

# CONTINUING EDUCATION: FROM INTEGRATION TO REGULATION

V.N. Vvedenskiy

Continuing education can be considered from positions of an individual, educational process, as well as the structure of the education itself. We adhere to the proposition formulated by A.M. Novikov that “a system-forming factor of continuing education is, obviously, its integrity, that is not a mechanical application of the elements, but a deep integration of all educational sub-systems and processes” [1, p. 202].

The integrity of the system is achieved with the help of integration processes. It is integration of the system elements that determines the appearance of new system attributes, which are not peculiar to particular elements of the system. Thus, the main indicator of integration is that the operating efficiency of this system will be bigger than the sum of the operating efficiencies of its subsystems.

Let us consider the continuing education from the aspect of its structure. Thereupon it is necessary to define the hierarchy and structural components of the continuing education system as well as relationship between them. The system of continuing education may be divided into general and professional education, basic and additional professional education. The system of additional professional education in its turn may be divided into 4 levels: regional level (institutions for advanced training), the municipal level (methodological centers), the level of institution (local - from the place of work) and personal level (self-education).

As a rule, when considering the levels of education, the fourth (personal) level is not considered. From our point of view it is wrong, because the learner not only participates in interaction within these levels, but also is “a teacher for himself.” In addition, continuity of education is achieved due to the inclusion of the personal level in the system of additional education. Otherwise, such a system would be discrete.

In the framework of professional education one can consider the integration of basic and additional professional education as well as the integration of regional, municipal, local and personal advanced training. The need for integration of basic and additional professional

education has already been reflected in the new law of the Russian Federation “On education”, where these subsystems are combined into a single level of education (higher).

We share scientific views of P.G. Shchedrovitsky concerning the fact that system of additional education (advanced training) is the center of continuing education and personal development, performing the utmost increase in the level of education and development of the individual [2]. There are several explanations of this idea. Basic professional education is mastered during 4-6 years nonmetering the real conditions in which a specialist will have to work. A specialist improves his professional skills throughout his professional career that is decades. Moreover, this process has real (real field of problems) and included (a specialist works on a real problem field) character. Exactly in the process of training a specialist understands the art of his profession and may become an expert at his trade.

The concept of “integration” was introduced into science in 1857 by H.Spencer, who linked it with the concept of “differentiation.” If integration in science appears in the establishment of links between different concepts aimed at comprehensive view and construction of the research space, then differentiation is implemented in the right of functioning of one (dominant) methodological direction, which allows the researcher to implement the original individual position. This situation can be generalized to any professional activity, at the same time integration is being understood as a comprehensive and general study of the problem field of the future expert (reflects goals of basic professional education), and differentiation is being understood as realization of individual style of professional activity on the basis of general regularities (reflects goals of additional professional education). The need to link these objectives is obvious, but so far it is poorly implemented. After all, nature and volume of use of basic professional education results in not half enough.

Therefore, in our opinion, the integration of educational problems, education content, professional and teaching staff of basic and additional professional education, in order to solve real problems of a working specialist, is crucial in the decade ahead.

Let us consider the professional education as a process of training and education. It is widely believed that the dominant subject of integration in education is its content. This often leads to the fact that in the learning process appears a simple “overlapping” of the newly mastered education content on the existing content in the minds of

learners. As a result - an overabundance of unclaimed information, the duality of its perception, reduction of the educational process relevance.

A. Danyluk rightly pointed out, that it is not the content itself that is integrated in education. In the educational system consecutive integration of knowledge and consciousness takes place. And this process ensures teacher activities [3]. In the course of this integration occurs not “overlapping” but rethinking, reflection and correction of the existing knowledge.

As we can see, problems of regulation (when considering levels of education) and self-regulation are crucial if you want an informal solution of the problem of integration of education.

From our point of view, the main reason for education crisis precisely consists in the weak regulation of the system of continuing education. This becomes apparent in social, level regulation, in regulation between pedagogic science and practice, inside the pedagogic science (e.g. evaluation of scientific workers) as well as in self-regulation. Low level of social regulation is determined by violation of undeniable interconnection of society and state on the one hand and education on the other hand, because fundamental changes in the Russian society and state are not accompanied by adequate real changes in national education. Even those innovations that are introduced by the Ministry of Education and Science of the Russian Federation (USE, competence-based paradigm, increasing the prestige of pedagogical work, etc.) encounter serious opposition from lobbyists or simply can not be effectively implemented by most specialists of the education system.

When considering professional education from the point of the individual it is necessary to determine the social order of the education system. D. Feldstein pointed out that “society today needs the type of person who can live in a constantly changing world view of his own qualitative changes” [4, c. 4]. It is the level of completeness of the key competencies which allows a person to adapt to new conditions and to live adequately in a continuously changing world. This leads to changes not only in society, but also in the man himself, and therefore the most important task of education is to develop the core competencies of students, which are based on self-regulation. Therefore, competence-based approach to education - is an effective mechanism to overcome the current crisis.

As is generally known, interconnection of psyche with activity is unquestionable fact in psychology. It is the individual's mentality that

regulates individual behavior on the basis of the reflection of external reality and its correlation with human needs. The psyche as a property becomes apparent only in its interaction with the environment.

Thus, the outer side of the social order in the system of education is the development of key competencies of students, in which self-regulation is a nucleus, and individual's mentality development is the inner side. Relying on the ideas of B.F. Lomov we have proved the necessity and sufficiency of development of the following core competencies of students: cognitive (including knowledge and intellect), regulatory (including self-regulation) and communicative [5].

The problem of interconnection and interdependence of core competencies (their integration) should be a priority for the psychological and pedagogical sciences. The interdependence of language and thinking is established, but statements concerning dependence of the regulatory competence on the cognitive and communicative competences are quite controversial. Although the impact of intellect on the regulation of mental and behavioral activity was formulated as far back as in 1924 by L.L. Thurstone nevertheless the following words of Albert Einstein "we should take care not to make the intellect our god; it has, of course, powerful muscles, but no personality" are recalled. Therefore, the regulation processes in the system of continuing education require deep and extensive research.

### **Bibliography**

1. Новиков, А.М. Российское образование в новой эпохе / А.М. Новиков // Парадоксы наследия, векторы развития. — М., 2000.
2. Щедровицкий, П.Г. Очерки по философии образования / П.Г. Щедровицкий. — М., 1993.
3. Данилюк, А.Я. Теоретико-методологические основы проектирования интегральных гуманитарных образовательных пространств: автореф. дис... д-ра пед. наук / А.Я. Данилюк. — Ростов-на-Дону, 2001.
4. Фельдштейн, Д.И. Проблемы психолого-педагогических наук в XXI веке / Д.И. Фельдштейн // Педагогика. — 2013. — № 1.
5. Введенский, В.Н. Моделирование профессиональной компетентности педагога / В.Н. Введенский // Педагогика. — 2003. — № 10.

*Translated from Russian by M.N. Nepachatykh*