

Scientific-Theoretical Background the Organization of Geobotany Employees of the Micro Enterprises Sport and Recreation Sector

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ABSTRACT

The relevance of the research problem due to the needs of the labor market, terms of developing economy of micro-entrepreneurship in sport and recreation sector and the demands of the subject of labour activity to professional training without discontinuing work. The purpose of the article is to understand the current issues aspects of pedagogical learning situation of a potential employee an experienced professional when using the internal resources of micro-enterprises. A leading approach to the study of this problem is systematically-activity, which allows to represent the process of professional learning in conditions of the micro-enterprise as a system activity of subjects for the development of professional competence of the employee sports and recreation sector. The results of the research showed that the process of training and professional interaction of the micro-enterprise employees to be effective if educational-vocational interaction of the micro-enterprise employees will be considered as a productive mutual agreed actions of subjects of labour, aimed at solving educational and professional problems in the process of joint labour activity. The article can be useful to researchers of the problem of industrial education in the current socio-economic conditions, from a practical point of view - chiefs of micro-entrepreneurship in sport and recreation sector.

KEYWORDS

Adult education, micro-enterprise, professional training, training and professional interaction

ARTICLE HISTORY

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Introduction

Rather dangerous terms of volatile socio-economic situation ask for high demands to the skill of the employees, level of general and professional competence, professional mobility, ability to acquire new knowledge, skills and

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abilities and to adapt their professional activity in accordance with the change in the content of work (Fedorov, 1999; Davydova et al., 2016; Fedorov & Davydova, 2014; Shaidullina et al., 2014; Bolgov & Abashev, 2016; Sultangazinov et al., 2016). The modern market of educational services strives to meet the needs of the adult population in professional training and development. However, the financial possibilities of the person who is under the threat of dismissal, or a forced change of professional activity, is not always possible to benefit from paid educational services, the person must promptly return to the sphere of material labour and to receive remuneration for their work. The arising contradiction between the proposals of educational services market and human capabilities to take advantage of these offers a potential employee decides through a profession directly by the company, in particular, the micro-enterprise sports and recreation sector where there is a need in human resources, where there is a guaranteed workplace during and after training and maybe saved the tradition of educational-vocational.

Federal Law "On education in Russian Federation" № 273-FL dated 29th December 2012 interprets professional training as the acquisition by individuals of various age groups professional competence, obtaining the qualifying categories, classes, and categories in the profession of the worker or office employee without a change in the level of education (Chapter 9, article 7). Professional learning is possible in organizations engaged in educational activities, including training centers of professional qualification and manufacturing, as well as in the form of self-education (Silkina & Vaganova, 2014; Davydova & Dorozhkin, 2016) learning the basics skills in professional activities gives the person social and financial protection, offers the prospect of professional self-determination (Zeer & Pavlova, 2009).

The questions of organization of educational and professional relationships with the employee up to the employer if necessary to update the skills of employees who are capable of performing at a higher pace more complex work at a high quality level (Komleva, 2011). From the point of view of the organization of learning at work, the heads of micro-enterprises in sport and recreation sector are in difficult conditions. In this case, under the micro-enterprise we understand natural or legal subjects who conducts entrepreneurial activity corresponding to the conditions: 1) the total share of foreign participation capital does not exceed 25%; 2) average number of employees during the calendar year of up to 15 people; 3) the limit values of the proceeds from the sale of goods (works, services) for the calendar year exceeds 60 million rubles. In the conditions of shortage of personnel modern managers of micro-enterprises in sport and recreation sector can independently resolve the issues of professional training, giving a skilled profession and full education of qualified professionals. The need for positive changes in the organization of professional education and full education in the workplace stimulates interest in research related to the search of effective mechanisms of this process in terms of micro-enterprises in sport and recreation sector. In accordance with the set aim determined the following research tasks: to specify essence of concepts of educational and professional interactions in the context of micro-enterprises, to conduct a comparative analysis of possible models of the organization of the process, and to analyze the actual situation of the ability to meet the needs for professional training of employees of micro-enterprises.

Methodological Framework

Research methodology

The methodological and theoretical basis of the research were fundamental works on the fundamentals of methodology and methods of educational content (Babanskii, 1982; Gershunsky, 1998; Kubrushko, 2001; Nayn, 1997); conceptual development and continuous advance professional education (Novikov, 2002; Novikov & Zuev, 1997; Romantsev, Fedorov & Mokronosov, 2012; Fedorov, 2000); research in the field of student-centered professional education (Zagvyazenskiy, 2008; Zeer, 2008; Yakimanskaya, 1979). The research was made on the basis of legal requirements the current legislation in the field of professional education; development of small and medium enterprises.

Research methods

The following research methods were used to solve the set tasks: theoretical study and analysis of psychological, pedagogical, sociological, scientific-methodical and special literature on the problem under study; a systematic approach to the disclosure of the nature of the problem and the formation of conceptual-terminological apparatus research; research and analysis of legislative and normative-legal acts; empirical – pedagogical observation, generalization and study of teaching experience, pedagogical design, questionnaire, interview, interviews, analysis of results, method of expert evaluations and their generalization.

Expertly-search base of the research

The experimental research base of the study was 52 micro-enterprises of the Sverdlovsk region, the study involved 379 people.

Results

Domestic experience of production of pedagogy and its transformation in the modern socio-economic situation

Historically known different types of organizational culture professionally-educational activities. On the path of development of Russian production from handicraft to manufacture, machinery, industrial and high-tech change forms, methods and centralization of the personnel training. Domestic experience of professional training versatile, has in its arsenal, as the imported European version, adapted to the needs and opportunities of Russian reality, and "own", unique, world heritage in pedagogy.

The emergence of professional learning can be attributed to the pre-state and early-state period, when the method of organization and management, confined within the family or community, were rational for their time. The system of home teaching professions were distinguished by versatility, adults are gradually introduced to the younger generation in built system of survival and reproduction, giving the amount of knowledge which is necessary to conduct a very simple economy. Professional knowledge within the population was qualitatively uniform throughout a long period of time. Consequently, the transfer of this knowledge was stable and unchanging, and pedagogical conditions assumed only the presence of a life of example for experience



development. By the middle of the tenth century there emerged a new structure of the craft, on the basis of home and community-based fishing craft has developed production which was organized on the use of manual labor.

Professional training by that time had two bases: theoretical and generalized knowledge that can be communicated verbally, and the dominant practical; these bases are closely intertwined, their separation came later. The model of the educational-professional relationships "master-student" can be described as follows: the student helps the master in the work begins with the most simple things and step by step he takes a greater part of the work of the master. The learning process dragged on for years. The student being an object of professional impact of socially and economically, depended on the master, he had no freedom of choice, was not admitted to the so-called secrets. The master acting as the subject of educational-professional relationships in the process of learning had a direct impact on the object of the pupil or pupils, dependent on the master the entire period of study (Figure 1).

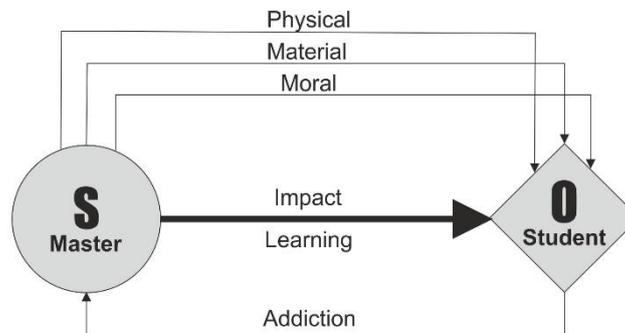


Figure 1. The model of of the educational-professional relationships "master-student" in handicraft studying till the end of 20th century

The industrial revolution in Russia 30-40 years of the XIX century, changes in the socio-economic life of Russian society, the need for a significant number of educated workers and production managers became the impuls for organized training of local specialists, development of professional education. In the above model dependence disappears as the relationship of the disciple with the master (Figure 2) and consequently weakens the influence of the master. In the end, the quality of professional training does not meet the requirements of developing production. Consequently, this model of educationally-vocational hip ceases to meet socio-economic needs of society at that time.

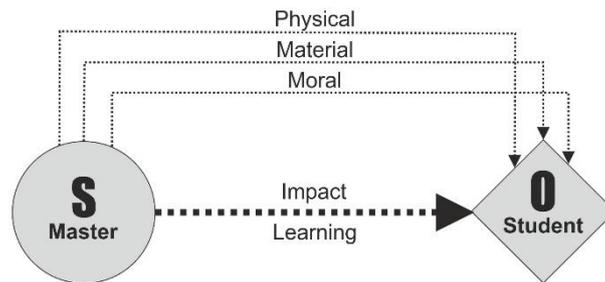


Figure 2. Modifications in the model of educational-professional relationship of master and disciple in craft apprenticeships (end of 19th - beginning of 20th century)

An analysis of historical (early twentieth century) model of educationally-vocational of master and student in the household and craft apprenticeships showed that:

- this model for several centuries been the main form of organization of vocational training;
- the transfer of knowledge from master to disciple was carried out directly in the oral form and demonstrate techniques;
- the pupil as an object of educational influence was dependent on the master, did not have another opportunity to acquire professional knowledge, to show independence in the choice of profession and the method of its obtaining;
- in the early stage of the society development model of educationally-vocational "master-student" solved the social-pedagogical problem effectively, however, with the development of the social relations of science and production has not changed the conditions of implementation of the model of "master-apprentice" has led to declining productivity, strains of educationally-vocational in the direction of exploitation of labor of the student;
- occurred socio-economic changes has necessitated a change of conditions of realization of model of training and professional relations "master-student".

Mass professional school received its development in the twentieth century. At the same time professional training of workers in the conditions of material production remains in demand: training of new employees directly at enterprises is carried out through individual learning, team training and course training. In pedagogy as an independent branch stood out productive pedagogy – the science that studies the regularities of teaching and upbringing of young workers in terms of labor activities, taking into account their physical and mental characteristics, and moral and ethical principles and socio-political conditions (Batishev, 1976). A new model of training and professional situation "coach-student" differs in essence from the relationship master-student." Coach in the socialist enterprise was appointed policy-making, it was the additional responsibility of an experienced worker, which was also regarded as a socially significant activity, like formal exercise. The coach's student had a greater subjective freedom: he voluntarily took the decision on the choice of profession and the way it is received, could terminate the employment relationship, however, in the educational and professional process remains the object of influence. The coach is responsible for the quality of training, the student

receives the ready knowledge in the form of instructions, regulations, regulations. Under favorable conditions, the model of educationally-vocational between teacher and student (Figure 3) is quite productive: the student is in a short time mastered the profession, the coach was a role model in social and professional relationships, the student could for years to keep the respect and sense of gratitude for the knowledge and moral compass.

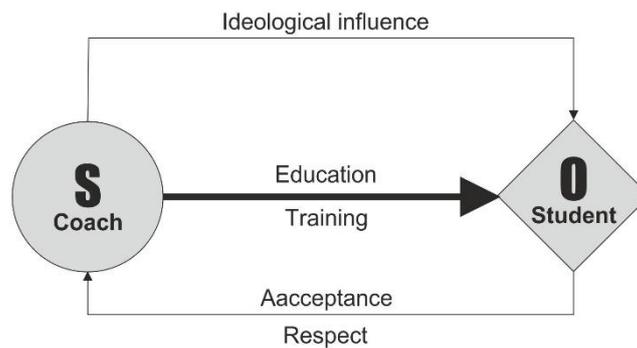


Figure 3. Model of educational-professional relations between teacher and student in the socialist enterprise (1920-1990th of 20th century)

In the 90th of the 20th century the described model is no longer in demand in the industry due to the loss of its main component – ideological orientation (Figure 4). Inertia enterprises issued orders on appointment of teachers, they even paid a financial reward, but the relationship to mentoring was formal. To the end of the the century this model can be considered unproductive, the relationship coach-student preserved only in the workforce, less affected by economic and social reforms. The coaches in this historical period was actually only one function – to help the young specialist in occupational adaptation in the workplace, which in practice was to help in establishing communicative contacts with colleagues and management.

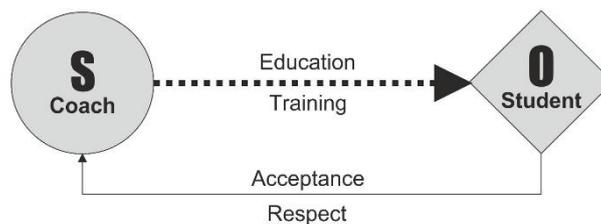


Figure 4. Modification of the model of educational-professional relationship of coach and student (the end of the 20th century)

Thus, the analysis of the model of educational-professional relations between coach and student in the process of professional learning in the workplace in the twentieth century revealed the following:

- model of educational-professional relations between coach and student in the Soviet production had been productive form of higher cultural and technical level of workers;

- policy securing a coach for student (students), the presence of formal role prescriptions regulate the activities of participants in educational-professional relationships;
- the main function of the coach – Communist education and training of young workers, while the coach spoke not as an individual but as the best representative of the labor collective, promoter of the ideals of socialist labor;
- pedagogical science methodically provided social mentoring were the features of the constituent parts of the pedagogical process that takes place directly in production, and scientifically justified forms of organization management of the process of vocational training in the sphere of material production;
- training in the workplace was not the only form of training;
- model training-professional relationship between coach and student (students) has been widely used in professional training of students of professional schools and students of the college, and the period of professional adaptation of graduates of higher education institutions;
- the effectiveness of the training depended on the personality of the coach and its relationship to additional public activities, pedagogical intuition, authority, and responsibilities;
- the loss of ideological orientation significantly weakened the pedagogical impact of the coach on the student;
- changing socio-economic conditions in the late twentieth century led to spontaneity in the reproduction and the distribution of labour, the emergence of a competitive struggle for the workplace. In such terms, the model of educationally-professional relations between coach and student (students) became less productive and almost not reproducible;
- the accumulated theoretical knowledge in the field of mentoring was inefficiently implemented in educational practice in recent decades.

In the same period, the study of mentoring has almost stopped. Later researchers noted (Vasiliev, 2015) that the disappearance of the mechanisms of continuity in the professional environment led to the generation gap, aging of workers and the exclusion of young people in employment. Also, they noted the discomfort encountered in professional communication and the frustration experienced experts encountered limits opportunities to realize their potential through the training of young workers.

In the early 21st century there is a sharp change professional priorities and values mentoring in formal relations were not observed. It is expected that the coach during the training period the student partially relieved from fulfilling its labor obligations for the implementation of training activities, receives additional remuneration. However, in tough economic conditions, employers cannot always afford to release the labour unit for the full provision of educational services to the beginner. Modern researchers (Dubenkova, 2004) draw attention to the revival of the institution of tutorship without formal fixation. Interaction with the mentor is objectively necessary stage of professionalization, in particular, to resolve problems of the early independent activities.



Summarizing the data of the analysis of historically developed models of educationally-professional relations of employees, we note that these relations have existed since the pre-state period of the development of society. Models of educationally-professional relations "master-student" and "coach-student" in fact the effects are subjective-objective. Communication within the analyzed models are changing with the changing socio-economic conditions. In a certain historical period models educationally-professional relations successfully solved the social-pedagogical problem, but over time the model is deformed and no longer meet the demands of society. At the present stage there is a revival of informal educational activities in terms of production, appeared in the literature synonyms for the mentoring that characterize the different sides of this phenomenon.

A research of the needs of the subjects of labour micro-enterprises in the professional training and opportunities to meet them

A comparative analysis of the theory and practice of professional education and the needs of existing micro-enterprises in labor force allowed to underline the contradiction between the need of development of professional education and full-education of the micro-enterprise employees in the workplace in the process of teaching vocational interaction and insufficient development in the theory of professional formation of organizational-pedagogical terms of such interaction. With this purpose we studied the perception of managers of micro-enterprises on training their employees, which showed their dissatisfaction in cases where the employee is qualified in a certain area, but the employer is obliged to take it to work, since is experiencing an acute shortage of personnel, and the employee sees necessary capacity; is a graduate of the institution EVE, SVE, but is not sufficiently formed professional skills and experience; was retrained under the program of advanced training at the employment Center and also has practical skills in the newly adopted profession; transferred to the employer (supervisor) from one work area to another requiring additional competencies (Komleva, 2011).

The need to full-educate occurs if the workers with the profession, unable to fully meet the eligibility requirements as long as they have not acquired the desired knowledge and skills. The concept of "full-education" as a pedagogical term in science is not fixed, but is widely used in the practice of educational services. So, driving schools offering courses of full-education for drivers with little experience or a great break in driving of the vehicle, employers of large corporations publish ads vacancy offer full-education in the training centers of the corporation. Etymologically, the word "full-education" goes back to the merger of the words "training" and the word "Supplement" as a prefix to; therefore, "full-education" is synonymous with the word "training" is semantically different from the dominant value "supplement training". V.I. Petlin (2007) in a study on the problem related to the search of effective organizational and pedagogical conditions of preparation of the personnel for the enterprises of nuclear-technical industry determines full-education as the additional training received by the enterprise employee in accordance with the requirements of its functionality. In research in the field of adult education can be found close to the term "dobuchin" terms "additional training", "finish" (Novikov, 2002). The additional training – the process of adult education, carried out before implementation of the new socio-economic tasks aimed at updating

knowledge and skills of the specific professional activity in the conditions of changed socio-economic environment, aimed at obtaining socially important result of the work of adults. In our study, we have focused on the following understanding of the term "full-education" is the process of obtaining new necessary for professional activities of information, learning of new skills and adjusting existing professional knowledge and skills based on the professional information.

In the studied situation, an important factor is the willingness of entrepreneurs to invest resources in training. Revealed that 72 % of respondents are willing to invest in training; 12% – are not ready to do it, since the company is located in economically critical conditions (during the formation period of the bankruptcy); 16% put the responsibility for learning entirely on the employee, believing that he must care about improving their professionalism. In addition, respondents explained their reluctance to pay for training that a trained employee becomes competitive and can choose for themselves other employment conditions, that is another employer.

Important is also the choice form of education. Thus, of the 376-and of respondents 22% recognize the most effective training out of production (they are not ready to conduct their own training without having to do special database, conditions, teachers); 20% and external training; 58% prefer in-plant training, believing that it is directly linked to the requirements of the particular workplace. 46% point out that for the successful implementation of training at the facility it is necessary to create certain conditions. It should be noted that the underestimation of this fact (54 %) reduces the effectiveness of the training. Entrepreneurs are aware of the feasibility of additional incentives that increase the efficiency of the academic work. In General, managers recognize the need for training of workers and understand the importance of a professional approach to learning as an integral part of the overall management of a micro-enterprise.

The results of the study the interest of potential employees in professional learning and full-education in terms of micro-enterprises showed that persons without a professional education, preferred to get a profession in school. In contrast, having a profession, but internally not working, preferred learning in the enterprise. This choice allows you to achieve the aim without costly and time-consuming, largely guarantees the availability of the workplace (78 %). Mature people with families, noted that it is not ready to learn for learning's sake, they need quick results and re-employment. Among the motives training in micro-enterprises is shown in the horizontal career, giving the opportunity of mastering related professions, visions of the whole process of production or provision of services, participation in planning and defining the prospects of the enterprise.

Training and vocational interaction of subjects of labour in the conditions of micro enterprises sport and recreation sector

In the conditions of crisis is the replacement of inefficient technologies to more modern, which contribute to a significant increase in productivity. To ensure the staffing needs of the sectors of the updated advanced concept training of workers. Based on conducted analysis of historical patterns of educationally-vocational relationship with an experienced professional and potential employee and their transformation in the changing socio-economic conditions, it is possible



to talk about the need to adapt traditional models of training and professional relations "coach-student" to the conditions of modern micro-enterprises.

Preference training on micro-enterprise before the training in an educational institution give adults with previous academic and professional experience. Adult learners differ in the motives and incentives for learning from teens and young men who are in the process of learning supports the desire to become independent and adults. The basic situation of adult education (Dudina, 2008), in contrast to traditional pedagogy, is that the leading role in the learning process, plays learning, and the student. Function learning in this case is to assist the learner in identifying, systematizing, formalizing personal experience of the past, reviewing and completion of his knowledge. The situation of vocational training in conditions of micro-enterprises is to build a relationship of trust between the trainers and learners. In this regard, the basis of the organization of the training process becomes training and professional interaction of subjects of labour pursuing a specific and attainable learning goal (Figure 5).

The process of influence of people on each other, in which every action is perceived as in the previous step, and the expected result from the other, in social psychology and pedagogy denoted as interaction.

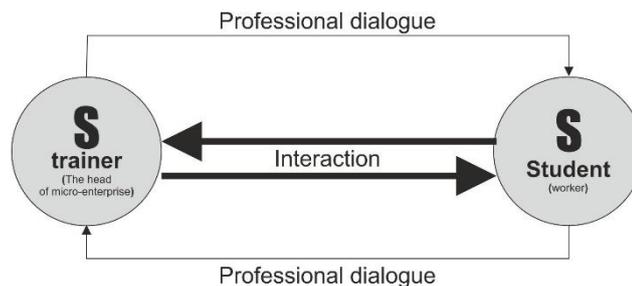


Figure 5. Model of training and vocational interaction of subjects of work in terms of micro-enterprises

Any interaction implies the existence of at least two participants, and represents actions with a strong focus on the other person. Interaction in learning activities close to the definition of pedagogical interaction, where the personal contact of a coach and a student is aimed at mutual change in their behavior, activities, relationships, settings. It is characterized by such feature as the feedback, that is, the presence of the reaction. The reaction may not be followed, but it is supposed to. For the student it is important to know at what level he performs the task, he needed an external evaluation of their coach. For the coach is just as important to know the degree of assimilation of the transferred material. The assessment can be a score, rating, verbal, symbolic, in whatever form it serves as a feedback signal. In an educational interaction between adults preferred cooperation, partnership, which minimizes the transition to the conflict state, but does not exclude it. Interaction of subjects of vocational activity depends on the nature of work, hierarchical position of subjects, level of experience and practical skills, and many other signs. In interaction with colleagues and possible cooperation, and competition, if these forms of interaction do not lead to unproductive conflicts.

Thus we come to the possibility of defining the term academic-professional interaction between employees in the conditions of micro-enterprise is a productive coordinated mutual actions of two or more subjects of labour, aimed at addressing the training (acquisition of professional competences) and production tasks in the process of joint work with internal resources micro-enterprises.

In this situation, the professional-pedagogical activity realized in educational and professional interaction between a more experienced employee with a less experienced student and worker, different from the usual individual learning in the workplace that the initiative of the organization of the learning process comes from the student, he one does not impose additional knowledge, does not attempt to create external motivation in learning. The training runs parallel with the enlargement process of the production responsibilities of the student. The result is a pedagogical situation free professional communication at the partnerships and student learning.

Discussions and Conclusion

The need for positive changes in the organization of vocational education and geobotany in the workplace has stimulated interest in studies related to the search for effective mechanisms of training of employees in terms of micro-enterprises. The productive pedagogy are revealed in scientific works S.Y. Batyshev (1976) and his disciples, the main provisions and decisions do not lose their relevance in the modern socio-economic conditions. Problems of adult learning reflected in the studies M.N. Dudina (2008) and other scientists dedicated to the study of problems of development of the knowledge and skills of the adult subject of educational activities.

The study of the theoretical sources on the research problem gives reason to conclude that modern science formed a range of ideas and approaches to the study of specific conditions aimed at improving the quality of professional training of workers, in particular, and for micro-enterprises. However, in our opinion, with all this, there remain many unresolved methodological and technological issues include theoretical provisions into practical activity of subjects of labour on the organization of the process of educational-professional interaction in modern economic realities.

The theoretical significance of the research is determined by the contribution to the development of vocational pedagogy by clarifying the concept of educational and professional interaction of subjects of labor; is in the expanded retrospective analysis of the models of teaching and professional relationship between an experienced professional and students of the profession. The results of the study extend the theoretical understanding of the training process and can serve as a basis for further research of the theoretical foundations of the learning process of the micro-enterprise employees in their professional activities. Practical significance of the research is confirmed by the implementation of research results in the practice of organization of educational-professional interaction between employees of micro enterprises sport and recreation sector.

Recommendations



Affected in the present study, the problem is multifaceted and requires further study. The obtained results can serve as a basis for the development of scientific-methodical and educational-methodical maintenance of teaching and professional interaction for specific occupations demanded by microenterprises sport and recreation sector. During the training, entrepreneurs should pay attention to the formation of pedagogical competence of future employers, and to develop the skills of self-education, ability to build professional communication, information culture in the search for and processing of professionally significant information.

Disclosure statement

No potential conflict of interest was reported by the authors.

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