

EDUCATIONAL TRAJECTORY IN THE SYSTEM OF DESIGNING RESULTS OF VOCATIONAL TRAINING

T.Y. Lomakina

Analysis of the current progress of the Russian education system allows to establish the fact that it is undergoing a significant change, the result of which is not only the modernization of the legal regulation of this issue, but also a modification of the very educational trajectory of the individual. The requirements to implementation of educational activities imposed by the state affect the interaction between all the participants that makes topical the necessity of rethinking of the educational trajectory's nature.

Thus, the content of the new Federal Law "On Education in the Russian Federation" [1] changes the conventional long-established system of education: the levels of general education (pre-school, primary general, basic general and secondary general) and levels of vocational education — secondary vocational, higher education — bachelor's, specialist's, master's, training of staff of higher qualification.

The legislative innovations mentioned make it possible to define the milestones in a professional career and personal guidance in building of the individual educational trajectory. Exactly the choice done in a certain way at specific points in the life course leads to achievement of a certain socio-professional status in the issue. The choices made by the individual at the points specified by institutional features of the education system, determine his transition to the next stages of a life career, which can be assessed from the viewpoint of social success.

Currently, taking into account legislative changes, it's prematurely to talk about the educational trajectory of the future. On the basis of the above, let's consider the model of the educational trajectory of the individual existing in practice today.

The first stage is limited by the end of the 9th grade that is the basic secondary school. Within this stage there also exist inner barriers that contribute to pupils dropping out and promotion them towards the 9th grade.

After graduating from the 9th grade pupils have to choose the direction of future educational path. For this, they need or pursue or withdraw from the education system to the labor market.

Those who remain in the educational system should opt for one of the types of further education: stay in school or enroll in institutions of primary or secondary vocational education. It is also possible to continue their education on courses. Thus, the first choice point can be defined as the direction of activity after the 9th grade. The basis here is focus on the continuation or termination (at the time) of the educational trajectory.

A certain proportion of adolescents without breaking the inner barrier drop out before the end of 11th grade, a certain amount of senior pupils do not receive school leaving certificate for whatever reason and, finally, most of the graduates from the 11th class receive a certificate of complete secondary education.

The second point where choice of the vector for further development of the educational path must be done lies in the stage of determination the activities after leaving school.

The main alternatives of the behavior in this situation are:

- admission to higher education institution;
- admission to an institution of secondary vocational education;
- admission to the courses for the acquisition of the profession;
- admission to the preparatory high school courses;
- applying for employment;
- socially inactive behavior [2].

There also may be combinations, for example, applying for employment and the simultaneous profession acquirement at the courses, or studying at high school and working, as well as other variants.

As socially successful alternatives can be considered ones that involve the use of potential accumulated during 11 years of being in school. From this point of view, it can be considered successful not only admission to institutions of secondary vocational education, but both entering into the labor market for working by trade, acquired at school, and admission to the courses that require a complete general education, and the start of labor activity where such education is necessary, etc. But it is difficult to dispute that the fullest use of the potential that can be given by general education, is the continuation of study at the university.

It should be considered that today the preparation of the engineering staff is the priority in higher education. In Russia 60% of students are studying techniques to some extent, and in the pan-European market — only 20%. In Russia there are 71% of engineers among the specialists with higher education, in Germany — 27% in the U.S. — 9%.

This, however, does not mean that secondary school is (or should be) a preparatory step towards the university, that is corroborated by the statistical data on subsequent life courses of school-leavers: only about a half of the graduates enter universities of the country (including evening and correspondence departments) in the year of graduation from school. Such a process of selecting the educational trajectory is explained by the diversification of modern higher education sector [3]. Higher educational institutions and specialties therein differ by the degree of attractiveness (positions in rankings, the prestige, the level of the admission contest, etc.), by tuition fees (budget and paid places at state universities, a significant range of fees in private universities), by various forms of training (day or evening classes, extramural mode), etc.

Thus, high-quality general education is necessary, in fact, for almost all variants of activities after leaving school. If not consider socially inactive behavior (and even then not always), the exception to the above is such use of labor, which does not place demands on the worker involving complete general education as well as forms of education, under which poor quality general education is compensated. But, again, maximizing the use of potential of high-quality general education is related to admission to higher education institution.

The second point where choice of the educational trajectory vector must be done by those who entered institutions of primary or secondary vocational education lies in determination of activities after the end of these educational institutions. The following main choices are possible here. Definitely unsuccessful (at least temporarily) from the point of view of social advancement is, for example, entering the labor market in the status of unemployed. The variant when social successfulness is postponed, is call to military service. The successful course of events for a graduate of educational institutions of primary and secondary vocational education is to find work in accordance with the received professional education.

Social successfulness of an individual after leaving these educational institutions as a measure of upward mobility is confirmed as well by his entering an educational institution of vocational education, providing the higher levels education and qualification (i.e., college, university).

There also possible variants associated with combining work and study, including the courses, etc.; variants when the graduate performs the work that does not require professional education he had received,

but requires a complete general education. Professional knowledge is not used in these cases, but accumulated experience of general education finds use.

To noted above (both in relation to graduates of complete secondary school, and to graduates of primary vocational education institutions) it should be added that use of the potential which an individual received in a particular educational institution, depends on his will too, that is, on his value system. And the value systems, as we know from a number of studies, differ in the different groups constituting the society. An individual can obtain a qualitative complete general education, can have the opportunity for its implementation for the purpose of social advancement, and with it can have intentions to diverse life trajectory.

Factors determining the accessibility of high-quality education can be represented by two groups: group-forming and context-dependent.

Group-forming factors are associated with the characteristics of the subjects of getting education: the type of human settlement, the health status and socio-demographic characteristics of pupils, social and professional status of their parents, their level of education and the sphere of the economy in which they are employed, the material situation of the family, social and informational competence of parents, family educational traditions [4].

Another group of factors — context-dependent — is related to environment (institutional, cultural, economic) that influences both the availability and the quality of education. This includes institutional changes affecting the conditions of choice of educational trajectory and the probability of its passing (personal circumstances, tuition fees, etc.), the indicators of resources of the education system, its financing mechanisms, as well as the socio-cultural context (national identity, regional characteristics, etc.).

Thus, the educational trajectory in the system of designing results of vocational training should be person-oriented to result of vocational training, taking into account not only the interests of the entity that provides educational services, but also of the individual receiving these services.

References:

1. Об образовании в Российской Федерации: Федеральный закон от 29.12.2012 г. № 273-ФЗ (вступает в силу с 01.09.2013 г.) // Рос. газета. — 2012. — 31 декабря.

2. Социально неактивное поведение (по трактовке авторов исследования) — означает, что индивид не работает и не учится.
3. Новиков, А.М. Развитие «самости» студента (категориальный аспект проблемы) // Высшее образование в России. — 2011. — № 11/2011. — С. 130—136.
4. Мудрик, А.В. Социализация человека / А.В. Мудрик. — М.: Издательский центр «Академия», 2006.

Translated from Russian by V.B. Kandratsenka