

INDIVIDUAL EDUCATIONAL TRAJECTORIES IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY

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Abstract

The article reveals the content of the concept of individual educational trajectories, analyzes the advantages of introducing individual educational trajectories into the system of higher professional education, substantiates the effectiveness and necessity of introducing individual educational trajectories into the educational process of the university.

Keywords: Modernization of education, continuous education, individual educational trajectories, design of individual educational trajectories.

Introduction

By the beginning of the 21st century, scientific and technological progress had led to rapidly developing processes of globalization, which led to the entry into the world of high technologies and the Internet, the concepts of “global economy”, “global ecology”, “global education”, etc. The American forum “Global Education” and UNESCO held an international conference “Bridges to the Future”, which defined the role and main directions of development of global education in the 21st century. In the context of global educational trends, which are called “megatrends”, there is a change in education. These changes include: the mass nature of education and its continuity, leveling as a new quality; significance both for the individual and for public expectations and norms; focus on the active development of methods of cognitive activity by a person; adaptation of the educational process to the needs and demands of the individual; orientation of education to the personality of the student, providing opportunities for its self-disclosure. In this regard, there is a search for new approaches to education: development of a new way of thinking and a new lifestyle for future generations; search for non-standard answers in research activities that contribute to the development of creativity, independence, professionalism and responsibility - personal qualities that are so necessary in modern socio-cultural conditions. In the new conditions, the teacher becomes the bearer of culture and its creator, the successor and creator of world pedagogical experience. Requirements for the level of training of professional personnel have changed, the need has increased for specialists who not only have mastered their profession, but are also well-versed in related areas of activity, who are distinguished by the ability to act quickly, make decisions, work with high productivity and efficiency, solve non-standard professional problems, and are ready for constant personal and professional self-development.



The acceleration of the pace of socio-economic development of the information society, the expansion of the scale of professional mobility, and the changed requirements for the quality of professional education have entailed the need for the practical implementation of the conceptual installation of “education throughout life”. As V. N. Skvortsov notes, the need for continuous education is associated not only with the ever-accelerating process of accumulation of scientific and technical information necessary for optimizing human behavior and activity in the modern technogenic environment, but also with the no less intensive (although less noticeable and not so strictly determined by the realities of modern society) process of increasing (increasing) knowledge in the humanitarian sphere, in the sphere of human culture [10;11].


Continuous education is a process of growth of educational potential throughout life, organizationally provided by the system of state and public institutions and corresponding to the needs of the individual and society. Its purpose is to satisfy the individual's need for development, self-development, self-organization, self-actualization and self-realization in social and professional life. Continuous education ensures the constant readiness of specialists to master innovative labor technologies, and therefore, contributes to the resolution of contradictions that have led to the crisis of the existing educational system. Such contradictions, in particular, include: the observed gap between the demand formed in society for a socially responsible, free and effective personality and the level of professional activity of most specialists that does not correspond to this demand [11]; the discrepancy between the current requirements of the labor market and the content and results of basic professional training of future graduates

The introduction of a two-tier system of higher education and the concept of continuous education allows for the possibility of multidimensional movement of the individual in the educational space and the creation of optimal conditions for such movement. One of the most promising areas for increasing the effectiveness of higher education in modern socio-economic conditions is the design and institutional support of individual educational trajectories of students. T.Yu. Lomakina considers an individual educational trajectory as:

- one of the ways of implementing individualization in the conditions of the new paradigm, which relates primarily to the activity of the student as the subject of his own education. At the heart of this concept is the student's own role and responsibility in the implementation of cognitive activity, which reveals his personal potential;
- a targeted process of designing an educational program, in which the student acts as the subject of choosing, designing and implementing his educational path with the pedagogical support of the teacher;
- a continuous conditional line along which an individual moves in the educational space in accordance with the levels of preparation (educational qualifications) and taking into account the continuity of previously acquired knowledge [4].

An individual educational trajectory characterizes a certain sequence of elements of each student's activity to achieve their own educational goals, corresponding to their abilities, motivation, interests, which is carried out with the coordinating, organizing, consulting activities of the teacher. The concepts of "individual educational trajectory" and "educational





program" are interconnected on the basis of educational standards. The student consciously chooses an individual educational trajectory. The implementation of individual trajectories is carried out on the basis of individual curricula and educational programs, the choice of training modules, a set of cumulative rating indicators for students, professional and psychological assessments in the portfolio, as well as on the basis of distance, electronic and project-based learning. The target guideline for designing an individual educational trajectory is the predictive matrix of specialist competencies. The basis for constructing individual educational trajectories is a conscious and responsible choice by the subject of the target orientation for realizing his or her professional and educational potential. This choice is determined by the social and professional orientation of students, their value-semantic orientations, the presence of alternative educational programs, as well as the capabilities of other educational organizations. Trajectories are designed based on professional and educational standards. This process meets the need for professional self-determination of an individual - finding personal meaning in the professional and educational programs being mastered and the professional activities being performed. In psychological and pedagogical literature, the concept of "individual educational trajectory" is sometimes used together with the concept of "individual educational route". In educational practice, these terms are often considered identical or closely related, and then the implementation of an individual educational trajectory is revealed through the design of individual educational routes.

Individual educational trajectories, according to A.V. Khutorskoy, are “a personal path to realizing the personal potential of each student in education,” and the personal potential of a student is understood as the totality of his organizational, activity, cognitive, creative and other abilities [9].

Zeer E.F. considers individual educational trajectories as a condition for individualization of professional development of the individual in the space of continuous education. In this case, the individual acts as a subject of designing his/her professional biography. Individual trajectories are implemented on the basis of individual curricula and training programs, selection of training modules, a set of cumulative rating indicators, professional and psychological assessments in the portfolio, distance learning, implementation of electronic and project-based learning [3].

At the same time, the system of continuous education must ensure three main conditions [5;6;7]:

continuity of educational standards and programs of various levels of general and vocational education;

the possibility of temporary suspension and resumption of education, changing its form, choosing an individual educational trajectory, improving qualifications, retraining, etc. in order to maintain both a high level of general education and professional competitiveness, meeting the demands of the labor market;

the absence of dead-end educational programs, educational institutions, areas and types of education that do not provide the opportunity to continue both general and vocational education.



The essence of individual educational trajectories is a conscious and responsible choice by the subject of the target orientation of the implementation of his/her professional and educational potential in accordance with the established values, attitudes and meanings of life. The choice of an educational trajectory is determined by the socio-professional focus of students, their value-semantic orientations, the availability of alternative educational programs, the capabilities of educational organizations, as well as the characteristics of the labor market and the needs of the regional economy for personnel. The construction (design) of individual educational trajectories is due to the need for self-determination of the individual, finding personal meaning in the educational programs being mastered and the professional activity being performed. Since the design of individual educational trajectories is carried out in situations characterized by uncertainty, this process requires mastering the methodology for developing a socio-professional forecast and designing individual educational trajectories.

Designing individual educational trajectories is a meaning-generating activity of forecasting one's future. Carrying out this activity presupposes prognostic competence, which determines the construction of possible routes to achieve the future. The introduction of individual educational trajectories into the practice of the educational activities of the university will ensure the basic requirements for modern education - its variability, flexibility and individualization. Researchers identify the following competencies, the formation of which occurs as a result of the introduction of individual educational trajectories of students:

- readiness to solve problems, i.e. the ability to analyze non-standard situations, set goals and correlate them with the aspirations of other people, plan the results of one's activities and develop an algorithm for achieving them, evaluate the results of one's activities, which allows one to make a responsible decision in a given situation and ensure its implementation through one's actions;
- technological competence, i.e. readiness to understand instructions, descriptions of technology, algorithms of activity, to strictly adhere to the technology of activity, which allows one to master and competently apply new technologies, to think technologically in certain life situations;
- readiness for self-education, i.e. the ability to identify problems in one's knowledge and skills when solving a new problem, to assess the need for this or that information for one's activities, to conduct information searches and extract information from various sources on any media, which allows one to flexibly change one's professional qualifications, to independently acquire the knowledge and skills necessary to solve a given problem;
- readiness to use information resources, i.e. the ability to make reasoned conclusions, use information to plan and implement one's activities, which allows a person to make informed decisions based on critically understood information;
- readiness for social interaction, i.e. the ability to correlate one's aspirations with the interests of other people and social groups, to interact productively with members of a group (team) solving a common problem, which allows one to use the resources of other people and social institutions to solve problems;
- communicative competence, i.e. the readiness to receive the necessary information in dialogue, to present and civilly defend one's point of view in dialogue and in public speaking



based on the recognition of the diversity of positions and a respectful attitude towards the values of other people, which allows one to use the communication resource to solve problems [1;2;8].

Thus, the introduction of individual educational trajectories into the organization of the educational process of the university allows us to highlight a number of advantages:

- increasing the student's personal responsibility for his/her learning;
 - increasing mutual discipline and responsibility of participants in the educational process;
 - ensuring equal learning opportunities for students with different educational situations;
 - ensuring a more objective, transparent system for assessing student learning outcomes.
- Despite the obvious need to implement individual educational trajectories for students, the issue of technologies and algorithms for designing individual educational trajectories for an individual remains open. In this regard, the development of a technology for psychological and pedagogical design of individual educational trajectories for an individual seems very promising.

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