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Technology for successful training in vocational education

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ABSTRACT

One of the leading directions in the development of vocational education in the context of modern educational paradigm is humanization, focused on students' personality, taking into account its needs and characteristics in the development of professional competence. Humanization is closely related to the implementation of a personal approach that promotes individualization of educational process, which in turn allows each student to be included in active cognitive activity. The search for means and methods of training students who meet modern requirements has led to the demand for implementation of successful learning technology in vocational education. The technology of successful learning in vocational education contributes to the creation of conditions in which the student's self-expression becomes more comfortable due to experiencing a state of joy and satisfaction from the results achieved. The purpose of the article is to review the experience of implementing technology of successful learning at a pedagogical university. The article reveals the essence of the concept of "technology of successful learning", its features and impact on the training process of students of vocational schools. The study allowed us to establish the impact of implementation of successful learning technology on student motivation. In the process of research, the level of motivation of students to study professional and pedagogical courses was established. The main motives of students are revealed. The study presented several dozen motives, among which, after conducting a statistical analysis, professional, educational, cognitive and prestige motives were highlighted. Comparison of the results at the beginning and end of the study revealed an improvement in indicators, an increase in students' motivation to study courses. The wide possibilities for the implementation of successful learning technology make it possible to form a need for a deeper study of the content, for self-organization and professional self-improvement of students.

KEY WORDS: competencies, independence, independent work, professional education, technology of successful training.

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Tecnología para una formación exitosa en educación vocacional

RESUMEN

Una de las direcciones principales en el desarrollo de la formación profesional en el contexto del paradigma educativo moderno es la humanización, centrada en la personalidad de los estudiantes, teniendo en cuenta sus necesidades y características en el desarrollo de la competencia profesional. La humanización está íntimamente relacionada con la implementación de un enfoque personal que promueve la individualización del proceso educativo, lo que a su vez permite que cada alumno sea incluido en la actividad cognitiva activa. La búsqueda de medios y métodos para capacitar a los estudiantes que cumplan con los requisitos modernos ha llevado a la demanda de implementación de tecnología de aprendizaje exitosa en la educación vocacional. La tecnología del aprendizaje exitoso en la educación vocacional contribuye a la creación de condiciones en las que la autoexpresión del alumno se vuelve más cómoda al experimentar un estado de alegría y satisfacción por los resultados obtenidos. El propósito del artículo es revisar la experiencia de implementar tecnología de aprendizaje exitoso en una universidad pedagógica. El artículo revela la esencia del concepto de "tecnología de aprendizaje exitoso", sus características e impacto en el proceso de formación de los estudiantes de las escuelas profesionales. El estudio nos permitió establecer el impacto de la implementación de tecnología de aprendizaje exitosa en la motivación de los estudiantes. En el proceso de investigación se estableció el nivel de motivación de los estudiantes para cursar cursos profesionales y pedagógicos. Se revelan los principales motivos de los estudiantes. El estudio presentó varias decenas de motivos, entre los que, tras realizar un análisis estadístico, se destacaron motivos profesionales, educativos, cognitivos y de prestigio. La comparación de los resultados al inicio y al final del estudio reveló una mejora en los indicadores, un aumento en la motivación de los estudiantes para estudiar cursos. Las amplias posibilidades para la implementación de tecnología de aprendizaje exitosa hacen posible que se forme una necesidad de un estudio más profundo del contenido, para la autoorganización y la superación profesional de los estudiantes.

PALABRAS CLAVE: competencias, independencia, trabajo autónomo, formación profesional, tecnología de formación exitosa.

Introduction

Based on modern requirements for the training of students at higher educational institutions, we can say about the significant role of the humanistic approach. Achieving the main goal of vocational education - the development of the professional competence of a future specialist (Cirdan et al., 2019), is based on the adoption of the educational needs of the individual, its features (Oros et al., 2018).

The humanistic approach to education allows creating conditions for the free development of each person, aimed at developing the individual's ability to self-organization and self-expression (Vaganova, et al 2019b).

The trend towards the individualization of the educational process necessitates the development of innovative technologies that provide students with wide opportunities for the development of independence and the development of competence. The technology of successful learning is one of the most promising tools that meet modern requirements for the preparation of students of higher educational institutions (Ilyashenko et al., 2019a).

The purpose of the article is to review the experience of implementing technology of successful learning at a pedagogical university.

Experiencing a situation of success motivates a student to master professional knowledge, deep study of the content and active involvement in educational process (Vaganova et al., 2019a).

Successful learning technology in vocational education allows you to:

- Feel the satisfaction of the work done (Rakhimbayeva, et al 2019);

- stimulate labor productivity (Ivanova, et al 2019);

- correct personal qualities (for example, reduces uncertainty, raises self-esteem) (Nikishina et al., 2017);

- develop initiative;

- create a favorable emotional attitude (Ilyashenko, et al 2019b).

The technology of successful training in vocational education as an innovative means of forming professional competence allows us to form a need for the study of new content based on a humanistic approach. Needs relates to the motivational sphere of the personality which has been studied for a long time by psychologists and academic teachers (Nikonova, et al 2019b; Ihnatenko, et al 2018). The motivational sphere is a set of human motives, which are understood as the motivating force associated with the satisfaction of a need (Vaganova et al., 2019c). The motivation system is mobile in nature, which can change over time, so the technology of successful training in vocational education can actively influence the development of the need for the study of professional courses and self-improvement (Osadchenko et al., 2019).

1. Theoretical framework

The conceptual positions of the implementation of the technology of successful learning are associated with humanistic pedagogy and psychology, which involve the use of a personality-oriented approach in the preparation of students. The development of successful learning technology is based on the works of the famous scientist A. Maslow, who considered a person's personality to be the highest value, possessing unique uniqueness and potential. Like A. Maslow, the psychologist C. Rogers notes the value of the personality and speaks of the need to build its self-confidence by creating situations of success. The personal approach in the pedagogy of success is an essential element that allows you to take into account the personality of the student, to recognize him as a full-fledged subject of the educational process (Vaskovskaya et al., 2018). In the process of studying the issue of implementing the technology of successful learning, conceptual ideas of humanistic pedagogy, presented in the works of E.V. Bondarevskaya, V.V. Serikova, I.S. Yakimanskaya and others were at the basis of the research. All of them emphasize the uniqueness of the human person, striving for self-expression. At the same time, the implementation of successful learning technology assumes that students have the right to make a mistake they may be in a creative search (Garnevska et al., 2018). The role of the teacher is to support this search, to advise students and to stimulate their activities. The teacher does not just transmit a certain amount of indevelopment, he collaborates with students, thereby indicating the fullness of the student as a subject of the educational process, independent, creative, capable of conscious activity (Pichugina et al., 2019). Teaching support is based on the interests of students to create the conditions for self-expression (Nikonova et al., 2019a).

The technology of successful learning allows you to create situations of success - a set of conditions through which students can experience positive emotional experiences for the results achieved (Kamenez et al., 2019).

From a psychological point of view, a situation of success is a state of joy, satisfaction from the results that the student sought and achieved (Koshechko et al., 2018).

According to the idea of pedagogy of success, each student has the right to comprehensive development, taking into account his individual needs (Abramova et al., 2018).

2. Methodology

In 2017-2019, we conducted a study to study the impact of successful learning technology on student motivation. Identification of the level of motivation of students to study professional courses was carried out before the introduction of successful learning technology and after. The study involved 3 groups of students studying in the fields of "Law and Law Enforcement", "Economics and Management", "Construction" in the amount of 118 people. To determine the level, criteria were identified.

The main motives for students to study professional courses "Pedagogical Technologies", "Teaching Technologies of the Teachers of the Past", "Interactive Teaching Technologies", and "Project Activities of a Vocational Education Teacher" were also identified. The study presented several dozens of motives, among which, after conducting a statistical analysis, professional, educational, cognitive and prestige motives were identified (the largest percentage of students have these motives). Comparison of the results at the beginning and end of the study revealed an improvement in indicators, an increase in student motivation to study courses.

3. Results and discussion

To identify the level of motivation of students to study professional courses "Pedagogical technologies", "Teaching technologies of teachers of the past", "Interactive teaching technologies", "Project activities of a teacher of vocational training" the following criteria were established:

- interest in professional courses;
- desire for independent study of the content;
- desire for a deeper study of the content;
- manifestation of responsibility in completing assignments (Bulaeva et al., 2018);
- participation in conferences and competitions;
- a creative approach to completing assignments (Vaganova, et al 2019f).

Table 1. Traits of student motivation levels (as part of our research)

No.	Criterion	Level
1	The student shows a high interest in the study of professional courses , strives for independent, deeper study of the content, shows leadership in solving team problems, is responsible for completing tasks, takes part in professional contests and conferences, seeks to fulfill his potential as a creative competent specialist	High
2	The student is interested in studying professional courses , if necessary, assumes the responsibilities of a leader, shows independence in the study of the content, is responsible for completing tasks, takes part in professional competitions and conferences	Middle
3	The student is interested in studying professional courses , does not seek leadership, rarely shows independence in studying content, does not seek to participate in professional competitions and conferences	Low

Checking the level of motivation of students of a pedagogical university was carried out at the beginning of the year. The results are shown in Figure 1.
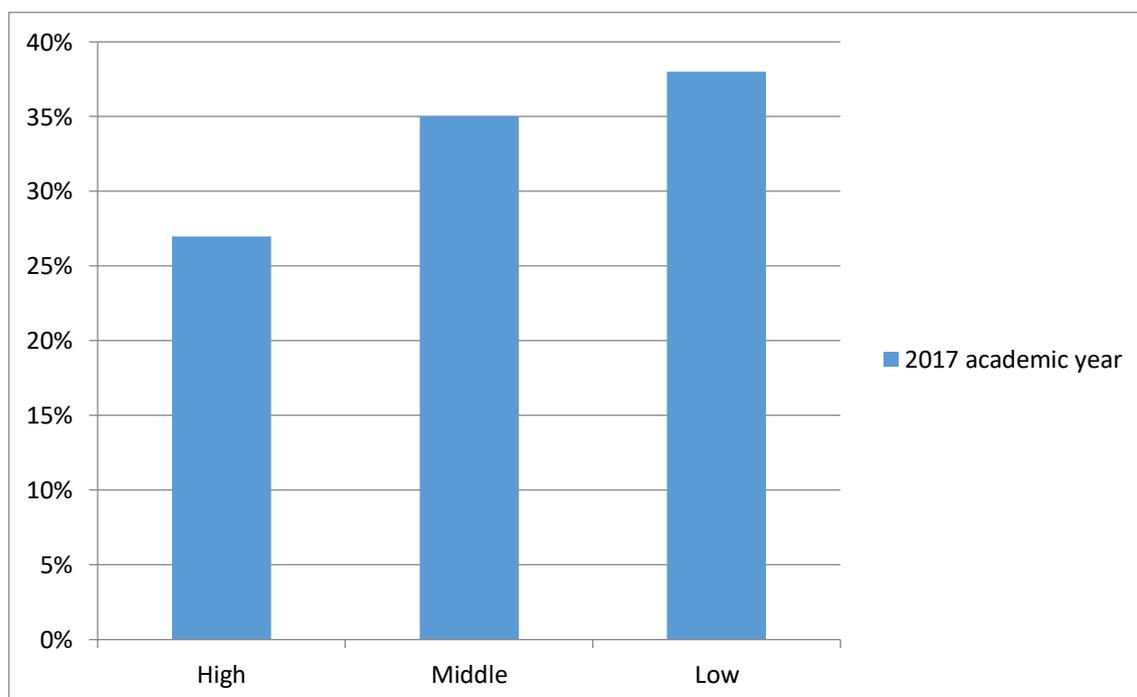

Fig. 1. The results of measuring the level of motivation of students at the beginning of the 2017 school year (as part of our research)

At the beginning of the study, we can observe fairly low results. A statistical calculation showed that the percentage of students who aspired to professional self-expression, the development of creative independence is 62% (high and medium level of motivation). 27% of students had a high level of motivation, 35% had an average, 38% of students had a low level of motivation.

We also identified the leading motives of students to start the study. Among all the motifs subject to examination, the largest percentage was found in:

- professional motives;

- educational-cognitive motives;

- motives of prestige.

Professional motives are characterized by the student's desire to study courses for applying the acquired knowledge in practice, in professional activities, the desire to occupy a position corresponding to the direction and profile of the training, where he can realize himself as a competent specialist.

Educational and cognitive motives reflect the student's desire to realize themselves as a successful student, to be here and now to show their skills. The student is interested in studying the content on a competitive basis.

Motives of prestige are connected with the desire not only to become one of the best students, but also in the future to acquire a high social status, receive high earnings, thanks to the specialty received.

The results of the motive survey are shown in Figure 2.

We carried out a survey of several dozen motives.

Corresponding adjustments were made to the learning process. In training students, the technology of successful learning was implemented.

The technology of successful learning actively involves group learning (Vaganova et al., 2019e). Students are divided into teams and distribute functions among themselves for completing assignments (Markova et al., 2018).

The teacher, organizing the process, takes into account the level of performance, the rate of completion of tasks, the preparedness of students and individual characteristics.
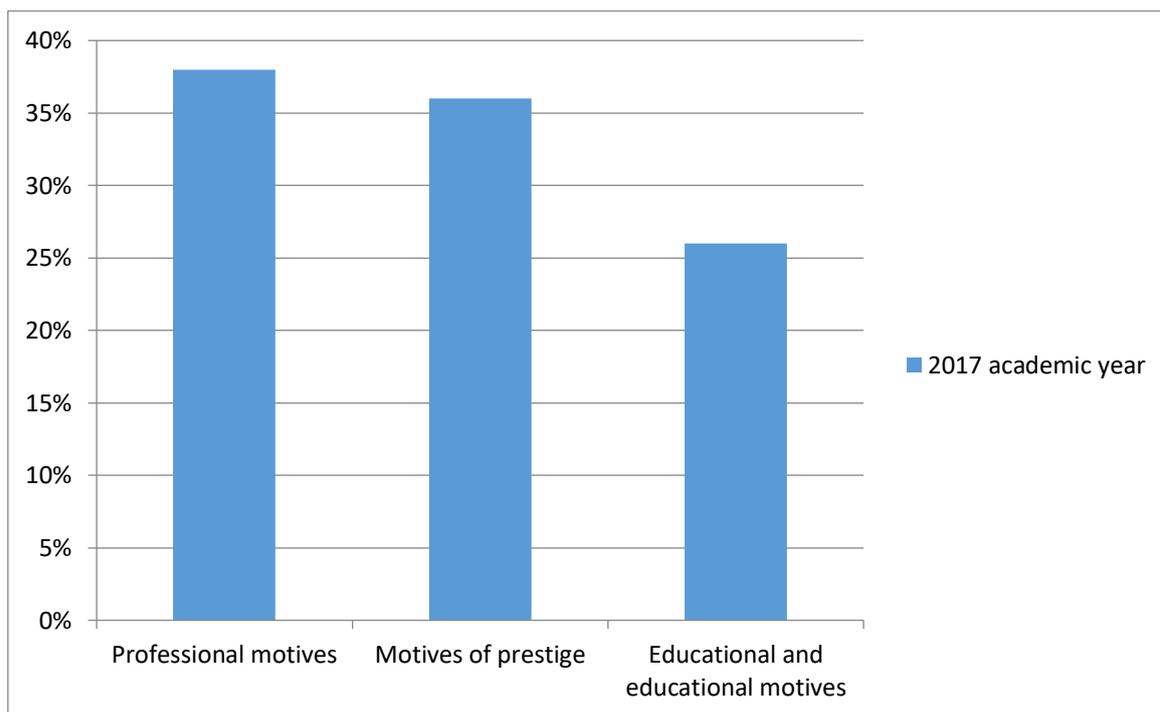
Fig. 2. The results of a survey of student motives at the beginning of the study (as part of our research)

The main tasks of the classes are the activation of the student's cognitive position, the development of the personal sense of studying the content, the development of the ability to self-organize, to independently build the process of achieving results. In the process of group learning, many methods and tools are involved that contribute to the creation of success situations. For example, the technology of "brainstorming" is used, where students can express their opinion and it cannot be rejected at the initial stages. During the lesson, students themselves reject "non-viable" ideas. In training, mind maps are used to facilitate the memorization process. Mind cards allow you to systematize in development, subordinate it to a special algorithm. With the help of maps, the process of mastering and reproducing content in memory becomes more successful (Vaganova, et al 2019d). Personality-oriented training is actively implemented, which contributes to the individualization of the educational process.

Figure 3 shows the results of measuring the level of students' motivation at the end of the study (2019).
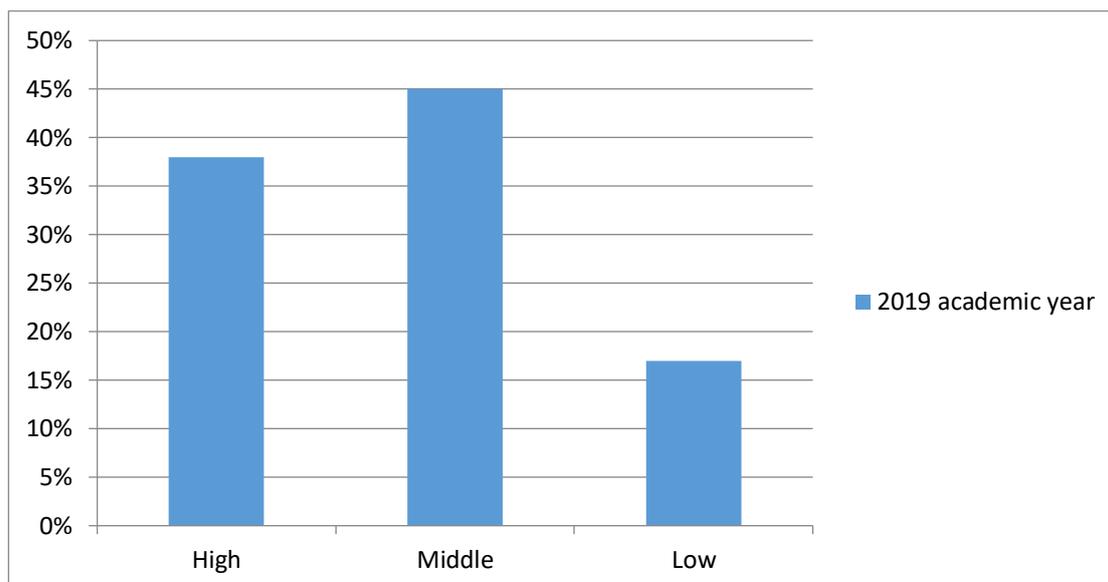
Fig. 3. The results of measuring the level of motivation of students at the end of the study (2019 academic year) (as part of our research)

Repeated measurement of the level of motivation after the active use of technology of successful training in the classes in professional courses made it possible to establish an increase in the percentage of students with a high and medium level of motivation.

We conducted a re-examination of students' motives. It was determined that in the first place were also professional, educational and cognitive motives and prestige motives.

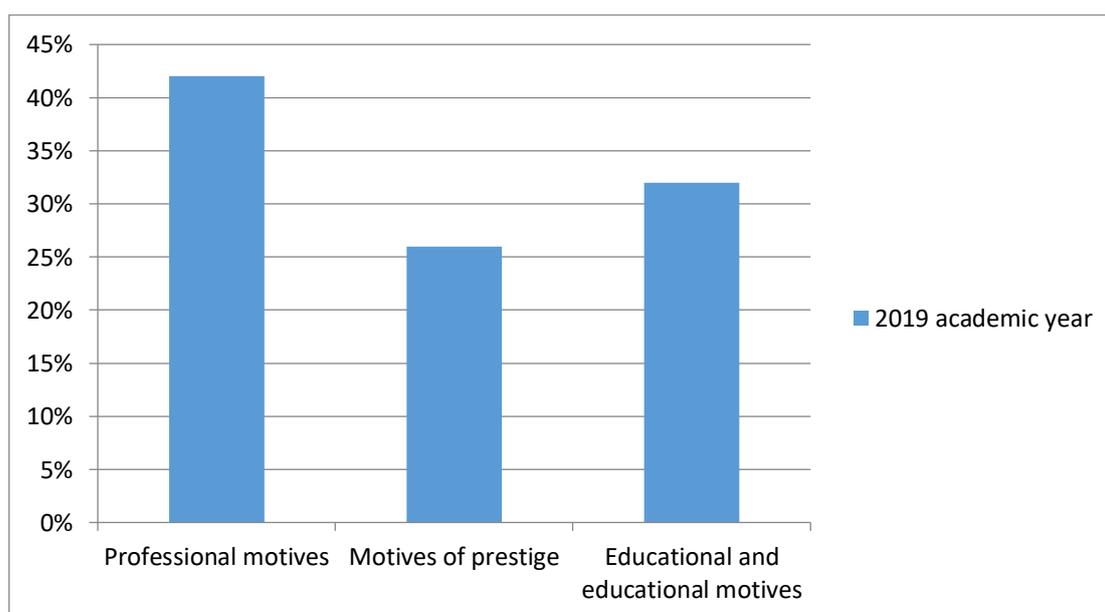Figure 4 shows the results of the survey.

Fig. 4. Results of a student motivation survey at the end of the study (2019 academic year) (as part of our research)

The implementation of successful learning technology has made it possible to change the results of a motive survey. Professional and educational-cognitive motives began to significantly prevail over the motives of prestige. Students strive for self-development and self-expression for the sake of future professional activities. The development of professional competence and the implementation of future activities at a high level becomes for them more priority areas.

Conclusions

In the process of work, we reviewed the experience of implementing the technology of successful learning at a pedagogical university. The study allowed us to establish a positive impact of this technology on the level of motivation of students. A statistical survey showed an increase in the level of motivation to complete the study of professional and pedagogical courses. In addition, the percentage of students with professional and educational-cognitive motives has increased. Creating a situation of success in the classroom allows students to feel joy and satisfaction from the results achieved. The teacher, implementing the technology of successful learning, prevents the emergence of negative emotions from experiences in the event of a student's failure, and adjusts his educational activity so that he strives to obtain better results. Due to this activity, the development of students' competence becomes more interesting for the student himself and motivates him to professional self-improvement. The technology of successful learning allows you to create situations of success - a set of conditions through which students can experience positive emotional experiences for the results achieved. The technology of successful training as an innovative means of forming professional competence allows us to form a need for the study of new content based on a humanistic approach.

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