

TRAINING AS A MEANS OF SUCCESSFUL PROFESSIONALIZATION OF APPLICANTS FOR HIGHER EDUCATION IN QUARANTINE

AUTHORSHIP

Nadiia Broiako 

Department of Music, Kyiv National University of Culture and Arts, Ukraine.

ORCID: <https://orcid.org/0000-0001-9109-1734>

E-mail: Broiako@hotmail.com

Oksana Oliinyk 

Department of Psychology, National University of Life and Environmental Sciences of Ukraine.

ORCID: <https://orcid.org/0000-0002-3255-9170>

E-mail: oliinyk@hotmail.com

Iryna Skomorovska 

Department of Theory and Methods of Nursery and Special Education, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine.

ORCID: <https://orcid.org/0000-0001-7617-9877>

E-mail: Skomorovska@hotmail.com

Veronika Dorofieieva 

Department of Music, Kyiv National University of Culture and Arts, Ukraine.

ORCID: <https://orcid.org/0000-0001-5720-2998>

E-mail: Dorofieieva@hotmail.com

Tetiana Pistunova 

Department of Music, Kyiv National University of Culture and Arts, Ukraine.

ORCID: <https://orcid.org/0000-0002-8418-9044>

E-mail: pistunova@hotmail.com

Natalya Koehn 

Department of Music Theory and Vocal, South Ukrainian National Pedagogical University named after K. D. Ushynsky, Ukraine.

ORCID: <https://orcid.org/0000-0002-8229-502X>

E-mail: natkoehn@hotmail.com

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INTRODUCTION

Reforming higher education with the introduction of effective innovations in pandemics and quarantine has necessitated a rethinking of educational values, crisis changes in the training of future professionals, improving the efficiency of their professionalization. Undoubtedly, the active introduction of distance learning and modern information technologies contribute to the organization of independent activities of students, their cognitive activity, directly related to learning motivation. It is known that one of the important requirements of distance learning is the preliminary - before the active classes on video lectures - the readiness of students to discuss thematic issues with the teacher, during which the student and the teacher are in equal positions as partners.

In this regard, the organization of distance learning requires students to study the content of thematic material through various sources: electronic textbooks, video and audio documents, and then the teacher and the student find practical application using interactive teaching methods. Active use of electronic educational resources in distance learning with a focus on solving complex problems provides students with teamwork experience. However, most students in higher education institutions do not have the optimal psychological readiness, in particular internal motivation, to master new educational

material on their own.

We believe that the solution of complex educational and professional problems by students with different (both high and low) psychological readiness and motivation to work is possible with the introduction of training during quarantine. The introduction of professional training interest's students in group and educational work, promotes the development of significant personal and professional qualities, the formation of experience of professional mobility and competence through group exchange - both information and practical knowledge.

Cognitive activity of students to participate in training with the involvement of modern information and communication technologies will always be more effective than their preparation for a practical lesson conducted in the traditional pedagogical form. Of course, a mixed form of learning - distance and traditional, in which the training pedagogical technology can be successfully implemented, will also be successful. In the training, students are realized not only as students, but most importantly - as consultants, learning leaders, competitive future professionals, members of one of the teachers of the team.

METHODS

The term training (from the English. Train, training, which means to teach, train, train) is interpreted ambiguously: as an active method of group work, a form of organization of the educational process; means of psychological influence, communication, mutual understanding, reflection; method of obtaining new knowledge, consolidation of experience and formation of professional competencies of future specialists; training of effective social behavior; an interesting method of knowing yourself and others.

The ancestor of the creation of training groups (T-groups) is Kurt Levin - a representative of behaviorism, which provided a dynamic group process with methodological techniques. K. Levin founded the National Training Laboratory in 1947. Since then, T-groups have become regular practical behavioral activities in order to develop skills of social interaction, personal development and efficiency. The following psychotherapeutic and scientific directions have made the big contribution to the analysis of group work: psychoanalysis (group analysis can last from several weeks, months and years), humanistic psychotherapy (thanks to the initiator of groups-meeting K. Rogers), psychodrama (method of group interaction J. Moreno), Gestalt therapy (method of Gestalt groups by F. Perzl) and pedagogy as a modern source of traditional group work.

In recent decades, a national training school has been formed in Ukraine, and training technologies specific to our educational system have been developed. The authors not only study the theoretical and methodological principles of training technologies, but also actively work on the practical development of methods and training programs. Training technologies allow students to create situations of success, actively apply the acquired theoretical knowledge in practice, explore complex issues and problems in modeling situations close to real life, develop leadership skills and be actively involved in the educational process.

In the structure of the pedagogical system of higher education institutions, educational training is understood as a personality-oriented innovative learning technology that intensifies the process of training specialists. Kuznetsov (2016) considers training as a form and method of professional training in higher education, summarizing the following rules (principles): dialogue of interaction, self-diagnosis, optimization of personal and professional development, permanent composition of the study group, harmonization, voluntary participation, timely assistance of the trainer in performing exercises.

The author means that in the training should follow the principles of socio-psychological training, described in the works of Dumont, Berthiaume (2016) - awareness of behavior, partnership, discovery of their personal resources and the principle of activity and communication in the situation "here and now".

Bondareva (2006) considers educational training as an active educational activity of students, during which future specialists perform training exercises adapted to future professional activity under the guidance of a teacher-trainer on the basis of specially prepared instructional and methodical materials corresponding to modern requirements to professional activity. Under such conditions, training performs the following functions: comprehensive, targeted, informational, integrative, communicative, metrological, simulative and motivational in the process of students passing the stages of training: planning, preparation, implementation, evaluation and audit.

Pidhurska (2019) identifies the following advantages of educational and professional training: the possibility of modeling situations of professional activity; systematization by students of the gained experience, their awareness of the level of their own professional competence and outlining the ways of personal professional self-development; establishing a democratic style of communication; team work training; development of leadership qualities; initiation of student activity; formation of their analytical thinking and development of skills of competent decision-making in situations as close as possible to future professional activity; acquired.

The introduction of teacher training according to the latest methods of training, the implementation of the program for the development of pedagogical skills of the teacher-coach contributes to the quality of training of future professionals, the development of pedagogical skills of research and teaching staff. Continuation of activities in this direction can be implemented by organizing training centers on the basis of higher education institutions;

conducting trainings for trainers, periodic round tables on the exchange of experience in the use of training in the educational process, scientific and methodological seminars to improve training training.

Marit Wienen, Sophie M.M. Loyens, Guus Laugh, Maarten Kroes & Hank Van Der Molen (2018) believe that when choosing and developing teaching methods and tools, drawing up a training program, the coach should strive to make the process of acquiring knowledge and skills of the target audience quite easy. To create such a learning environment, the trainer must take into account important principles of training (sequence of training material and readiness of the training participant to learn with a sufficient level of motivation), as well as training conditions that must be organized taking into account the characteristics of training material, individual differences. its actions and the structure of the material on the effectiveness of the assimilation of objects by the target audience.

Training information and communication technologies are becoming relevant in quarantine and distance learning. The global coronary virus pandemic COVID-19 has become an incentive for the introduction of information technology in distance education, although the Concept of its development in Ukraine was approved in 2000 and in the Regulation on distance learning, approved in 2013.

Gurevich, Kademiya, Umanets (2018) assure that the quality of the educational process can be significantly improved with the introduction of innovative technologies and various modern models of distance learning. The issue of effective integration of training technologies into the distance educational process of higher education institutions with the use of computer tools remains open today. We consider quarantine training technology to be effective in quarantine, which can increase the level of professional training in the field of socio-professional communications, and psychologically - to reduce the anxiety of the subjects of the educational process in connection with pandemics.

Under quarantine, some teachers understood the transition to distance learning as the need for online classes, similar to the traditional ones in Zoom, Google Meet, Skype, etc. However, in addition to the additional workload on teachers and students, this caused a number of technical difficulties (for example, the inability to conduct long classes in Zoom, problems with joining the classroom in Google Meet without an additional invitation from the teacher, etc.). The main tools used by teachers for distance learning were: virtual classes for systematization of groups such as Moodle, Google Classroom; special platforms for regular classes in real time close to work in a real audience.

Dobrovolska (2020) also emphasizes the need to introduce in the activities of teachers of higher education institutions of Ukraine modernization of education in connection with quarantine. New methods must meet the challenges of the times, considering the methodology of applying inverted learning technology. Inverted learning includes pedagogical technologies that enhance the cognitive activity of students, increase their motivation and success, as well as the formation of professional competencies Technology of inverted learning is not new in the educational practice of Ukraine - it is presented in the works of many foreign and domestic authors able to ensure the success of the educational process.

The use of inverted learning technology dramatically changes the role of the student, who moves from the role of consumer to an active participant in the educational process. The analysis of theoretical research on the implementation of inverted learning technology showed that in the process of their use a number of problems of modern education are solved: constant interactive communication outside the educational institution is provided and cognitive activity and educational activity of students is activated. The model of inverted learning in higher education somewhat complicates the work of teachers, as they need to learn new techniques, study the specifics, prepare and develop new materials, create multimedia content, but this work will improve the quality of student training.

Modern foreign researchers Samuel Y. Song, Cixin Wang, Dorothy L. Espelage, Pam Fenning & Shane R. Jimerson (2020) have described the emotional states of young people who are in quarantine. Yes, most young people experience feelings of helplessness, fear, loneliness,

sadness and irritability. The COVID-19 pandemic has caused sudden changes in work and student life, requiring adaptation.

Today, conducting training or its elements remains an unconventional form of teaching for many higher education institutions and is quite difficult to prepare and conduct, as it requires the teacher to have coaching skills. During the event, the teacher must also create conditions for multilevel communication for all participants in the training session. The development of the content and procedure of educational training requires from the teacher skills not only in the field of teaching specialized disciplines, but also implementation skills in the field of pedagogy and psychology, the ability to apply non-standard approaches in the process of teaching students.

Training and traditional forms of education have significant differences. Traditional learning is more focused on the correct answer and in essence is a form of information transfer and knowledge acquisition, training is focused on questions and search. In contrast to traditional, training forms of training fully actualize the professional potential, the ability to make independent decisions. The traditional form of knowledge transfer is not in itself something negative, but in the education of innovative changes, the traditional form of learning has a narrow scope of application.

RESULTS AND DISCUSSION

In our opinion, one of the important barriers to the use of training technology in quarantine is the following: insufficiently organized conditions of distance learning and funding, lack of training competence and interest in training teachers themselves, lack of time due to compliance with the program only traditional form of education, distrust of the intellectual potential and cognitive activity of the vast majority of students to fully carry out information exchange of creative ideas, lack of systematic research on the impact of training on the success of students. In educational practice, there are no clear requirements for the methodology of training and independent preparation of students to participate in it. The principles, content, main stages, structure or elements of training are to some extent borrowed from the guidelines for the use of socio-psychological training as an active method of teaching. Moreover, the concept of educational and socio-psychological training, scientists sometimes interpret as synonyms, for example, from the standpoint of the purpose of training - the formation of students' skills of professional behavior.

Theoretical and methodological principles of socio-psychological training are the conceptual provisions of many domestic and foreign experts Buckley (2002); Dubrovskaya (2020); Rudestam (2000) etc.

If educational training is essentially an educational and professional practice, then in the field of socio-psychological training the authors note the advantages of psychological direction - reducing anxiety, communication skills, improving professional self-esteem and they also play an important role in improving the learning process. Thus, Rudestam (2000) highlighted one of these psychological advantages (goals and results) - the development of emotional intelligence during training as the ability to understand and influence the emotional state of both themselves and others. As a rule, successful professionals - with a high level of emotional intelligence.

In this regard, Karen C. H. Zhoc, Ronnel B. King, Tony S. H. Chung & Junjun Chen (2020) studied the role of students' emotions in learning, their relationship to success and satisfaction with the university experience. The study involved 560 first-year students from 10 faculties of the University of Hong Kong before and after the first year. The results showed that EI positively predicted all dimensions of student involvement and contributed to the achievement of key learning outcomes (including average score, overall learning outcomes and student satisfaction with the university) through various dimensions of student involvement. This study provides empirical evidence of the positive impact of EI on the optimal functioning of students in the context of higher education.

While scientists are researching the effectiveness of distance learning and quarantine training, the professionalism and personality of the facilitator remain important. It depends on how adequately and successfully it will be implemented, ie how the end result will correspond to

the plan of a particular training, how the goal will justify the means. Personal and professional qualities of a specialist who conducts socio-pedagogical training: the ability to be yourself and a partner; the ability to combine planning in work with the ability to deviate from the plan, responding to certain group changes; awareness of the content, theory, methods and means of professional activity and training technology; ability to make decisions in uncertain situations; ability to control and efficiently allocate time; tendency (and skills) to critically evaluate their own decisions and their consequences; high general cultural level, erudition; developed volitional sphere: self-control, endurance, persistence, patience, balance and "stress resistance"; decency, responsibility, empathy and openness. enthusiasm and optimism.

Orekhovskaya argues that it is appropriate to include training in the program after students have mastered the theoretical course. According to her, the maximum effectiveness of this active method of learning can be achieved after a series of trainings with a certain frequency to practice skills. The basis for the introduction of a training form of organization of the learning process in higher education institutions is the characterization of educational activities of students' learning at different levels, especially - creatively, with the help of practical skills. Training interaction involves constant self-assessment and self-control (OREKHOVSKAYA, 2017).

Undoubtedly, the professional training of future specialists with the help of training technologies requires them to work independently. Training exercises can be subordinated to the tasks and goals of problem-based learning, for which students also need to be prepared in advance through independent cognitive activity. In this regard, empirically confirmed that independent learning strategies in higher education institutions, in particular self-regulation, are considered more effective than external motivation because students with self-regulated learning skills (SRL) can set goals, control and motivate themselves to achieve these goals (ENGLISH; KITSANTAS, 2013).

According to foreign researchers, problem-based learning (PBL) stimulates the use of effective learning strategies related to the self-training of future professionals. Some aspects of PBL, such as discussing real problems, selecting literature by students themselves, and formulating answers to learning questions, encourage students to use deep processing and self-regulation. PBL is a student-centered teaching method that emphasizes collaboration on realistic issues under the guidance of a teacher. The purpose of PBL is both to increase students' intrinsic motivation and to build their knowledge (BARROWS 1986; HMELO-SILVER 2004; LOYENS et al. 2012; NORMAN and SCHMIDT, 1992). PBL emphasizes the importance of the active role of students in their learning process, ie students need to build their own knowledge, rather than passively receive information (BARROWS, 1996; HMELO-SILVER, 2004).

Interactive training technologies during the educational process help to consolidate the student's self-acquired experience, its application in the educational and professional environment already at the creative level, in cooperation with the partner teacher and professional roles of classmates. In the training, students have the opportunity to learn from their own mistakes and experiences, applying independently acquired knowledge and exchanging them in a group in a simulating professional situation. According to Buckley and Caple, training and learning are two closely interrelated processes. A person's ability to acquire knowledge, skills and guidelines in the training process may depend on the quality of his past training and level of education and learning success - on the skills acquired during the training and transferred to a new learning situation».

To diagnose the level of formation of professional competencies of students-interns, reasonable application of training tasks and exercises developed a taxonomic model of the cycle of educational trainings based on the classification of pedagogical goals. The model covers three levels: basic (knowledge of modern teaching methods and technologies, conceptual and terminological apparatus of professional and pedagogical activity, ability to gradually plan classes), system (ability to analyze pedagogical situations according to given criteria), professional (ability to optimize and modernize pedagogical technologies). The solution of complex pedagogical situations is influenced by the creative abilities of students, which are formed in educational trainings.

According to our observations, most students of higher education institutions claim that training technologies in educational activities are highly effective in the formation of practical professional skills, optimization of their cognitive activity, successful consolidation of theoretical material, disclosure of creative potential. Training technologies in practical classes help to involve teachers of all students in teamwork, which maintains a positive attitude not only to individual training, but also to the institution, the chosen profession and specialty in general - these conditions are a potential foundation for intrinsic motivation and partnership of youth and teaching staff in a trusting relationship.

Thus, the success of training in quarantine depends on the availability of modern information and computer technology, creative professional competence of trainers, the level of training of students, psychological readiness for partnership pedagogical interaction of all participants in the educational process and the availability of pre-developed systems for assessing the achieved training competencies while working in a group.

CONCLUSION

In the modern scientific paradigm, unpredictable social crises have led to the introduction of training in distance learning. Educational training as an innovative pedagogical technology in distance learning is an effective way to organize and implement professional training of students in higher education institutions.

On the one hand, the form of activation to the cognitive activity of students training resembles a game technique, through which the experience of knowledge transfer and the formation of practical skills is an interesting process for students with different learning motivations. On the other hand - the necessary conditions for the effectiveness of educational and professional training, and hence the success of students of higher education is their cognitive activity and independence in obtaining knowledge. No less important for the training is the pedagogical skills of the teacher-coach in mastering the training methods and organizing independent work of students to their participation in group work.

Educators and psychologists, as well as specialists in various professional fields consider training from the standpoint of personality-oriented approach, emphasizing its importance for the development of future professionals' special professional cognitions necessary for the qualification level of personal and professional qualities, professional knowledge, skills and abilities.

Training technologies are effective for the development of social and communication potential of the future specialist in order to transfer the experience of interactive educational and professional interaction in any professional field. Training plays an integral role in the professionalization of future professionals - thanks to it, students develop comprehensive (cultural, psychological, educational and professional) competencies - the ability to work in a team, understand the emotional states of others and positively influence them for productive self-realization and apply acquired knowledge and practical skills of various competencies in the educational and professional professional environment.

The crisis educational space with pandemics has necessitated a new educational paradigm, with updated information and professional means of professionalization of the modern student and considering his educational needs. Under such conditions, the success of students' professional development in difficult conditions of uncertainty can be affected by educational and professional training. Scientific and methodological support of the training of future specialists requires its further development in relation to the adaptation of the training session to the needs of students.

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Training as a means of successful professionalization of applicants for higher education in quarantine

Formação como meio de profissionalização bem-sucedida de candidatos ao ensino superior em quarentena

Formación como medio de profesionalización exitosa de los solicitantes de educación superior en cuarentena

Resumo

O artigo apresenta um modelo de formação como tecnologia pedagógica inovadora para a profissionalização bem-sucedida de futuros profissionais em quarentena e educação a distância. São determinadas as condições e características pedagógicas da formação educacional e profissional para garantir a formação das competências profissionais dos alunos. São analisados os princípios e métodos de aplicação da tecnologia pedagógica da formação no contexto das abordagens de integração da organização e dos conteúdos da educação a distância em instituições de ensino superior. Nota-se o papel de desenvolvimento da habilidade pedagógica do professor formador como fator de preparação qualitativa dos futuros especialistas em situações imprevisíveis de sua formação profissional.

Palavras-chave: Formação educacional e profissional. Educação à distância. Tecnologia de computador. Competência profissional. Tecnologias pedagógicas.

Abstract

The article presents a model of training as an innovative pedagogical technology for successful professionalization of future professionals in quarantine and distance learning. The pedagogical conditions and features of educational and professional training to ensure the formation of professional competencies in students are determined. The principles and methods of application of training pedagogical technology in the context of integration approaches to the organization and content of distance learning in higher education institutions are analyzed. The role of development of pedagogical skill of the teacher-trainer as a factor of qualitative preparation of future experts in unpredictable situations of their professional formation is noted.

Keywords: Educational and professional training. Distance learning. Computer technology. Professional competence. Pedagogical technologies.

Resumen

El artículo presenta un modelo de formación como tecnología pedagógica innovadora para la profesionalización exitosa de los futuros profesionales en cuarentena y educación a distancia. Se determinan las condiciones y características pedagógicas de la formación educativa y profesional para asegurar la formación de competencias profesionales en los estudiantes. Se analizan los principios y métodos de aplicación de la tecnología pedagógica de la formación en el contexto de enfoques de integración a la organización y contenido de la educación a distancia en las instituciones de educación superior. Se observa el papel del desarrollo de la habilidad pedagógica del docente-formador como factor de preparación cualitativa de futuros expertos en situaciones impredecibles de su formación profesional.

Palabras-clave: Enseñanza a distancia. Educación a distancia. Educación superior. Tecnología computacional. Tecnologías pedagógicas.