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TRAINING OF VOCATIONAL EDUCATION TEACHERS IN GREAT BRITAIN AND CHINA

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Abstract. Current socio-economic conditions raise the problem of rapid and high-quality training of middle-level specialists, realization of which depends on the staffing of educational personnel. In this connection, the need to study foreign experience in order to modernize the system of vocational education and training is highlighted. The basic methods in the study are the analysis and generalization of the content of scientific works, national sites of various departments and educational organizations, regulatory and local documents. The study results present a comparison of foreign models of vocational education and training system, in particular Great Britain and China, with the Russian model of vocational and pedagogical education. General trends in the vocational and pedagogical training of vocational teachers in the foreign countries under analysis can be taken into account in the modernization and development of the national system for vocational education and training system in Russia, first of all, those trends that are not implemented in Russia today.

Keywords: *vocational education and training system, vocational education system, vocational education teacher, vocational training, staffing of educational personnel, foreign experience, models of vocational education and training system*

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ПОДГОТОВКА ПЕДАГОГОВ ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ В ВЕЛИКОБРИТАНИИ И КИТАЕ

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Аннотация. Актуальные социально-экономические условия поднимают проблему быстрой и качественной подготовки специалистов среднего звена, условия реализации которой зависят

от кадрового обеспечения педагогического состава образовательных организаций. В связи с этим выделяется необходимость изучения зарубежного опыта с целью модернизации существующей системы профессионально-педагогического образования. Ведущими методами в исследовании стали анализ и обобщение содержания научной литературы, государственных сайтов различных ведомств и образовательных организаций, нормативных и локальных документов. В результатах исследования представлено сравнение зарубежных моделей профессионально-педагогического образования, в частности в Великобритании и Китае, с российской. Общие тенденции по профессионально-педагогической подготовке педагогических работников сферы профессионального образования в анализируемых зарубежных странах могут быть учтены при модернизации и развитии национальной системы подготовки педагогов СПО в России, прежде всего по тем направлениям, которые сегодня в России не реализуются.

Ключевые слова: *профессионально-педагогическое образование, система профессионального образования, педагог профессионального образования, профессиональная подготовка, кадровое обеспечение образовательных организаций, зарубежный опыт, модель профессиональной подготовки*

Introduction. Immersion of the modern system of vocational education and training in the current socio-economic conditions raises the problem of insufficient elaboration of the structure of this system. The current vocational education system faces a number of challenges, including:

- training of a qualified specialist, in terms of expectations and requirements of employers, and further employment of graduates [5];
- incompatibility of the level of professional skills of teachers and masters of vocational training with the demands of society, possession of relevant professional competencies, especially digital ones [6];
- search for effective tools to improve the professional skills of vocational teachers and their motivation for continuous development [2].

Study of professional shortages of teachers of vocational education system conducted by the Scientific and Educational Center of the Russian State Vocational Pedagogical University confirmed the above list of difficulties [7].

The relevance of the study. The urgent search for ways to overcome the noted problems prompted to turn to foreign experience, despite the significant difficulties in the relations of the states of the modern world, in order to form vectors for the development of the domestic system of vocational education and training system. The authors believe that a comparative analysis of foreign systems of vocational education will highlight both common features characteristic of international practice and unique, the implementation of which can also have a positive effect.

The purpose of the study is to identify general trends in vocational education and training system, development and assessment of teachers' qualifications in the vocational and pedagogical education systems of foreign countries in comparison with the national vocational and pedagogical education system.

Material and methods of research. Materials of domestic and foreign literature, content of state websites of various departments and educational organizations, regulatory and local documents were used for the purpose of this study. The vocational education systems of two countries with a high level of professional education – Great Britain and China were chosen for comparison. The second state is also comparable with Russia in territory and type of economy, which increases the relevance of comparison.

The results and discussion.

Vocational education and training system in Britain. Education in the UK is considered to be one of the most prestigious. This opinion was formed based on the variability, differentiation,

openness and continuity of all stages of the educational process. Six universities in the UK are in the top twenty of the Top 100 in the QS World University Ranking, namely Oxford University, Cambridge University, Imperial College London, University College London and the University of Edinburgh [12].

Significant attention is paid to the skills system which is considered the basis of the economic prosperity of the country. According to the professional skills system, a qualified specialist is someone who possesses Core skills (communication, numeracy, literacy and ICT skills), Employability skills (teamwork, problem solving, initiative, planning and organizing, entrepreneurial thinking, self-management and learning) and Vocational skills (skills acquired from hands-on experience) [16].

The system of skills is universal for many professions. Psychological-pedagogical training plays an important role for a teacher of vocational training. Pedagogical skills include the skills of setting goals and objectives, cognitive development skills, skills of developing mental capabilities and psychomotor functions in students. Psychological skills include applying motivation concepts, consolidating knowledge, and applying teaching methods leading to better knowledge transfer.

In addition to these skills, there are psychology skills, social skills, communication skills, principles of learning assessment and management skills [17]. An important point is that the skills system is formed by a wide range of organizations. Colleges, official employers, independent training centers, schools and universities are considered the main ones.

The training of a teacher of vocational education in the UK is a complex process. First of all, the future teacher trains for the relevant occupation. A teacher of vocational education must obtain a bachelor's degree in the field of professional activity that the future teacher is going to teach.

Bachelor's degree is the first stage of higher education in Britain. It involves obtaining traditional qualifications – Bachelor of Arts (BA) or Bachelor of Science (BSc), as well as Bachelor of Education (BEd), Bachelor of Engineering (BEng) or Bachelor of Law (LLB).

Bachelor's degrees are classified into ordinary degrees and honours degrees. The main difference in degrees is the average score of the diploma or the complexity of the educational process. The type of degree will not affect the employment of the graduate, but may play a role in the transition to the next stage of education. In some universities, a student who has received a bachelor's degree with honours can enroll in a doctoral program without having a master's degree.

In England, Wales and Northern Ireland, almost all bachelor's degree programs last 3 years (with the exception of medicine and architecture), since British students receive basic knowledge that forms the basis of the first year of European and American universities in preparatory programs. Students who want to graduate with an honours degree, stay at the university for another year, after which they write a graduation paper. This option involves advanced training.

The next stage of preparation is taking a teacher's license. In some higher education institutions, students are offered the opportunity to study simultaneously under a bachelor's degree program and a teaching course. The courses last 1-2 years and after successful completion of the course, the degree of Postgraduate Certificate in Education is awarded – a certificate equivalent to the postgraduate training program, granting the right to teach [3].

It should be emphasized that The Quality Assurance Agency (QAA) and Professional, Statutory and Regulatory Bodies (PSRB) participate in the development and implementation of educational programs. Such cooperation has a significant impact on the structure, content and relevance of educational programs [1].

The requirements for teachers of vocational education in different states may vary depending on the state. For example, another common requirement is work experience. Since they teach students to master professional skills, they should possess professional skills at the appropriate level. The required work experience is usually from two to five years.

Figure 1 shows the process of vocational education and training for the UK vocational education system.

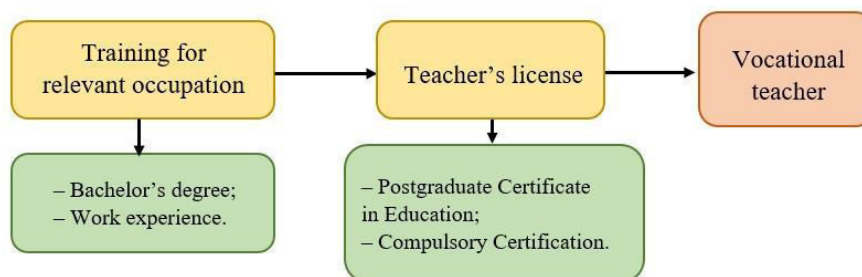


Figure 1. Training of vocational education teachers in Great Britain

Vocational education and training system in China. China's vocational education is aimed at implementing a strategic course for the development of science, technology and education in the name of the prosperity of the Motherland, raising the cultural level of workers, promoting the socialist modernization of the country – the Law of the People's Republic of China on Vocational Education says (entered into force on September 01, 1996) [8].

According to the Law of the People's Republic of China on Teachers (entered into force on January 01, 1994), teaching qualifications are available to Chinese citizens who are passionate about education, have educational and pedagogical tendencies, and possess high ideological and moral qualities. In addition, this qualification must be confirmed by passing the relevant state qualification exam. In addition, this qualification must be confirmed by passing the appropriate state qualification examination [15].

During the first five years of working in an educational organization, each teacher must have at least 360 hours of additional training to ensure continuous professional development [9].

Vocational teachers in China are required to have work experience in the field of industry (from three years) [10]. In this regard, the State Council of the People's Republic of China calls for the integration of production and education in the format of joint work on the development of training plans, comprehensive and in-depth cooperation [14].

Shenzhen Polytechnic Institute and IT-company «HUAWEI» demonstrate a positive experience of joint work on training for the labour market [13]. The organizations managed to create a system of certified vocational training under the formula «1 + X». The essence of this system is that, in addition to the diploma of vocational education («1»), the graduate receives one or more certificates («X»), testifying the completion of advanced training modules, not included in the educational program, but already in great demand today in the branch production. The system is implemented by both production and pedagogical staff through joint enrichment: production workers receive pedagogical counselling; teachers receive sectoral experience.

The professional development of vocational teachers in China is carried out in accordance with joint plans drawn up by the education departments of the people's Governments at all levels and the management of educational institutions. Both teacher training and research universities participate in the implementation of teacher-training programmes. The study conducted by L. D. Panova and Menzhu Wang on trends in teacher-training education suggests that the professional development of vocational teachers is carried out in cooperation with training courses, activities on the basis of an educational institution and self-education. [11].

Finally, the Law on Teachers [15] pays attention to the procedure of certification of the level of political thinking and professional training, attitude to work and performance.

Thus, all applicants must pass a written and oral examination (interview), as well as a test for knowledge of the official Chinese language (Putonghua Proficiency Test), in order to be certified for teaching in the Chinese educational system. The written exam includes pedagogical tests, including teaching methods [9]. The oral examination includes a structured protocol-interview and simulation of the «learning scene», namely:

- drawing up a lesson plan;
- presenting a speech "Introduction to the profession";
- conducting a trial lesson according to the lesson plan;
- answering questions of the examiner on the content of previous stages [18].

In October 2021, the Minister of Education of China announced an increase in the requirements for teachers, and as a result, the establishment of an evaluation procedure to verify professional qualifications [4]. The draft of the new Teachers Act [20] states that the standards and regulations for such evaluation are developed by the educational organizations themselves. At the same time, the ideological, political and moral qualities of teachers and their mental health must be assessed in accordance with their professional abilities and pedagogical performance.

An analysis of local documents of Chinese professional organizations [21] reveals the following conclusions about the system of comprehensive assessment of the vocational and pedagogical training of first-time teachers. This assessment includes an expert and self-evaluation of the teacher, a training examination, an ethics assessment (pedagogical ethics and style, basic teaching standards, etc. etc.) and assessments by the employer. The ethics assessment is engaged by a special evaluation commission, and also takes into account the public opinion of students and teachers [19].

As a result of this comprehensive assessment, a report is prepared on the following criteria: pedagogical design, pedagogical performance (efficiency), professional skills, evaluation activities, and the report identifies problems and shortcomings and makes recommendations for solving them.

There is a pre- and regular assessment procedure for recruitment as a teacher. Thus, the preliminary training includes the conduct of trial classes and assistance, political and ideological education, study of the history of the educational organization, career opportunities, etc.

The general scheme of assessment procedure (certification) of vocational teachers in Chinese education system is presented in the Figure 2 below.

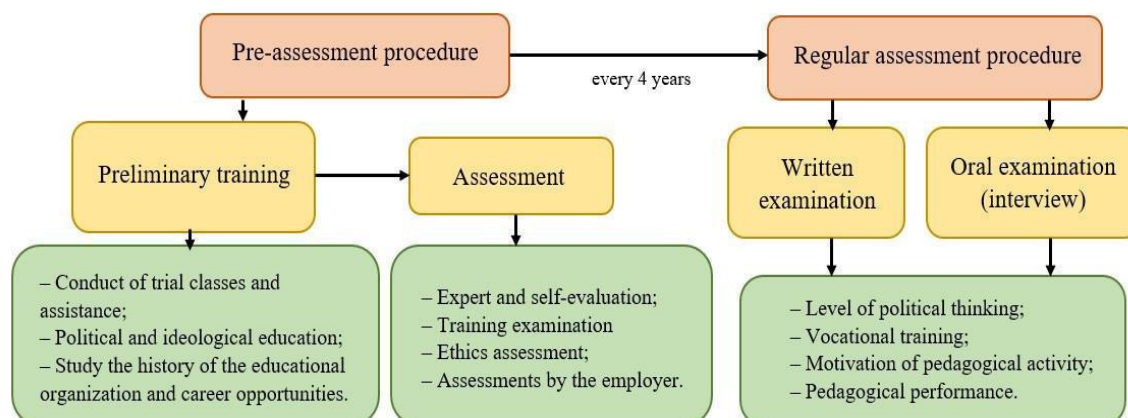


Figure 2. Certification of Chinese Vocational Education Teachers

Table 1

Comparative table of vocational teacher training in Great Britain, China and Russia

	Training model	Work experience requirement	Certification of teacher's qualification	Certifying authority
Great Britain	Bachelor's degree in relevant sphere + Teacher's license	Preferably work experience from 2 to 5 years	Compulsory certification of teacher training competences	The Quality Assurance Agency (QAA) and Professional, Statutory and Regulatory Bodies (PSRB)
China	Work experience + Pedagogical Magistracy	Work experience from 3 years	Written and oral examination (interview) once every four years	Special evaluation commission, and also takes into account the public opinion of students and teachers
Russia	Vocational training programmes at university + practical work experience	No mandatory requirement	Qualification for the post once every five years + Internships in relevant organizations at least once every 3 years	Expert Committee

Conclusions. In view of the above the following conclusions were drawn.

1. Sufficient attention is paid to the training of vocational education teachers in the foreign vocational education and training systems, most aspects of such training are recorded at the legislative level.

2. Teachers of vocational education should have three competencies: soft-, psychological-pedagogical and professional both in Russia and abroad.

3. The unity of approaches to the process of vocational teacher was fixed – it was a combination of university (academic) training and sectoral (industrial) experience both in the foreign and domestic systems.

4. The beginning of pedagogical activity is preceded by the initial certification procedure in both China and the UK, which result is the Teacher license.

5. Finally, with regard to the procedure for the regular assessment procedure of teachers of the vocational education system, we reiterate the uniform approach in domestic and foreign practices. In addition, both in China, in the UK and in Russia, teachers must periodically undergo an internship on the relevant profile of the enterprise.

Thus, the analysis made it possible to draw conclusions on general trends in the vocational teacher training in the field of vocational education in the analyzed countries. They may be taken into account in the modernization and development of the national training system of vocational teachers in Russia. In particular, the need to introduce a system of independent assessment of teachers' qualifications, based both on foreign experience and national experience, but in other professional fields, was identified.

The results of this study can be useful for researchers in the field of higher vocational and pedagogical education. Studying the experience of foreign countries in the training of teachers of vocational training contributes to the development of the system of vocational and pedagogical education in Russia. It may lead to a solution of the problem of qualitative and quantitative filling of teaching staff in the system of vocational education.

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