

The determinants of the quality of higher education of teacher professional training

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Abstract

© 2018, Kazan Federal University. All rights reserved. There is a high demand for teacher vocational training in secondary vocational educational institutions. The training of such teachers in post-secondary institutions needs to take into account the factors (determinants) of its quality and the challenges facing modern educational practice. Building on earlier work by Russian researchers, particular attention is paid to the ideas about the quality determinism of higher professional and pedagogical education by integration processes in the society. However, in the works reviewed there is no agreement of the quality determinants with the tasks of vocational training teachers' qualifications as well as with their solutions. The article highlights the determinants of the quality of vocational training teachers' qualifications in higher education, based on the analysis of the actual tasks of vocational training teachers' qualifications. The research used substantive and formalized approaches to investigate the content and interrelation of the determinants of the quality of the higher professional and pedagogical education, together with the actual tasks of preparation and their solutions. It shows the interdependence not only of the tasks facing educational practice, but also their solutions. In order to ensure the sustainable development of a society and the knowledge economy, decisions on the implementation of standards and recommendations of quality assurance in the European Higher Education Area, must take into account: • the interdependence of the main spheres of society's life, • the integration of competence and cultural approaches in the qualifications of future teacher vocational training, • and the orientation of higher professional and pedagogical education. This work has led to further detailed research in the context of the essence of higher professional and pedagogical educational quality.

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Keywords

Competence-based approach, Cultural approach, Determinant, Integration, Professional-pedagogical education, Quality assurance, Quality of education, Society, Stakeholders

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