



TRAINING CONSULTANTS FOR THE DEVELOPMENT OF EDUCATION: EXPERIENCE OF THE RUSSIAN FEDERATION

I. Tryhub

Borys Grinchenko Kiev University, Ukraine
i.tryhub@kmpu.edu.ua

Abstract. The article is devoted research of question of preparation of consultants on questions development of the system of education. An author exposes leading features, roles of consultants on questions development of the system of education and leading tasks, in accordance with directions them professional activity, using experience of Russian Federation. Given the importance of the study of the problem, it can be argued that the problem of training leading consultants on the development of education for the development of the education system in Ukraine becomes important. The problem of formation characteristics consultant on the development of the education system is difficult since they significantly affect the progress and results of the expert advisory activities. These characteristics are considered as a professional specialist possible relationship between people that affect the examination and to assume their direct measurement.

Education – this is one of the most important components of society, determining its development, promotes human capital, individual personal development. Education as a powerful engine of social development becomes the object of special studies of various branches of knowledge, namely, philosophy, economics, education, psychology, sociology, cultural studies, management theory, policy, law, etc. (Sysoieva, 2011). The need for comprehensive and systematic study of education through the integration and unification of the various scientific fields aimed at developing the most effective personal and social education strategies, it is the need of time.

In Ukraine began to develop an integrated scientific field to research the education - educology (Ognevyuk, 2009). As the founder of scientific direction – Member of NAPS of Ukraine V. Ognevyuk, tells that educology designed to reveal the direction of development of the Institute of Education in the direction of entry into the important features of civilization development mechanism responsible for the accelerated formation of human qualities, social intelligence and the quality of the educational systems, designed to focus on the study of modern education as an integral social phenomenon (Ognevyuk and Sysoieva, 2012).

With globalization, European integration and information society education becomes one of the critical assets, human capital formation, that is why a holistic study of socially significant issues of education Ukraine weighty importance to train professionals capable of expert advisory activities in the field of education.

Key areas of modern education is reflected in a number of national documents: The Law of Ukraine «On Education» (1991), «On Vocational Education» (1998), «On General Secondary Education» (1999), «On Preschool Education» (2001), «On Higher Education» (2002), National Doctrine of education (2002), Decree of the President of Ukraine «On Measures to ensure the priority development of education in Ukraine» (2010), National Strategy for the Development of Education in Ukraine for 2012-2021 (2012) and the legislation of the Russian Federation: Ministry of Education and science of the Republic of Tatarstan number 1845/ 08 on the approval of the Regulation on certification of certification experts in the field of education of the Republic of Tatarstan (2008), the Federal Target Program development of Education in years 2011-2015 (2011), Order «On the implementation of measures «Formation of all-leading human resources consultant of the education system» (2011), Education Program for Continuing Education (Higher Education) leading consultants on the development of education Rostov Institute for Advanced Studies and retraining of educators (2012).

The need to deal with the problem of domestic scientists support the findings: problems in the functioning and development of educational systems in the context of globalization (V. Andruschenko, V. Kremen, V. Lugovuy, V. Ognevyuk, M. Stepko), philosophical and methodological foundations of expertise (M. Alekseev, O. Anisimov, S. Baronene, G. Prozumentova, A. Tubedskyy, Yu. Shvalb,

G. Shtompel), scientific methods of expert activity (I. Drannikova, Ye. Stachyeva, Ye. Usova, V. Yasvin), examination of problems of pedagogical objects (M. Brown, D. Ekiert-Hraboska, L. Kronbah, S. Livingstone, K. Miskel, D. Oldrowd, K. Ross, J. Taylor), examination of educational opportunities for innovation, education systems (L. Burkova, O. Novikova, T. Novikova, L. Podymova, V. Slastonin, O. Shushpanova).

However, analysis of the content of dissertation research in recent years has shown that the preparation of consultants or experts of Ukrainian education researchers have not investigated.

Preparation of the leading consultants in the development of the education system is being promoted in countries such as: Russia, Great Britain, Germany, Spain and the USA. Of particular relevance to our country gain experience of Russia, as this country is close to our history and culture. It should be noted that the Russian Federation has developed the Federal Target Program of Education Development for 2011-2015 (Resolution of 7th February 2011 No. 61), which provides for the formation of all - leading human resource consultants on the development of the education system (Federal Target Programme for the Development of Education 2011-2015, 2011).

The main function of a leading consultant in the development of the education system is to provide consulting assistance to various categories of persons included in the educational process: managers at all levels on issues embedded in the overall context of the modernization of the state, teachers who are implementing new technologies and parents (Chechel, 2012).

The practice of the Russian Federation shows that the function most effectively implemented with conditions of its specialist who has experience in peer activities. Examination is a concept that denotes the reflection of practice, the reconstruction of what happened, identifying significant and is seen as a kind of analysis of a separate study which aims to relate the concepts of object identified as a result of expert activity characteristics of the object. In the Russian Federation, leading consultants on the development of the education system are considered experts of different areas of education (pre-school, secondary, higher education), specialized on the development of education based on modern education and management technologies that are capable of (About leading consultants on the development of the education system, 2011):

- provide advice at all levels of managers on embedding problems of education in the development strategy of the region;
- perform consulting support and contributions to the development of education.

In the Russian Federation held training leading consultants on the development of the education system in terms of additional vocational programs addressed to professionals with sufficient experience in education and master's level programs. Masters training leading consultants on the development of the education system are implemented in such higher educational institutions of the Russian Federation as: the National Research University State Educational Institution of Higher Professional Education «Belgorod State University», SEI HPE «Kursk State University» SEI HPE «Penza State Technological Academy», FSEI HPE «Southern Federal University» and so on. Additional training programs are implemented in Novosibirsk, Tomsk State University, St. Petersburg State Polytechnic University and others.

Given the social importance of effective education in Ukraine, the impact that it has on the economic, political, social and cultural development of the country, lack of training, capable of expert and advisory role in education and training leading educational consultant in the Russian Federation, there is a need to study the problem of training leading consultants on the development of education in the Russian Federation.

Professional activities leading consultants on the development of education in Russia is characterized by a special responsibility to the experts of educational institutions and government and supervision in the field of education. To promote the development and improvement of social and state accreditation of educational institutions of vocational education in order to guarantee quality education expert requires trust on the part of all actors of the educational process, that is why the leading consultants on the development of the education system to carry out professional expert advisory activities are meet several requirements. As a basis we take the requirements of the Regulation on certification of experts in the field of educational measurement Tomsk Region in Russia. So, *the leading consultants on the development of the educational system must* (Regulation on certification of experts in the field of educational measurement in the Tomsk Region, 2012):

1. have higher professional education, the appropriate documents state standard of higher professional education;
2. have expertise and experience in the professional field of the profile of expert activities;
3. know instructional materials and guidance in the development and evaluation of examination materials, evaluation of examination and other work, the handling of proprietary information and personal data, be able to issue documentary analysis conducted during the audit or review;
4. possess the following qualities: objectivity in

making decisions, the responsibility for the outcome of the activity; ability to conduct integrated, comprehensive analysis of the relevant direction.

The *main characteristics* of experts and leading consultants on the development of the education system Russian scientists and practices are referred (Kasyanova, 2011):

- competence – is the degree of skill of the expert in a particular field of knowledge, which is determined by academic degrees and professional position. In addition, to assess the competence proposed to use indicators such as number of publications, number of references to scientific papers expert and others;
- attitudes to expertise – important in terms of deciding on the involvement of a specialist as an expert. Negative or indifferent specialist to address a specific problem, big time and other factors significantly affecting the performance of their duties experts;
- conformism – this quality manifests itself in the form of the instability of opinion that could affect the results of the examination;
- analyticity and breadth of thinking – important characteristics of an expert, especially when dealing with complex problems. Specialists with profound knowledge, but which is inherent in «professional blindness» cannot efficiently solve problems that require the view that goes beyond established ideas;
- constructive thinking – this pragmatic aspect of thinking. The expert must provide solutions, which is inherent practicality. Taking into account the real possibilities of solving the problem is very important in conducting peer reviews;
- property teamwork – especially taken into account during the open discussion. Ethical behavior in a team of experts in many cases is a significant impact on creating positive psychological climate and resolve performance issues;
- expert self-criticism, self-evaluation that is manifested in the degree of their own competence, as well as deciding on the researched topic.

Therefore, we can conclude that the advisory activity shall conduct a person or group of persons who are competent in the methodology of interdisciplinary research and other information technology analysis in the study area; understand the social context and the nature of the object of examination, are able to maintain relationships and collaborate with individuals and groups of individuals involved in the examination, have a conceptual scheme for the integration of the above characteristics.

Senior Consultant of the education system during the examination object can play different roles. D. Hopkinz identifies six roles (Hopkinz, 2003): descriptive (describing situations and events); communicator (communication of information), the role of judge (some models require more evaluation of the degree of rationality than the others) decisions (promoting their adoption), promotion (serves for evaluation of research); provocateur (depth research to uncover the motives and identify useful information).

To carry out its advisory role leading consultants on the development of education in Russia is important to understand the tasks that they need to solve and to correlate them with the activity that is performed. Thus, a leading consultant should solve *such problems according to activities* (About leading consultants on the development of education, 2011):

- information and analytical activities: collection, processing and analysis of factors internal and external environment of the object of activity, changes in government policy on education for critical analysis of the problem situation and finding the best options for its solution; collection, analysis and evaluation of the effectiveness of possible solutions and alternatives, projects, performance of various entities, providing relevant information that facilitates decision-making on issues related to education policy and the development of the education sphere;

- research activities: a critical analysis of the problem situation, identifying contradictions, symptoms of problems, formulation of problems, the construction of «problem tree» and setting priorities in their solution, a critical analysis of the potential opportunities and threats, assessment of alternatives, develop recommendations and make better decisions, adequate specific problem situation;

- designing activities: goal-setting, extra (situational) and strategic design processes of education, development projects, programs and activities of the joint action plans, designing various forms of interaction between experts and consultants, develop specific guidelines and flow sheets activities;

- organizational and management activities: participation in the development and implementation of corporate and competitive strategy of the organization, a set of measures of operating according to the nature of the organization's strategy and functional strategies (marketing, finance, human resources), project

management on the phase of planning and preparation, coordination activities during the project, responsible for the completion of the project, the creation of teams, work groups, the organization of their activities for specific projects, activities, activities related to the process of education, control of units, teams (groups) of educators who carry out the development process; motivation and incentives of educators;

- educational activities: planning and organizing various educational, developmental and diagnostic measures to detect and awareness of current issues of education, find ideas, assess their own capabilities and limitations, construction projects possible changes, examination of the results; various educational, developmental and diagnostic methods based on the use of modern educational technology and algorithms consultant in adult education; organization reflection activities to promote education.

The above tasks that must decide a leading consultant on the development of the education system, O. M. Kasyanova *shared on* (Kasyanova, 2011): • diagnosis – identification of gaps and deficiencies in the reasons for a particular educational system and make recommendations for their elimination; • classification – building a hierarchy of concepts or objects, determining the location of a given object or concept in the hierarchy; • forecasting – predicting teacher behavior or any other system on the basis of its current state; • planning – building plan (program) of action to resolve any problem; • control – monitoring of complex systems and operational decisions about its changes.

Given the importance of the study of the problem, it can be argued that the problem of training leading consultants on the development of education for the development of the education system in Ukraine becomes important. The problem of formation characteristics leading consultant on the development of the education system is complex, as they significantly affect the course and outcome of expert advisory activities. These characteristics are taken into account as a professional specialist, possible relationships between individuals that affect the examination and assume their direct measurement. Prospects for the further research seen in the definition of effective methods of selection, evaluation and completing expert advisory groups.

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