

**The higher and additional vocational training in uniform educational space of high school**

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Under influence of social and economic needs of the Russian society, and also world and European tendencies of development of higher education the domestic higher school realizes the program of stage-by-stage system reforming directed on development by high schools of new quality of higher education and maintenance of their internal and external competitiveness. The modern Russian education system is characterized by actual absence of the responsibility of educational institutions for the end results of educational activity. Additional vocational training (AVT) of a new kind has started to function in many high schools. In Kazan Institute of Regional Policy on change to traditional pedagogical technologies of the professional training focused on transfer of knowledge, fundamentality, new pedagogical technologies with accent on a pragmatism component in the maintenance of formation, competent approach at which knowledge and skills are coordinated by the close image come, and process of training can be classified as joint activity of the teacher (tutor) and the pupil.

Under influence of social and economic needs of the Russian society, and also world and European tendencies of development of higher education the domestic higher school realizes the program of stage-by-stage system reforming directed on development by high schools of new quality of higher education and maintenance of their internal and external competitiveness. Process is directed to a channel of transformation of traditional high schools in high schools of innovative type. They prepare specialists for a labour market and are equal in rights objects of market economy as developers of objects of intellectual property, production and services. Advantage of modern high school formation is not only its quality, but also orientation to a labour market.

It is lawful to consider the present stage of modernization as the most radical in the newest history of the Russian higher education. What Russia has to show to the world community is a fundamentality of education and its social orientation. But there are things to borrow - first of all, pragmatism or aiming at feedback. Does not demand the additional argument thesis that for the today's educational market of the Russian Federation which is

characterized by an aggravation of competitive struggle, increase in the quantitative offer of given educational services, especially actual, paramount problem, necessity of perfection of quality of higher education. The market demands practical experts, capable independently and economically competently think, incur the responsibility and make effective decisions.

The modern Russian education system is characterized by actual absence of the responsibility of educational institutions for the end results of educational activity. Independent forms and mechanisms of participation of employers and professional communities in the decision of questions of educational policy, including in processes of an independent public estimation of quality of formation are not developed sufficiently.

In the field of the federal concept of modernization of formation in Russia the continuous education gains in strategic importance. Additional vocational training (AVT) as a part of continuous education, called to create conditions for overcoming functional illiteracy of graduates of the higher school, their secondary professional specialization, strengthening of their mobility and adaptability at different stages of labour self-realization. The innovative form is additional vocational training for reception of additional qualifications which is realized in system of the higher vocational training.

Additional vocational training of a new kind has started to function in many high schools spontaneously, not under the initiative of the state controls formation, and only then is issued normatively at a federal level. Arising at that moment substantial, organizational, methodical, legal, economic problems in some high schools are considered not worthy, both their theoretical judgment and substantiation are simply ignored, and in others - opposite, do not see real opportunities of their solution. These both extreme positions negatively influence development of AVT system.

Meanwhile, the importance and role of AVT in high school is difficult for overestimating. The level of high school perception, its authority, on a significant part, is defined by the maintenance and quality of AVT. If quality of preparation of the graduates who have trained on the basic educational program of high school, is estimated through a significant time interval quality of additional educational services renders the big influence on a rating of high school in connection with high frequency of interaction with consumers.

AVT in high school has the specific features both in substantial, and in the technological part. For example, the role of precise allocation of a professional kernel increases in additional programs in a greater degree. Professional kernel - the minimum necessary for reception of given qualification; the degree of redundancy of the information

transferred to listeners decreases; the educational component completely submits professional; the maintenance of additional educational program has modular character. At the same time these programs differ a high degree of variability. On the one hand, unlike the cores, the maintenance of separate additional programs can be specialized, focused "under a concrete workplace", and on the other hand, they can carry interdisciplinary and even polydisciplinary character.

Questions of correlation of AVT programs and the basic professional programs get special value - both in theoretical, and in the practical plan. Programs for reception of additional qualifications have precisely expressed practical orientation, they are focused on a modern level of requirements to the expert competence and serve some kind of the indicator of changing inquiries of a society and the state. In formation of their structure and the maintenance take part not only the academic community, controls formation, but also employers.

Technological features of AVT in high school:

- \* Rather short, in comparison with training under the basic educational professional program, time necessary for realization of corresponding programs;
- \* Realization AVT in high school due to partial use of time, allocated for chosen course, condensation of the schedule of educational process and personal time of trainee;
- \* The raised learning rate of the material, provided by high motivation of the trainee;
- \* The organization of educational process with built in, by wish, additional professional programs.

The present structure of higher education is appreciably opened towards system of additional qualifications and promotes its development. Example is the existing academic bachelor degree - the program professionally focused, but not being professionally completed. Here again programs for reception of additional qualifications to the aid could come. In a magistrate, besides basic educational program it is possible to master the additional program to have expanded opportunities on a labour market. Gradualness of educational process promotes formation of own educational trajectory and realization of personal educational interests and, therefore, reference to additional, short-term (duration of learning no more than one-two years) to educational professional programs.

Additional programs is a system of target training certain, at times to very high craft, that inherently distinguishes them from the higher vocational training. There is a question: how additional programs are interfaced to the content of the basic program of that level on the basis of which they are realized? The fundamental component the same basic educationally-professional program in high school can have continuation of a different direction and come to the end with reception of the qualifications, differing with a set of professional competences. However very often qualification in many respects is defined by the general professional disciplines and does not reflect variety of the qualifying opportunities generated by a variety of specializations. Meanwhile practice demands the experts having qualifications, not entered in the List of the qualifications corresponding the basic programs. These additional qualifications can appear both for a long time known, and just arisen in connection with development of the manufacture, new technologies, a labour market, etc. Additional educational programs for reception of corresponding qualifications are affirmed by the Ministry of Education and Sciences of Russian Federation and receive a normative reinforcement in the form of the State Requirements to a minimum of the content and a level of preparation. Even if the additional program leans on one basic, and then the problem of revealing of a necessary minimum of the content, which will provide a demanded level of preparation, is represented rather important. The optimum decision of this problem is long process in which many criteria including varying inquiries of a society are considered. The last means, that the optimality of the content of additional educational programs is relative and can continuously evaluate.

The degree of interface of the basic and additional programs each time requires an expert estimation. If it will appear, that the degree of interface is minimal, that is the additional program is a little crossed with the content of already existing basic educational programs, has the completed character and at the same time is demanded, probably we can talk about creation of a new direction or a speciality in structure of higher education. In other cases there is an opportunity of creation of the program corresponding this or that additional qualification.

In each educational branch interface of additional and basic programs, their substantial continuity should be considered. Thus it is important, that disciplines of the additional program developed earlier the studied material, spent judgement and discussion of already known facts from new, higher positions and approaches. The problem of AVT quality should be considered not only from the point of view of maintenance of value and completeness of professional competences and their demands on a labour market, but also from a position of the public and social importance of education. In a role of main

"appraiser" of quality of additional vocational training usually acts the customer choosing curriculums, and at times separate training courses, and also the employer interested in improvement of professional skill and professional retraining of employees. Trained sometimes require the knowledge necessary for the decision not only professional, but also the vital problems. Therefore quality of this formation is often estimated as a degree of its conformity to those purposes, which listeners wish to reach means of formation, as ability of educational establishments to create and realize professional programs which provide listeners with knowledge, the skills necessary for the decision of real problems facing to them.

The collective of scientists, teachers and methodologists of the Kazan Institute of Regional Policy (Republic Tatarstan) within the limits of the system approach to construction of educational professional programs develops the new concept of a professional training which in a greater degree would correspond to problems, to conditions and requirements of time. By results of observational researches of a republican labour market and educational services in high school, own marketing strategy has been constructed, aimed at advancing vocational training of experts in directions, especially important for development of a political life of Republic Tatarstan. Cardinal social transformations to the country are impossible without preparation of professional managers of the new formation armed by the high technology administrative technologies, capable to be guided in varying circumstances, creatively to solve actual problems. Administrative staff with the new style of thinking, understanding in features of the state and municipal management, capable to the analysis of concrete political situations, creation of effective mechanisms of influence on them, to forecasting prospects of development of political processes, to carrying out of election campaigns on the basis of wide use of the international and Russian experience are necessary for Republic Tatarstan.

For realization of system the corresponding organizational structure has been created which opens opportunities for introduction in teaching and educational activity of high school of the integration processes, being one of the important components of modern educational process. The institution includes the Center of Additional Vocational Training (improvement of professional skill) really providing improvement of quality of a professional training due to a substantial level of educational programs of modular type, highly professional personnel maintenance, application of innovative methods of training, information and telecommunication technologies. Multilateral educational programs are created on the basis of experience of management in the different countries, considering their expert of the decision

of administrative problems. Besides the most qualified practical experts take part in processes of training.

In the field of educational activity we understand system of an establishment of communications, mutually advantageous cooperation and cooperation as integration between high schools and the partners, directed on formation of qualitatively new environment of training and economy of expenses for preparation of experts. In institute scientifically and methodically proved and is realized one of the important directions - integration with the Center of Strategic Investigations and Political Technologies (CSIPT), one of the first organizations in Republic Tatarstan in the field of political consultation, public relations and political advertising. Within the limits of this direction training and target preparation of experts under the corrected plans and programs, performance of qualifying works under tasks CSIPT within the limits of contractual attitudes are carried out; use of financial opportunities and industrial base of the Center for training, carrying out an expert; attraction of employees and students of institute to teamwork within the limits of scientifically research projects, contracts about creative cooperation; improvement of professional skill of employees and institute lecturers.

Thus, in the Kazan Institute of Regional Policy on change to traditional pedagogical technologies of the professional training focused on transfer of knowledge, fundamentality, new pedagogical technologies with accent on a pragmatism component in the maintenance of formation, competent approach at which knowledge and skills are coordinated by the close image come, and process of training can be classified as joint activity of the teacher (tutor) and the pupil. Doubtless advantage is direct communication with real administrative practice.

Considering as a whole in the high school, developed by the present time, it is possible to note system of additional vocational training, that the educational community develops is effective mechanism on the basis of which trained have the right to form independently the educational trajectory under condition of performance of requirements to development of the basic programs of vocational training. However it is necessary to recognize, that there are the questions unresolved connected with absence of the uniform scientifically proved approach to development of new additional professional programs with assignment of additional qualifications, and also the numerous problems arising during the organization and realization of educational process.

In all uneasy situation following development of the Russian market of educational services, from high schools today critical judgement of the activity is required, ability to

understand the place and a role in modern, in environment much new to them and on this basis to designate, and then and to realize adequate directions of the further development.

The modern system of the higher school has passed to qualitatively new step of development. The tendency of transformation of high school in the enterprise is observed creating and selling in the market a product of intellectual work of its employees - educational, scientific and innovative services. In this connection it is necessary to expand and add traditional subsystems of structure of management with high school. First of all it is necessary to strengthen the economic structure defining strategy and system of planning, strategy of business and financial strategy, marketing and innovations. To bring in new to high school organizational structure – marketing-logistical center responsible for the organizational concept, functional structure, organizational structure of management, development of organizational functional potential of high school. The new structure essentially will help high school with the decision of modern problems.