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ANTHROPOLOGY OF MODERN PEDAGOGICAL EDUCATION

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Abstract. The article proves that pedagogy needs transformation and revival. The digitalization of higher pedagogical education due to the not very deliberate and verified inclusion of didactic and methodological content is still perceived by teachers as a negative trend. A study of organizational and pedagogical mechanisms at universities in Russia, Western and Eastern Europe, in the countries of Scandinavia shows that they have practically no anthropological approach, that is, an approach that takes into account the internal characteristics of preparing a person for the pedagogical profession. A promising trend can be considered the development of teacher education at Kazan Federal University, which examines the anthropology of modern teacher education, and anthropological models of teacher training are tested.

Keywords: trends, organizational and pedagogical mechanisms, functions, anthropological approach, teacher education, Kazan Federal University, models.

Introduction

Regulatory documents of the Russian Federation (Letter, 2019; Order, 2014; Concept, 2012) place high demands on the teacher and his training. However, there are practically no measures for his social and professional protection. Therefore, a teacher in Russia is not protected from the arbitrariness of adolescents, nor from the rudeness of parents, nor from the punishments of Rosobrnadzor or the incitement of unfounded criticism in the media. In Germany, for example, a teacher is equated with civil servants (with all privileges available).

Hence the disrespect for pedagogical science in Russia and the high prestige of pedagogical knowledge in England, Germany, France, China and other countries. It is no coincidence that the British say that being a teacher is a privilege, and having a teacher is a blessing.

Everyone involved in teacher education, that is, the theory and practice of training teachers, noticed that during the modernization of higher education (the introduction of undergraduate and graduate programs, the destruction of specialties, the unification of universities, etc.), pedagogy as a science and as a discipline necessary for the training of teachers, began to fade. Now it is easy to find a university graduate who does not know anything about pedagogy (general pedagogy, preschool, elementary, pedagogy for secondary or higher school), does not know about didactics or the methods of teaching and upbringing. In some non-state universities, students are still asking what kind of teachers they will eventually be, that is, they know from school that there are primary school teachers, there are subject teachers related to teaching mathematics, physics, chemistry, literature, history, but what they will be (that is, what to teach) - they do not know, and often the university teachers themselves don't know.

Even at state universities, pedagogy has become the discipline of choice. It is difficult to imagine a teacher who does not know didactics (theory of building a lesson, theory of didactic methods and methods of teaching and learning), methods of teaching the subject (taxonomy of goals, theory of solving cognitive problems, stage-by-stage formation of mental actions, etc.). Therefore, graduates who wish to work at school must independently master the theory in everyday practice.

The hope that the magistracy will be a full-fledged step in higher education did not materialize: the magistracy everywhere has a narrowly focused (programmatic) character. Of course, this is also a negative trend. According to many teachers, higher education in modern Russia is more like a not very organized technical school. The level of higher education has clearly declined.

Pedagogy associated with such names as Yan Amos Komensky, K.D. Ushinsky, A.S. Makarenko, V.A. Sukhomlinsky and others, obviously needs a revival (Gabdulkhakov, 2017; Gabdulkhakov, 2018; Gabdulkhakov, 2019). Without reliance on the axioms of pedagogy, theoretical foundations, patterns, principles of training and education, it is impossible to build digital pedagogy. Filling of digital content with didactic and methodological content is still chaotic and unscientific. This is also a negative trend.

Modern education has entered a period of active transformation. Changes, updates coming in connection with the digitalization of school,

economics, social, cultural and personal life amaze not only ordinary people, but also people who, it would seem, are themselves carriers of the ideas of digitalization of education and upbringing of the younger generation. New generations of young people master digital technologies faster and deeper than their teachers in mathematics, computer science, and technology. And no one is surprised when a teacher of mathematics and computer science boasts to his colleagues (and students too) that his students taught him (teacher) this and that in the field of efficient use of digital resources. A generation of mentor students is being formed that can advise and help teachers in the use of digital technology. This is a new result of the transformation of education which modern didactics should consider (and not bashfully hush up).

However, the capabilities of mentor students are significantly limited: they can easily cope with the tasks of the communication plan (use different functions and capabilities of educational platforms, resources, accounts, etc.), but they do not have sufficiently deep basic subject knowledge in, for example, mathematics physics, history or literature.

It must be admitted that the digital sphere is now actively filled with informational content, but this does not mean that this sphere is also actively filled with methods and techniques of didactic or methodological interpretation of subject content. Moreover, applied sciences (methods of teaching mathematics, physics, chemistry, the Russian language, literature, etc.) are now relegated to the background: they are actively replaced by the so-called innovative content. A graduate of a pedagogical university, sometimes poorly knows the subject, didactics and methods of teaching it, but he is ready to make innovations and even thinks that he is already a mentor (this is the way they were brought up in leadership centers, popular among young people). As a result, children suffer, while school principals are reluctant to take young people, realizing that they need to work with them for a long time (retrain, re-educate) before they can be considered beginner teachers.

The research methodology is the theory of cognitive development of Jean Piaget (Piaget, 2004), the cultural and historical concept of L. S. Vygotsky (Vygotsky, 2012).

Research results

The studies we conducted in 2017-2020 in Russia, countries of Western and Eastern Europe (England, France, Germany, Poland, Belarus), in the countries of Scandinavia (Sweden, Norway), showed that the organi-

zational and pedagogical mechanisms of teacher training in universities not always positively affect the quality of teacher education.

In most modern universities, these mechanisms do not provide a sufficient level of technological updating of the content of teacher education: teacher training technologies do not always meet the requirements of the times.

In modern universities, the functional aspects of mechanisms (monitoring, prognostic, analytical, integrative, reflective, etc.) are not working effectively enough. The degree of manifestation of these functions is presented in diagram 1 (see diagram 1). The methodology for diagnosing functions was described in an article we published earlier (Gabdulkhakov, 2019).

Diagram 1.
Results of diagnostics of the dominant functions of technological updating of teacher training in Russia, in the Eastern, Western European countries and Scandinavian countries (in %)

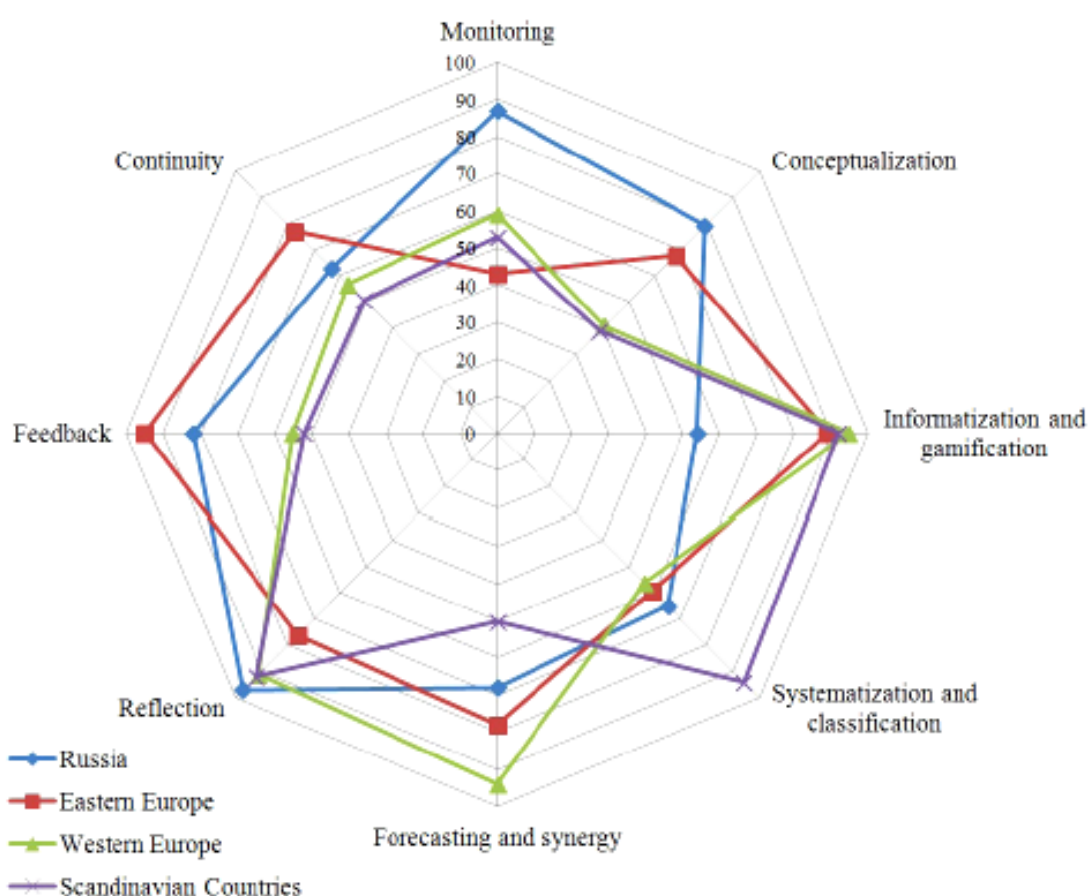


Diagram 1 shows that if in Russian universities reflective functions (functions of introspection, self-criticism - 95%), monitoring (measuring quality indicators of teacher training - 86%) prevail, in Eastern European countries - reflective - 82%, prognostic and synergetic - 95 %, in Western Europe - feedback functions, informatization, gamification - 95%, in the Scandinavian countries - systematization and classification, and also informatization and gamification - 92%.

The insufficient level of manifestation of reflective, prognostic, synergetic functions, feedback functions, systematization and classification, informatization and gamification in Russian universities negatively affects the quality of teacher training. We need a new - functional - mechanism for the technological update of teacher education at universities.

We call this mechanism anthropological, it should include all the functions indicated on the diagram and cover not only universities, but also the entire system of continuous education (from pre-school and primary school to university and postgraduate).

Conclusions

A promising trend can be considered the development of the anthropology of teacher education in Kazan Federal University and in universities with which this university has established partnerships (these are universities in the USA, Great Britain, Germany, etc.).

The Kazan experiment provides for several anthropological models for the organization of teacher education (traditional, integrated, network, etc.), various trajectories and training modules.

The positive side of this experiment is that the fundamental subject-oriented training of future teachers at the undergraduate level is combined with professional training (and retraining) at the level of the continuous teacher education system, since the university has its own Volga regional center for advanced training and professional HR retraining and students can be included in parallel educational process of this center.

The university relies on the pedagogical classes of specialized gymnasiums and pedagogical colleges, whose graduates are motivated to receive pedagogical specialties at the university.

Pedagogical magistracy also has a number of winning aspects: it is practice-oriented, has connections with basic university schools, and forms practical competencies.

All this allows us to build work with gifted students purposefully and systematically, combining the theoretical and practical training of teachers of the future into a single whole, developing their academic mobility in a

system of transnational educational platforms and research centers that improve the quality of teacher education.

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