristics of professional mobility (internal) we can distinguish:

- *activity* which provides a constant readiness for action, external manifestation of intentions, the development of new forms and types of activities and the transformation of external (professional and social) environment, etc.; this quality of the person is expressed in the readiness to take part and participate in various social events, projects with different focus; in an active interest in the different spheres of social and professional activities, etc.;
- *adaptability* as the ability to effectively adapt to the changing conditions of professional and social activities; concurrently high adaptability to different social situations, changes in the professional sphere, functionally different activities should be built on a solid foundation of human values and moral and cultural constants (Davydova, Dorozhkin & Fedorov, 2016);
- *communication skills* as the ability to establish the necessary links and contacts with all the subjects of joint activities (Davydova & Dorozhkin, 2016);
- *creativity*, providing a creative, constructive attitude to the external environment and the organization of own activities, their commitment to meaningful and expedient transformation (Igoshev, 2014).

In addition to the characteristics of professional mobility (internal) such as *activity*,

adaptability, *communication*, *creativity* B.M. Igoshev (2014) includes *openness*. He defines it as the ability to abandon stereotypes and patterns in the perception of reality and activity expressed in inclination to everything new, unknown, unusual, unexpected (Igoshev, 2014).

The successful formation of professional mobility is possible if the student is opened as a social and personal system. This *openness* is manifested at a personal level - they are open to a variety of alternative socio-pedagogical technologies to solve problems in people of different ages and social categories, who are in a difficult situation and apply for help to the social organization.

The nonlinearity. The non-linearity of the system means that different communication characteristics, properties or parameters of the system among themselves or among the external environment appear not linear.

The process of training and education is not linear as well. T.S. Nazarova & V.S. Shapovalenko (2003) emphasize in their work the fundamental nonlinearity of learning processes. S.M. Okulov (2003) believes that the targeted development of intelligence should be carried out nonlinearly along exponential trajectory of individual development.

In the observation and analysis of the process of professional formation of students the phenomenon of non-linearity of their professional development as professionals was revealed.

This nonlinearity is detected during the analytical and diagnostic activities, namely in the monitoring system to determine the dynamics of the formation of specific competences of a student in transition from one to another type of practice.

The parameters of the nonlinear influence on the process of formation of the student as a specialist during the practice are assigned in the work programs for the practice. The nonlinearity of influence depends on the personality of the student: typology (temperament, character accentuation, adaptability, activity, and reactivity), the degree of training and learning, degree of education and educability.

Autopoiesis. The essence of the theory is that the response of the system to external influences is due not so much to these impacts as to its own internal state. Understanding of human behavior "*autopoiesis*" and its dependence not only from outside but also from the internal states can be found in the work of psychologists in the early twentieth century.

W. James (2001) wrote: "Each of us is constantly experiencing one or other states of consciousness. We have some flow, some sequence of "states" of knowledge, feelings, desires, opinions, etc., constantly passing and returning, which form our inner life."

It is very important and valuable to understand that the training of the student specialist is directly related to the personal-professional formation.

It is during practice the student, consciously or unconsciously, is in the flow of personal feelings about himself as an expert. Awareness and understanding of themselves, their actions in the conditions of the practice is the basis of the emotional relationship of the subject to himself, in turn, determining the self-esteem, self-acceptance, and the self-regulation of behavior in important situations. Student reflects himself as a professional in a variety of situations. These experiences are sharply exacerbated in educational practice-oriented situation where the student has to show his competence as a future specialist.

We aim the students to ensure that they take into account the typological features of the people in solving their problems. This concept is realized and understandood and it is a positive trend in the professional development of students as professionals that is the students understand that customers have different typology, and this should be taken into account when providing assistance.

It is important *not only what is going on with a client on his personal level, but also what happens to the student on his personal level after the interaction and relationship with the client*, that is, during, and after assisting the client in the whole or after a single action. On the one hand, the client receives professional help and as a result of experiences satisfaction or non-satisfaction of their needs in the *personal-social* level and on the other hand the student gets the same satisfaction or non-satisfaction of the completed work by them, but

on the personal and *professional* level. *Personal and professional* changes develop. in students on a conscious level.

With professional and personal approach the dominant system and structure-forming base is, the way we, the professionals, think and evaluate the student's identity as a future specialist. This approach reflects the subject-object concept of professional development of students as professionals. With personal-professional approach the base is that a student himself, as a person thinks and realizes his willingness and ability as a specialist. This approach reflects the subject-subjective concept of professional development of students as professionals.

In connection with this practice as part of educational and professional process, it changes its content-organizational emphasis, increasing its personal significance – *autopoiesis* – in the professional development of students as professionals.

On the basis of this conceptual position approaches to the evaluation criteria of degree of student practice success must be changed.

Emphasis in evaluation will change from control and valuation parameters to the personality-oriented. The main question is not how many "*what to do and how to do,*" but "*what to do and how to do*" influenced his personality as a future specialist.

It is possible to implement in terms of practice, where the real and practical, and the actual formation of students as professionals takes place. This raises the need for the expansion of practical exercises on practice, which student-intern need to fulfill under the conditions of the institution where he has his practice. These additional task is personal and professional reflection.

Each stage of all practices should be seen not only as a professional and cognitive, but also as a personal and professional increment.

Stochastics. Stochastics of the system means that the result of its development is irreversible in time, as it is probabilistic in nature and can greatly depend on the random fluctuations. If the system is in an unstable state, any sufficiently small parameters fluctuation of external influences can cause motion of the system in one or another direction (Haken, 1985).

For the period of practice the student is constantly under the influence of a variety of external parameters, the objective and subjective, effects in terms of institutions of different departmental subordination and it creates a state of uncertainty in his professional trajectory.

The probability that after graduation the student will work on the previously chosen specialty, namely in the social sphere, depends on some factors, positive or negative. When positive effects of nature, a student will work in their specialty at a higher probability, when a negative nature, the student is less likely to work in the specialty, but even if he does, it will be compulsory due to the adverse life circumstances (Myagkov et al., 2015).

Fractality. The term "fractal" comes from the Latin. *fraktus* - "consisting of fragments." In the general understanding fractal system shows that its structural sub-elements (fractals) have the same properties as the system itself, and themselves, in turn, consist - of these elements (Usol'tsev, 2007).

Fractality is systematized by level and content:

- by levels: in the field of education it is possible to identify sequence of systems included one into another: the entire education system - vocational training system - a system of higher vocational education - the system of higher professional education - a system of practice-oriented special education;
- by content: educational policy - the doctrine of national vocational education - the concept of higher vocational education - the concept of higher special education - the content of practice-oriented special education - work programs on practice - specialized aspects of the content of teaching and professional tasks.

All the fractals on the level and content should systematically refer to the principles of integration and differentiation. Synergy as a phenomenon in practice revels itself in the *self-*

organization of the student as the subject responsible for the professional development of himself as an expert in the *system of professional mobile practice*.

Axiological approach

In the context of teaching and professional practice the student can perceive, understand the value and meaning of their chosen profession, that is, in place of the real existence of production, - the institution where the practice is carried out, to realize on a personal level "romance and heroism" of the profession.

Search of meaning and value of something is axiological category. In the absence of it any system falls apart and ceases to exist.

In the context of the practice active development of norms, values, characteristics of social and educational activities, the acquisition of skills for future professional activity, ensuring the adoption of the new social role, the harmonious inclusion of the personality in the system of social relations takes place.

We believe that the content of vocational training in the conditions of the practice will be successful if valuable meaning of educational and professional existence of a student in a production environment of the institution where the student has practice is identified and accepted by the students: meaningful realization and understanding what this type of organized vocational cognitive activity is for.

Axiological approach is reflected in the following aspects:

– awareness of personal-value component of professional cognitive activity;

– awareness of student-trainee of the meaning of educational and professional existence in the conditions of the practice;

– the formation of value attitude in the student-trainee to another person who has some problems;

– awareness of the problems that the student may encounter in his professional or personal life (Galaguzova & Galaguzova, 2010).

Situational approach

At the basis of the situational approach there is the notion of the situation. Based on the analysis of research of O.A. Krysanova (2010), V.V. Serikov (2015), I.S. Yakimanskaya (1995), we define that the situational approach is based on the design of such a method of teaching and professional work of students in the conditions of practice based on a large variety of social and educational situations for solving social problems, which is adequate to the level of formed competencies and professional and personal capabilities of the student.

Simulation of common training and professional situations on the basis of real professional activity of social educator allows to be professionally competent in non-standard, different, unexpected, unforeseen situations. Variability of completed training and professional tasks completed by the student during practice in the conditions of social institutions forms his professional mobility (Oskolova, 2015).

The situational approach is applied to systems where the following relationship can be traced:

– situational approach is applicable to non-system and system objects: when the system has not developed yet when it appeared and collapsed;

– situational approach is able to characterize the transition states of the same system when these states are qualitatively different and do not differ from each other;

– in situational approach it is possible to take into account the role of the combination of external and internal factors affecting the system, its operation and development;

– situational approach can be applied to the result of two or more interacting systems, which components are combined at random, without creating a new more stable system or creating a new quality system;

– using situational approach it is possible to evaluate the internal and external condition of the systems, their processes orientation, temporal and spatio-border aspects of any system

(Krysanova, 2010).

According to the situational approach in our research it is necessary to:

– select the model (standard) situations that students of the first-second year should master. As a result of the development the students set the social pedagogical tasks.

– to organize non-standard situations in which students take part for students of 3-4 courses. As a result, students are accountable for social and pedagogical projects.

Situational approach is the foundation of the project activity of the student-trainee. The main objective of the project activities is the formation of a student's abilities, skills for effective and efficient organization of their professional activities (as a social educator) based on the decision algorithm of different socio-pedagogical problems designed by students on the basis of managerial, organizational, informative, legal, methodological and control and evaluation components. Project activities are carried out on the basis of a systematic understanding of the provision of social and educational assistance.

Thus, the situational approach creates an entirely new basis for the formation of professional competence of the future social educator in innovation, providing quality of modern socio-pedagogical education.

4. Discussions

In the context of these trends work practice of different kinds in the conditions of social organization takes a particular place and role in professional formation of students of the future social educators (Galaguzova & Galaguzova, 2010; Iskhakov et al., 2016; Kong, Kayumova & Zakirova, 2017; Yachina & Khuziakhmetov, 2017; Masalimova et al., 2017; Fahrutdinova, Konovalov & Boltikov, 2017; Artishcheva, 2017; Akhmetzyanova, Nikishina & Petrash, 2017; Gorbunova & Sabirova, 2017; Luchinina & Yunusova, 2017).

Each researcher has his own approach in determining the success of the organization of practical training for students of pedagogical universities. N.K. Chapayev & A.V. Yefanov (2013), T.A. Lopatukhina & A.V. Rynkevich (2016).

O.A. Konik (1997) in his thesis "Organization of pedagogical practice for students of a teacher training University in the course of professional training of future teachers" points out that effective implementation of practice is possible with the individual and differentiated approach to students, student orientation on innovation activities during the practice.

A.G. Kovaleva (2001) in her thesis "Pedagogical conditions of the organization of continuous pedagogical practice of social educators on the material of the college Russian children's center "Orlyonok" affirms that the success of the organization carrying out the practice is possible if the content, direction, methods and forms of practice reflect the process of socialization of the individual student, as close as possible to the socio-educational activities, and provides a complete self-development of the future social teachers, scientific and methodical equipment of all kinds of practices and a constant reflection of students to determine their readiness for social and educational activities.

L.K. Ivanova (2002) in her thesis research "Humanistic value potential of university teaching and practical training of social educators" gives an integrative role for practice in the system of university training, which allows it to coordinate the relationship of theoretical, practical-oriented learning and research activity of students, act as a link between the industrial and academic training, between science and socio-pedagogical experience, combine the features of the processes of vocational training and education, to ensure the professional socialization of students.

When analyzing the different thesis research we identify a variety of different types of practices for future social educators: field study, social practice, teaching practice and continuous practice, we find that the training of future social educators requires different approaches in organizing and conducting practice.

5. Conclusion

Based on the foregoing, we conclude that the knowledge and understanding of the essence

of methodological approaches allows to implement the goal and objectives of the research at a high scientific, theoretical and practical level.

Professional mobile practice involves building a model of professional formation of the future social educator in the conditions of social organization in the period of practical training, where the dominant feature is active, dynamic inclusion of student-trainee in the professional activities of the institution.

The effectiveness of all kinds of practices can be traced with the system monitoring of the formation of professional and personal qualities. This is possible with the inclusion of the contents of the work programs of all kinds in job practices for the implementation of self-examination by student on the basis of the developed questionnaire.

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