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EDITORIAL

Teacher Education in Times of Change

This special edition presents a snapshot from around the world of the current state of the researches devoted to teacher education and professionalism of the teacher as a condition of the quality of education. The modernization of teacher education has become a pressing issue-its mission and strategic goals need to be reconsidered in accordance with the current situation. How are they connected with the modernization of education and the transformation of the whole society? In what way should the system of teacher education be reformed in order to achieve new goals? What can we expect from teacher education amidst all the changes that are taking place in Russia and in the whole world? Some answers to these questions can be found in the researches of the scientists who participated in the “IV International Forum on Teacher Education” held on 22-24 May, 2018 in Kazan (Volga Region) Federal University (IFTE-2018) (<http://ifte.kpfu.ru/en/home-page/>).¹

¹ The works of this conference, published in the pages of “Astra Salvensis” journal, denotes the fact that this is a publication interested in this research area (for more details, see the last articles published in this journal: Adriana Denisa Manea, Ciprian Baci, “Interrelații familiale provocate de revoluția tehnico-științifică”, in *Astra Salvensis*, V, 9, 2017, pp. 103-109; Crina Flavia Samson, Dorina Loredana Sofian, “Educația religioasă în familia modernă”, in *Astra Salvensis*, V, 9, 2017, pp. 111-115; Ionela Camelia Lazea, “Coordonate ale educației timpurii în cadrul familiei”, in *Astra Salvensis*, V, 9, 2017, pp. 125-130; Viktor Yurievich Shurygin, Lyubov Alekseevna Krasnova, “The Peculiarities of Pedagogical Projects Implementation for Identification and Development of Giftedness in Children”, in *Astra Salvensis*, V, Supplement no. 1, 2017, pp. 47-54; Gulbanu T. Abitova, “Pedagogical Aspects of Socio-Cultural Activities in the Context of the Formation of Preschoolers’ Information Culture”, in *Astra Salvensis*, VI, 11, 2018, pp. 481-493; Guldana Ispambetova, Yelemes Alimkhanov, Galiya Madiyeva, Laura Sabyrbekova, Natalya Shepetyuk, Madina Adilzhanova, Andrey Khokhlov, “Accessibility of Inclusive Higher Education through the Eyes of Students with Disabilities”, in *Astra Salvensis*, VI, 11, 2018, pp. 505-515; Galina Nikolaevna Zhulina, Svetlana Vasilievna Zholudeva, Irina Anatolyevna Pankratova, Galina Vladimirovna Palatkina, Regina Valerevna Smirnova, “Features of Emotional Intelligence of Adolescents with Different Levels of Internet Addiction”, in *Astra Salvensis*, VI, 11, 2018, pp. 535-546; Amanay B. Myrzabayev, Marzhan N. Shayakhmetova, Bayan K. Shaushekova, Ayagan S. Yarkin, Botakoz A. Zhekibayeva, “Genesis of the Concept Noosphere Pedagogy and the Paradigm”, in *Astra Salvensis*, VI, 11, 2018, pp. 547-563; Ileskhan Smanov, Aktolkyn Boranbayeva, Kamalbek Berkimbayev, Kulimkhan Arymbayeva, Kanat Azhibekov, “Approaches to Online Learning: a Study of the

The Forum was organized in partnership with the International Study Association on Teachers and Teaching which held its Regional conference in Kazan (Volga Region) Federal University at the same time. Almost 600 scholars, employees of regional and municipal education authorities, teaching staff and representatives of the administration of educational institutions of general education, secondary, higher and tertiary vocational teacher education, as well as members of scientific and other institutions related to the theoretical and practical study of the problem (from 93 Russian and 65 international universities) took part in the Forum this year (including researchers from Australia, Azerbaijan, Brazil, Bulgaria, Canada, China, Cuba, Germany, Greece, India, Italy, Jamaica, Kazakhstan, Kyrgyzstan, Malta, Moldova, Namibia, Poland, Portugal, Romania, Serbia, Slovenia, Sweden, Switzerland, Spain, Trinidad and Tobago, Turkey, the UK, the USA, and Uzbekistan). During the Forum three International sub-conferences were held: International Conference “The integration of theory and practice in subject teacher education”, International Conference “Preparing teachers to be role models and moral leaders” and International Conference “Children’s Behavioural Problems: pedagogical methods of prevention and overcoming”. 350 papers on a range of various educational themes were presented at the Forum. Researchers shared their views and research results on the issues of modernization and development of the content of teacher education. They discussed questions related to a new type of teachers and their professional activities, integration of pedagogical and non-pedagogical universities that prepare new type of teachers. The problems of teachers’ continuing professional development and other essential topics related to teacher education were also touched upon at the symposiums and round tables.

In this special issue, contributors from different countries give the analysis of theoretical and practical, traditional and innovative approaches to modernization of teacher education; scientific and methodological support of the quality of modern teacher education for changing world.

Factors Affecting Teachers in a Fully Online Faculty”, in *Astra Salvensis*, VI, 11, 2018, pp. 631-639; Marina Anatolievna Kruglova, Svetlana Valerievna Myasnikova, Lada Aleksandrovna Vereshagina, Vladimir Georgievich Kruglov, Nikolai Nikolayevich Lepekhin, Olga Vasilievna Voronina, “Jobcontext as a Predictor of Chronic Fatigue Syndrome in Teachers”, in *Astra Salvensis*, VI, 11, 2018, pp. 687-697.

The Special Issue includes the following 5 sections: “Teacher Education and Training”, “Educational Technologies”, “Educational Environment and Management”, “Educational Psychology” and “Language Education and Literature”. The proposed sections are a collection of articles devoted to organizational, content, technological and methodical aspects of pedagogical education in Russia, the UK, America, Greece, Turkey, Bulgaria, Namibia, Armenia, Kazakhstan, Ukraine.

“Teacher Education” section includes all the issues related to modern teachers’ training and their career and professional development. The collection of articles presented in this section covers the following issues: the new opportunities for improvement of teachers training qualification, strengths-based professional and career development of teachers, subject-oriented teachers’ education, regional peculiarities of teachers’ training, international experience of teacher’ training, the problems of their self-creative realization, innovative methods in their professional activities, features of their professional and personal orientation etc.

“Educational Technologies” section is devoted to modern information and communication, health-saving, gaming technologies of training students-future teachers. In particular, methods and technologies such as: interactive methods, didactic modeling, blogging, mind mapping, video e-projects, different educational platforms, world skills methods etc., are of big interest; they are very revealed in detail in the articles of the authors of this section from the standpoint of Russian and foreign experience.

“Educational Environment and Management” section includes articles that reveal the features of the educational process and its organization in Russian and foreign universities. The authors disclose such issues as: specific features of non-formal education Institutions in teachers’ continuing professional development, the problems of multicultural education, educational risks in the information environment, the modern view on professional retraining courses, the modern paradigm of transforming the vocational education system, the problems of healthy habits and behavior models modification in students’ leisure activity etc.

The articles of “Educational Psychology” section represent different views of Russian and foreign scientists and practitioners on psychological and pedagogical problems of student teaching and

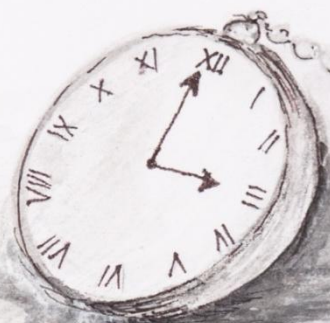
upbringing process. This section details the following issues: the problems of inclusive education, adolescents’ ***addictive behavior and it’s prevention***, the problems of teenagers’ deviant victimhood, different levels of students’ stress resistance, students’ internet addiction, the problems of teenagers’ social surfing, cyber-vandalism, manipulative behavior and other problems.

“Language Education and Literature” section reveals the content, methodical and technological aspects of teaching foreign languages for school and university students. The articles of this section are of great interest for teachers of foreign languages, as they present the issues of modernization of language education in Russia and abroad, new educational programs for training foreign language teachers, philology training and others.

We would like to thank everybody who helped to edit the publications, who wrote reviews on the articles. We send warm thanks to the members of scientific committee (PhDs and researches from Russia and other countries) who seriously checked the quality and authenticity of the manuscripts. We send special thanks to the editorial committee members who prepared this issue. We are grateful to our partners: International Study Association on Teachers and Teaching and Association for Teacher Education in Europe for their support and share of international experience as a source of innovation in improving the Russian system of teacher education.

Roza A. VALEEVA
Alfiya R. MASALIMOVA

Teacher Education and Training



EDUCATIONAL CLUSTERS-THE NEW OPPORTUNITIES FOR IMPROVEMENT OF TEACHER TRAINING QUALIFICATION

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Abstract: *The contemporary reality of societal development poses new challenges for education. The necessity to synchronize education with the needs of society and innovative development partly explains the emergence of new structures. The educational clusters are comparatively new and less researched phenomenon in pedagogical science. According to research a direct connection between educational clusters and an increased economic potential and regional development is established. The goal of the current study is to present the outcomes of a practical experience with a functioning educational cluster related to the qualification of teachers in Bulgaria. The research methods used in the study are theoretical analysis, SWOT analysis and a summary of empirical research. The SWOT analysis, summarizes strengths and weaknesses, outlines the opportunities for utilization of the positives and how such utilization would eliminate the risks, outlines the prospects for the development of educational clusters in continuing teacher training, suggests strategies for overcoming threats. The article examines the specifics of the formation of educational clusters as an innovative practice in teacher training. The article looks at the types of educational clusters, suggests a structure of an educational cluster for continuing teacher training and qualification, presenting the experience of the Department for Information and In-service Teacher Training at Trakia University, Stara Zagora, Bulgaria.*

Keywords: educational clusters, teacher qualification, innovations.

Introduction

Educational clusters are a relatively new and understudied phenomenon in pedagogical science. They are created as a response to the modern needs of society and, in particular, education. Education has to meet the challenges and current needs of our times by preparing students, university lecturers and teachers for a modern educational process. The globalizing world and the rapid technology development put education in the forefront of challenges. Their requirements are related to the application of innovative technologies in education on the one hand, and on the other – the necessity to respond to the needs and thinking of modern students. Universities and schools cannot easily satisfy all these needs. It is necessary to integrate institutions that are

interested in the development of education. Clusters, especially educational clusters, are able to do so.

Problem statement

The concept of a cluster

The current dynamics of development leads to transformations in the processes and organization of all spheres of life. Such transformation requires updating of principles, methods and types of management of economic and social entities through the implementation of adequate governance and technologies for stabilizing the processes in a global economy. The search for solutions to a number of the problems has led to the emergence of clusters. European, national and regional policies are emerging to stimulate cluster creation and the cluster approach.

One of the most prominent cluster and cluster approach researchers is Michael Porter. He defines clusters as a ‘geographic concentrations of interconnected or complementary companies with active channels of working relations, communication and dialogue, which use a common specialized infrastructure, labour market, services and are facing common opportunities for development and threats’; ‘a cluster is a geographical proximate group of interconnected companies and associated institutions in a particular field, linked by commonalities and externalities’¹.

Literature review identified some key features that characterize a cluster:

- A cluster’s main purpose is to provide a high level of efficiency and strengthen national and international markets’ positions.

- Efficiency is not directly related to the number of members. The cluster’s advantages come from the possibility of cooperation and networking and the synergy that could be achieved in the cluster.

- Clusters include companies (manufacturers, customers, suppliers and companies from different sectors) and supporting organizations (training and qualification, introduction of innovation in

¹ M. E. Porter, Michael Porter on competition, in *Antitrust Bull.*, no. 44, 1999, pp. 841-849; Evgenia G. Khiltukhina, “Education as the necessity of humanistic relationship to people in the East and West”, in *Astra Salvensis*, VI (2018), Supplement no. 1, pp. 587-593.

the industry, advertising and promotional organizations, research institutes, administration, etc.).

- Cluster relationships are established and function as direct result of the cooperation, and interconnectivity within the existing market economy.

- The regional concentration of cluster participants and the relative proximity of other economic subjects lead to the regional economic development.

Nature and specificity of educational clusters

A relatively new in the history of cluster development is the concept and phenomenon of an ‘educational cluster’. A precondition for its development is the need to introduce and transfer innovative technologies in all spheres of life

According to the theoretical analysis of the scientific literature the concept of an educational cluster is defined as a ‘set of educational institutions, research organizations, economic entities, state bodies with the appropriate jurisdiction, linked horizontally and vertically, in the field of education, in order to achieve a common goal based on the individual objectives of individual parties involved^{2,3}. It is believed that some of the objectives for setting up educational clusters are to improve the competitiveness of each cluster member, to provide innovative development, fundraising for learning process; equipment for classrooms, modern laboratories and others; practical application of innovations.

The main significance of educational clusters is that they are comprised of organizations in the field of education. The evaluation of educational clusters involves assessment of their innovativeness and role in the development of education. Higher educational establishments take a central part in this type of clusters. They provide services which foster education and research. Economic activities are a key for enhancing the learning process and could be considered a by-product (when taking into

² E. Chucklova & O. Mosonova, Cluster approach in educational integrated structures, in *VUSNIK Uchebno-metodicheskogo obedineniya po professionalno-pedagogicheskomu obrazovaniju*, no. 1(46), 2012, pp. 78-84.

³ E. Chucklova, & O. Mosonova, Theoretic Aspects of Creation and development of the educational clusters, in *VESTNIK, Theory and practice of social developments*, no. 8, 2013, pp. 361-363.

consideration companies in higher education institutions). The establishment of science and education clusters bridges the gaps between education, science organizations and industrial clusters, public associations and the ICT clusters.

Educational clusters classification

One of the possible classifications of educational clusters is as follows:

1. The type of connection and the direction of economic activities
 - Vertically oriented
 - Horizontally oriented
 - Mixed
2. Stage of industrial concentration
 - Branch
 - Inter-branch
3. Affiliation and scale of problems tackled
 - National
 - Regional
 - Municipal
4. Stage of participation in innovations
 - Self-generated innovations
 - Use of innovations
 - Does not participate in innovations
5. Number of participants
 - Large
 - Medium
 - Small
6. Field of participant's activity
 - Science-education
 - Education-business
 - Science-education-business
7. Type of research and education
 - Scientific-educational
 - Educational and industrial

- Scientific-educational-industrial⁴.

Process of cluster formation

The formation of educational clusters provides the means for development and promotion of education in long term. The beginning of each cluster development is a crucial stage. All clusters start to develop when the necessary pre-conditions for gaining economic benefits are present and likely to lead to economic growth. Within time the cluster organization could be improved, strengthened and/or widen its activities.

Newly established clusters could begin their development with a limited number of companies or organizations involved in specific activities. This is a potential stage of cluster development.

Subsequently, this ‘group’ could develop and expand, include more companies, organizations dealing with specific educational, scientific or other issues, activities that could influence others to achieve a critical mass of concentrated educational activity. This is a latent stage of cluster development. With cluster growth, participating companies, organizations begin to identify themselves as a large group and at this point the cluster starts moving towards the stage of maturity.

With cluster growth to the stage of maturity, companies, organizations undertake activities that are strategically beneficial for the entire group, meaning that the cluster has reached a working (or successful) stage of development. At this point, the full benefit of synergy is optimized.

Not all potential clusters will develop and become latent clusters, not all latent clusters will develop to become working or prosperous. In fact, there is a spin in every stage, so clusters also have the potential to move to a new stage of their development.

Studies have shown that in all successful clusters, good coordination is an essential factor for their success. Moreover, without a common unified networking platform, individual bottom-up initiatives can remain isolated from each other.

⁴ G. M. Kozhuharova, D.T. Ivanova & M. T. Kozhuharov, The educational cluster as a form for implementing innovative policies and practices in education and teacher training, in *The teacher of the future, Knowledge – international journal*, no.13(2), 2016, pp 521-529.

Network coordination is necessary to ensure a steady flow of communication, consistency of activities, and concentration of partner interests⁵.

Research questions

A Model of an educational cluster for continuing education and in-teacher training in Bulgaria

Considering the amount of difficulties educational institutions are facing trying to adapt to changes in educational policies and meet the needs of every changing labour market, it makes complete sense to begin looking into practices that have made a difference and have improved the quality of education and professional training of an important group in our society – in-service teachers. With that in mind, the research question of this study is to find out if the created and existing model of an educational cluster for continuing education and in-service teacher training in Bulgaria has really made a difference and is it likely to continue to bring about the quality of training it has done so far.

The Department for Information and Teacher Training (DIITT) is an autonomous structural unit in the Trakia University, Stara Zagora, Bulgaria. DIITT is a well known organization in continuing education in Bulgaria due to its nearly 60 years of experience in in-service teacher training and training of pedagogical specialists for various subject areas and secondary education levels. A change in funding policies for continuing education in Bulgaria 15 years ago left DIITT as a self-funding institution. The policy also influenced the development of educational and training institutions on the market of educational services. In order for the training to be competitive the curricula has to be updated and has to include innovative technologies as a part of training. For that reason, DIITT established partnerships with the Institute of Mathematics and Informatics at the Bulgarian Academy of Sciences (IMI BAS), Sofia and the technology company SIRMA MEDIA. This was the beginning stage of a cluster formation – a link between science-education-business. SIRMA MEDIA provided ICT input; DIITT and IMI developed the methodological guidance for the innovation application in the learning process. DIITT provided the

⁵ H. Schmitz, On the clustering of small firms, in *IDS Bulletin*, no. 23(1), 1992, pp. 64-9.

training curricula for implementation in various types of trainings both short-term and long term.

The cluster has evolved and expanded to include more organizations from specific educational, scientific, and educational management activities. The Regional Education Department joined the cluster in organizing training courses, and providing access to schools in which the innovative technologies were implemented; other organizations include Creative Training Centre, Sofia, the Union of Scientists in Bulgaria, the Union of Mathematicians, the Individuals Psychology Society and others. Thus, the partnerships have emerged as cluster networks consolidated to develop innovatory scientific and educational, strategic educational projects in Bulgaria; studying international and supporting national grants for ICT in education; working with gifted students, trainings in science and mathematics and social-emotional learning. A computer science laboratory for grades 3 to 12 was created; electronic boards, dynamic research approach in education software was provided to help classroom management process in schools. We are currently implementing a cloud technology in teacher training.

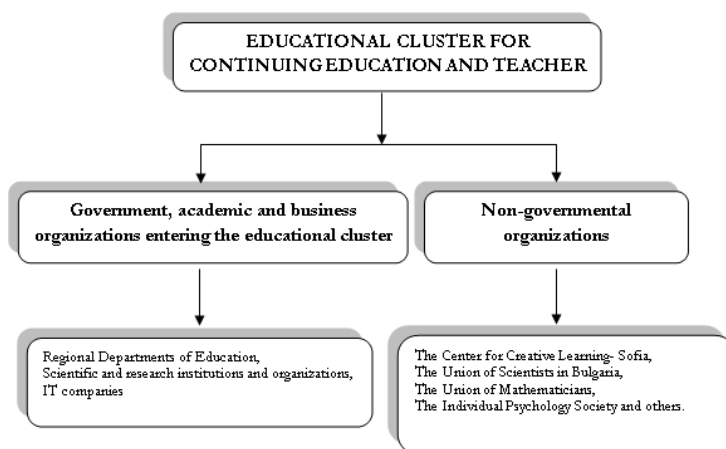


Figure 1: Structure of an educational cluster for continuing education and teacher training⁶

⁶ G. M. Kozhuharova, D.T. Ivanova & M. T. Kozhuharov, The educational cluster as a form for implementing innovative policies and practices in education and teacher training, in *The teacher of the future, Knowledge – international journal*, no.13(2), 2016, pp 521-529; Galina N. Ostrikova, Marina R. Zheltukhina, Irina A. Zyubina, Irina G. Sidorova,

Purpose of the Study

The purpose of the current inquiry is to present the outcomes of a practical experience with a functioning educational cluster working in the area of in-service teacher training in Bulgaria. A SWOT analysis of strengths and weaknesses, opportunities and threats was conducted and was used to lay out important issues for further research, possible proposals for change in policies and eventually encouraging creation and maintaining of working and mature educational clusters in different levels of education.

Research Methods

SWOT Analysis of Educational Clusters in Teacher Training

The study aims to outline the gaps and difficulties in implementing cluster policies and practices in the field of education and training in Bulgaria. Identifying actions to address these gaps is essential for teacher training and qualifications, and hence for the development of the education system and teacher training system SWOT analysis was used. It included the division of factors that distributed education clusters into four categories: strengths, weaknesses, opportunities, threats. Strengths and weaknesses are factors of the internal environment (the cluster itself is capable of influencing); opportunities and threats are environmental factors (for example, institutions or people who can influence the cluster outside). SWOT analysis is seen as an interdisciplinary link between formulating the mission of the institution and defining strategic objectives and tasks – a link between the mission and the goals that define the strategies and ultimately relate to the assessment and control of the implementation of objectives and strategies.

Table 1: The main outcomes from the SWOT analysis

Strengths	Weaknesses
<ul style="list-style-type: none">• Clear vision for cluster development;• Clearly defined goals, tasks, activities and deadlines;	<ul style="list-style-type: none">• Lack of connection to national policies for education, innovation and

“Learning via visualization at the present stage of teaching a foreign language”, in *Astra Salvensis*, VI (2018), Supplement no. 1, p. 603.

<ul style="list-style-type: none"> • The education-business relationship is preserved; • Cluster relationships are based on cooperation, collaboration and interconnection; • Innovations in education are being developed and applied; • Transfer of technology; • Investment in human resources; • Increasing the competitiveness of the participating institutions; • Wider application of information and communication technologies and Internet capabilities; • Allocation of financial resources for research and development; • Wider involvement with EU Cohesion and Structural Funds projects; • Cluster policies in the overwhelming cases are being developed as a long-term run; • Expansion of the high-tech educational services range. 	<p>development in Bulgaria with educational clusters;</p> <ul style="list-style-type: none"> • Limited cooperation between the business community and the academic community; • Complementary specialization of the cluster institutions; • Disturbed technological consistency between activities and deadlines.
Opportunities	Threats

<ul style="list-style-type: none"> • Provides the opportunity to develop three levels of learning – formal, informal, independent; • Creating an environment beneficial to all participant, supporting teacher training; • Increasing capacity and competitive ability in the cluster area; • Creating new business models for the benefit of education; • Opportunity to increase the number of educational services; • Opportunity to expand cooperation with international organizations; • Research and analysis of the needs of different educational services users; • Creating clusters with the participation of universities contributes to the economic development of the regions. 	<ul style="list-style-type: none"> • Clear vision for cluster development; • Well-distributed powers and functions of participating organizations and companies; • Lack of information about needs; • Insufficient promotion of activities and educational services; • Insufficient competencies for applying innovative technologies; • Lack of motivation; • A rapidly changing learning environment.
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Findings

1. Educational clusters can be seen as an effective tool for creating innovative educational and research environments.

2. The created innovative educational environment during the process of teacher training, impacts directly the school environment, which, in addition to innovative, becomes a positive environment for learning, research and development.

3. Clusters in the sphere of education and science establish links between in-service teacher training, research groups and businesses, public unions and the information environment (IT clusters), which is the basis for the integration of institutions interested in the development of education.

4. It is necessary to form a national policy for the development of educational clusters and the establishment of expert groups at the national level, which assume the role of coordinating units, periodically evaluating the policy and the work of the educational clusters.

Conclusion

Education in Bulgaria just like the economy is affected by globalization and increasing competitiveness. National funding has been far from universities and in-service teacher training for long enough and this has led institutions into the search of new means for enhancing their competitiveness. Educational clusters are a natural way to develop and implement innovations in the education process at all levels. They provide means to joint practices that are unreachable for a single institution on its own. Clusters increase social interactions and achieve integration of activities on different levels.

Educational clusters in Bulgaria are still understudied and are a subject of a further research within the scope of national policies that encourage the creation, functioning and the outcomes of their existence. The presented model for the functioning of an educational cluster related to teacher training in Bulgaria is applicable in different options and can be regarded at different levels of education. Further studies are necessary to look into the cluster potential of educational clusters, their direct impact on the development of the educational system and the on the regional development.

INTERNATIONAL EXPERIENCE AS A SOURCE OF INNOVATION IN IMPROVING THE NATIONAL SYSTEM OF TEACHER EDUCATION: THE CASE OF EUROPEAN, ASIAN, AND AFRICAN COUNTRIES

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Abstract: *The study presents the main achievements of innovative actions in teacher education system in 90 countries. The international experience as a source of innovation will be connected to modern trends and issues, namely, globalization of education, crisis of education systems, multicultural education, migration, and gender issues. Migration, in particular, has been one of the major trends in human history. Political conflicts and wars, economic pressures, climate change, and disasters are among the ‘push factors’ that make people leave their homeland. In most cases it is political insecurity, aggravated by poverty and environmental disasters, that influences population mobility. The process of globalisation, coupled with an explosive expansion of global channels of communication, has influenced population movements. The modern multicultural world is characterized by intensified cross-cultural interactions. Societies are becoming ‘global’, hosting people with diverse cultural backgrounds. The traditional geographical or political barriers are dwindling with the global technological communication networks. Consequently, cultural identification is changing as well. National cultural identity and multiculturalism are complex themes that generated extended debates in scientific and public spheres. They continue to shape contemporary political theory and practice because of the increasing cultural diversity characterizing our era and the issue of integrating policies. Cultural identification has been an issue throughout history because it includes into another controversial concept, that is, nationalism. In this context, innovation in different teacher’s education system will be a significant paradigm for ‘good practices’ and internalization of education in the 21st century.*

Keywords: innovations, teacher education, modern teachers.

Teacher Education Worldwide

Innovations in teachers training area,¹ in the context of teachers training institutions in different parts of the world. The study will be

¹ For more details see: Tulegen Botagariev, Svetlana Kubiya, Nyrolla Mambetov, Gulsara Zherkechbaeva, Zamzagul Suleimenova, Yerkin Zhetimekov, Aibek Gabdullin, Zhadira Azamatova, “Determining Factors and Ways to Improve Physical Education for the First and Second Year Female Students”, in *Astra Salvensis*, VI, 11, 2018, pp. 517-534; Elena V. Lapina, Ljudmila A. Obukhova, Vladimir N. Mezinov, Valentina V. Gladkikh, Olga A. Popova, “Social and Humanistic Values of Teachers in the Supplementary Vocational Training System (on the Example of Voronezh Oblast)”, in

based on an international study that includes 90 countries and will present the main efforts/axes of innovative and alternative actions in teacher education system in selected countries. The international experience as a source of innovation will be connected also with modern trends and issues, like globalization of education, crisis of educational systems in general, multicultural education, migration and gender issues. Especially, migration has been one of the major activities of human history; however, this movement of population seems to be strikingly increasing in contemporary times. Political conflicts and wars; economic pressures and needs; climate change and related disasters are among the ‘push factors’ leading people to leave their homeland. In most cases it is the combination of political insecurity doubled with poverty and environmental calamities that is accountable for population mobility. The processes of globalisation, coupled with the expansion of the means of communication, has also contributed to the accelerated pace of populations’ movements. The world today is definitively multicultural with intensifying of these cross-cultural interactions. Societies are becoming ‘global’, hosting people with diverse cultural backgrounds. The traditional geographical or political barriers are dwindling with the global technological communication networks. Consequently, cultural identification is changing as well.

National cultural identity and multiculturalism are complex themes that generated extended debates in scientific and public spheres. They continue to shape contemporary political theory and practice because of the increasing cultural diversity characterising our era and the issue of integrating policies. Cultural identification has been an issue throughout history because interlocked into another controversial concept, that of nationalism. In this context, innovation in different teacher’s education system will be significant paradigm for ‘good practices’ and internalization of education in the 21st century.

Astra Salvensis, VI, 11, 2018, pp. 578-600; Ileskhan Smanov, Aktolkyn Boranbayeva, Kamalbek Berkimbayev, Kulimkhan Arymbayeva, Kanat Azhibekov, “Approaches to Online Learning: a Study of the Factors Affecting Teachers in a Fully Online Faculty”, in *Astra Salvensis*, VI, 11, 2018, pp. 631-639; Saule Abdrakhmanovna Nurpeissova, Bakyt Aituovna Arinova, Valeriya Vladimirovna Gumenyuk, Ainur Kerimkulovna Kenebayeva, Alpysbay Jumagalievich Kelemeshev, Bakyt Aubakirova, Nadezhda Kozzyukova, Zhanar Zhilkybayeva, “Didactic Innovative Learning Technology by the „Knowledge→Capital” Method”, in *Astra Salvensis*, VI, 11, 2018, pp. 653-664.

For the largest part of the history of schools, teacher education in Europe, Asia, Africa, in Americas, has not been a clearly demarcated part of education systems, with an existence of its own. In the first schools in Mesopotamia, where scribes doubled-up as teachers, they received, as far as could be ascertained, no special education for this role. Teacher education started to receive attention only after the creation of national systems of (primary) education. These started first in the countries of Western Europe and North America, during the nineteenth century. The first mode of teacher education was the normal school, i.e. a secondary school in which prospective primary school teachers received their teacher education theory and practice together with their senior secondary school education.

Next teacher training colleges came into being. They first appear in the nineteenth century in Western Europe and North America, in the wake of the formation of national systems of (primary) education, created to legitimise and bolster the nascent national states of the time. In the age of colonialism, the institution of the teacher training college, as the normal school earlier, spread to the extra-Western world to become a well-nigh world institution.

Next, since the mid-twentieth century, universities took over teacher training; first the training of secondary teachers, later also the training of primary school teachers. Thus, the states of Western Europe and North America too spearheaded the process of moving towards an all-graduate teaching force, this process is currently spreading to the extra-Western world too; while in the emerging European Union, the prescriptions of the Bologna Agreement and the Lisbon goals, foresee a Master's degree as the qualification of all teachers.

As humankind is moving into the exciting and (for its future) pivotal twenty-first century, a series of questions surrounds national teacher education systems:

- what should be the goal of teacher education: to produce a transmitter of knowledge, a facilitator of learning, critical reflective practitioner, effector of educational or societal transformation, custodian of tradition or culture, or the moral vanguard of society and of the future generation?

- closely related to the above is the issue of the changing role of teachers in twenty-first century society – for exactly which roles should teachers be educated?

- content of teacher education: what should be the balance between academic-subject knowledge, teaching methodology and skills, knowledge of the basic disciplines of Education, and knowledge of professional ethics

- method of teacher education

- access to teacher education: should candidates be selected, and if so, how and by whom?

- place of teacher education: just when it seemed as if the university is slowly worldwide securing itself as the (exclusive) place for teacher education, interesting experiments are being made with on-site (school-based) training, while in some countries strong calls are being made for a revival of the teacher training colleges, while in a few countries the normal school lingers on

- length of teacher education- while in the EU the master’s qualification meant an extension of the duration of teacher education, in different parts of the world calls are made for an extension or a shortening of the duration of teacher education

- the theory-practice, i.e. teaching practice, balance; the length and nature of teaching practice

- In-service training- while there is wide spread appreciation for the need for continual professional development; in most countries just does not come off the ground

- the internationalisation of teacher education: in an age of globalisation, ease of international travel and labour migration, the need for the internationalisation is sporadically appreciated in teacher education programmes, in other national teacher education systems, however, this is shunned as the focus is narrowly placed on national needs only

- at the same time there is an equally strong imperative to indigenise teacher education, especially in developing and post-colonial countries, which still finds themselves in the grip of an inherited education system or the influence of the north

- the question as to who should control teacher education – government, teacher training faculty at universities, the teacher profession?

- how to handle diversity and multiculturalism in teacher education?

These and many other pressing issues run like a refrain though the different countries in Asia, Africa, Europe, as various countries grapple with them, and have attempted a variety of strategies, with an equally diverse mix of success records. These challenges are unlikely to disappear, and as different national teacher education systems negotiate them, they can benefit from the experience of other systems. If this volume, bringing together the collective experience in teacher education of some 100 countries, can in some way facilitates such potentially fruitful comparative study; it would have served its purpose.

In the present study we would like to deal with the role of modern education today in relation to teacher education worldwide. This relation is strongly connected with influences between education/school and the State as well as with modern political, cultural, social and economic crisis which is considered as educational crisis too.

We argue that education as a part of the wider socio-political system has to create and promote all those possibilities that endorse educational changes in the era of crisis; therefore, modern citizen –and modern teacher also- in school and outside of school has to face the crisis in different environments (cultural, socio-economical, educational); in addition, dominating values and beliefs, ideologies and ways of decision making will play an important role to the formation of dominant concepts for modern education and society; This role is also connected with the concepts of globalization, multiculturalism and the formation of local-national-global citizen and education^{1,2}. Our study is also based on the concepts of educational change, cultural change and social change.

Education can be considered as one of the most important issues of the dialogue in the areas of History (discussion on historical transitions and challenges and study of the different factors, contexts and influences), of Education (discussion on educational transitions and challenges and study of policies, knowledge, values), of Sociology (discussion on social transitions and challenges and study of social needs, values socialization), of Economy (discussion on economical transitions and challenges and needs), of Ideology (discussion on ideological transitions and challenges and on new ‘ways of thinking’), of Culture

¹ P. Calogiannakis, *Comparative education*, Ion Editions, 2011.

² P. Calogiannakis, *Education in modern world*, Angoulême, Ion Editions, 2011.

(discussion on cultural transitions and challenges and study of multiculturalism and globalization processes).

In this paper, we try to examine teachers' education in the context of innovation and crisis by discussing some crucial transitions and challenges. In this context, our study analyses situations, conditions and social discourse related to teachers' education from the perspective of a theoretical understanding of crisis. In that sense, our basic thesis is that teachers' education, as a reference point, is one of the ways to understand and analyse aspects of crisis, transitions and challenges in a world that is continuing to change.

Results and Discussion

In the way we have arranged our problematic, there are two key-concepts, education' and 'crisis, that can be related to two main areas of conceptualization, globalization and educational policies in the framework of teacher education worldwide.

It is known that globalisation, and its influences worldwide, has become a significant feature in modern world. Teacher education and profession therefore, need critical constructions to examine globalisation's effects, challenges and transitions. Besides, it is general accepted that the process of 'internationalisation of education', the growing border-crossing activities between national systems of higher education is losing ground to 'globalisation', increasing border-crossing activities of blurred national systems which is often employed to depict world-wide trends and growing global competition. In this context a lot of issues are discussed: the universal transfer of knowledge in the 21st century society and the diversity in higher education, access to the global educational material (internet services, e-learning processes, new applications and educational innovations and learning, interactive world, etc.), relevant educational policies with respect to internationalization and globalization of education³.

From the other hand, the education of teachers, as it is also delimited by the various national but also international educational policies, it is shaped by the new conditions that it faces the educational profession in the what we call “society of knowledge”.

³ K. Karras, & C. C. Wolhuter, *International handbook on teacher education worldwide, training, issues and challenges for teacher's profession*, Angoulême, Editions Ion, 2012.

In this perspective, a series of questions/ issues surrounds Teacher Education Systems and Innovation in the Crisis worldwide, such as:

- what should be the main goals of teacher education systems in crisis?
- what should be the balance between academic-subject knowledge, teaching methodology and skills, knowledge of the basic disciplines of Education, and knowledge of professional ethics in the context of crisis?
- how to handle diversity, challenges and transitions and multiculturalism in teacher education?
- which is their direct, essential and decisive role in developing citizenship and global values, social justice in modern era and on reinforcement of educational and social dialogue on inequalities, values systems and orientations in the 21st century?
- how modern teachers construct their attitudes towards their profession, their role, their patterns and their efficiency in modern era?
- what kinds of knowledge about the ‘crisis’ are teachers exposed to?
- what kinds of challenges and transitions have modern teachers to face? etc.

In this context some others questions also surrounds teacher education such as: what should be the goal of teacher education: to produce a transmitter of knowledge, a facilitator of learning, a critical reflective practitioner, an effector of educational or social transformation, a custodian of tradition or culture, or the moral vanguard of society and of the future generation? closely related to the above is the issue of the changing role of teachers in twenty - first century society – for exactly which roles should teachers be educated? content of teacher education: what should be the balance between academic subject knowledge, teaching methodology and skills, knowledge of the basic disciplines of Education, and knowledge of professional ethics? method of teacher education access to teacher education: should candidates be selected, and if so, how and by whom? place of teacher education: just when it seemed as if the university is slowly worldwide securing itself as the (exclusive) place for teacher education, interesting experiments are being made with on-site (school-based) training, while in some countries strong calls are being made for a revival of the teacher training colleges and while in a few countries the

normal school lingers on length of teacher education- while in the EU the masters qualification meant an extension of the duration of teacher education, in different parts of the world calls are made for an extension or a shortening of the duration of teacher education the theory-practice, i.e. teaching practice, balance; the length and nature of teaching practice in-service training – while there is wide spread appreciation for the need for continual professional development; in most countries it just does not come off the ground the internationalisation of teacher education : in an age of globalisation, ease of international travel and labour migration, the need for the internationalisation is sporadically appreciated in teacher education programmes, in other national teacher education systems, however, this is shunned as the focus is narrowly placed on national needs only at the same time there is an equally strong imperative to indigenise teacher education, especially in developing and post-colonial countries, which still finds themselves in the grips of an inherited education system or the influence of the north the question as to who should control teacher education – government, teacher training faculty at universities, the teacher profession? How to deal with diversity and multiculturalism in teacher education?

A general overview of the main axes that reveal from an international study is focused on the following factors that are strongly related to modern teacher education and profession: Historical, Environmental and demographical Factors, Socio-economic Factors, Ideological and cultural Factors, Political Factors, Educational Factors and International Factors⁴. Historical factors are mainly connected with colonial influences and colonial era, missionary education, local, regional and national history of the countries. Environmental and demographical factors have to do with geography and lands, population, ethnicities, minority groups, etc. Socio-economic factors are related with reconstruction and transformation processes, modernisation, centralisation and decentralisation procedures, social and economic changes and climate, federalism, uniformity, employment⁵.

⁴ C. C. Wollhuter, Godsdienst in Onderwys in Suid-Afrika: Beligting vanuit internasionaal-vergelykende perspektiewe, in *Tydskrif vir Christelike Wetenskap*, no. 48(1), 2012, pp. 171-201.

⁵ A. Schafer & D. G. Victor, The future mobility of the world population, in *Transportation Research Part A: Policy and Practice*, no. 34(3), 2000, pp. 171-205.

In the above context Teacher Education can be analysed as a case of a tertiary education and social dynamics in terms of current crisis worldwide.

This crisis –as it is known- is observed in a large number of countries and characterizes various political, economic, ideological, social and educational transitions and challenges⁶.

Firstly, we argue that teachers in the context of crisis do or should play a crucial and challenged role for education and pedagogy. In this perspective, using various frameworks, this study discusses teachers in the context of emerging identities of the 21st century. Secondly, these identities are strongly connected with notions like ‘globalization’ and ‘education / pedagogy’ and crisis’. Thirdly, we discuss that teachers must play a more direct, essential and decisive role in affronting crisis inside and outside their classes and reinforce educational and social dialogue on inequalities, values systems and orientations in the 21st century.

Finally, we propose to study Teachers Education in the context of Crisis taking into consideration some basic parameters/concepts as following:

- Their role (pedagogical, social agent)
- The new conditions (new patterns, new technologies, multiculturalism, changes)
- The benefits related to learning, creativity and innovation (*‘what knowledge is of most worth’* in the context of challenges and transitions?)
- Their education (training and in-service training, life-long learning)
- Their social, economic and professional status and personal status (antagonism, changes, inequities, lack of means, adaptation, burn out syndrome...).

In the above perspective, we propose to study the Crisis from different aspects: theoretical, educational, economical, ethical, ideological, political etc.

The scientific dialogue on crisis in general, in education and in teacher’s education (discourse on crisis), the everyday life and the crisis (sociology of crisis), the attitudes towards the crisis (psychology of crisis) and the role of mass media and the crisis (channels of communication), which can give explanations, improve human condition and support the

⁶ I. Kestere, C. C. Wollhuter & R. Lozano, *The visual image of the teacher: international comparative perspectives*, Riga, RaKa, 2012.

development of a reflective thinking. Collaboration and communication, good and innovative practices will lead to understand the contextual conditions and challenges of the crisis and to overpass serious obstacles caused by the social, political and cultural environments.

Therefore, the study of teachers' education is considered as very important in our times since it should or could play an important role in modern crisis since new social, economic and cultural challenges and transitions are developed in most societies. In this framework, some mains themes maybe discussed, such as: the role of education, especially teacher education in relation to: the unequal distribution of economical sources, of the marginalization of minority people and of low-income social groups, of the inequality of educational opportunities, of the revision of educational policies in all over the world.

Conclusion

In the 21st century contextual changes (increasing population mobility, the empowering effect of the ICT revolution and the rise of the creed of human rights) have made policies of multiculturalism and multicultural education a (commendable) reality, which also opens exciting vistas for the teacher in his/her fulfilment of all the roles associated with the teacher.

Education in general -and teachers' education systems in Europe, Asia, Africa, - and crisis worldwide- are related in a complex, multidimensional and dialectic way; that's why challenges and transitions are to be studied, analysed and compared internationally.

It is to envisage that:

- modern teachers face new knowledge and new challenges and transitions in a global and multicultural environment
- this environment of the 21st century is characterized by ideological, economic, social transitions and changes, by crisis
- modern teachers as professionals have to face the new challenges/ crisis
- teachers' roles and efficiency are considered of most importance
- teachers need personal, educational, economic and social satisfaction,

We argue that multiculturalism and globalization, crisis and its different aspects (cultural, educational, ideological, ethical, economic, political, etc.) affect teachers in the 21st century in many sides: new roles, new conditions, new challenges, diversities, transitions and inequalities, need for effective pedagogical, social and cultural role of teachers by developing human relations, human values and beliefs and critical thinking.

In this context, we consider that –among others–the pedagogical relationship between teachers- pupils could establish a real base for strengthening their pedagogical, social and cultural role in the context of challenges and transitions in schools and outside of schools in the era of crisis. This is one of the ‘*ways of managing the crisis*’ ...²

² P. Calogiannakis & K. Karras, The historical-comparative and international discourse on education: ‘the inter’, ‘the cross’ and ‘the multi’ in the framework of ancient Greek ‘logos’, in *Journal of comparative education*, no. 72, 2012, pp. 25-54.

THE ROLE OF NON-FORMAL EDUCATION INSTITUTIONS IN CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS IN BULGARIA

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Abstract: *The article is devoted to the examination of the ongoing changes in Continuing Professional Development (CPD) of teachers in Bulgaria and the role of non-formal education institutions therein. The author's goal is to present some basic problems in the implementation of a new model of CPD which emerged after the education reform had been introduced in Bulgaria. The main issues of the normative base are analyzed, and certain problems are discussed mainly in relation to the role of the non-governmental sector in the reform. Conclusions are made on the basis of opinions of 44 Bulgarian teachers, 14 of which are students of a Master's Program in Educational Management of the Faculty of Education at Sofia University 'St. Kliment Ohridski'.*

Keywords: non-formal education, continuing professional development.

Introduction

The new demands of the 21st century in relation to school education can be summarized as follows: to prepare the citizens of the high-tech 21st century by developing their critical thinking and communication skills through new technologies, promoting collaboration and creativity along with the skills needed to succeed in a rapidly changing world and rapidly evolving society, particularly in the areas of information, media, and technology. In order to face these challenges, the school should be modernized not only in terms of facilities and the educational content reflected in curricula and programs, but also in terms of teaching methods and management. It is no accident that pedagogical specialists' continuing professional development is among the main factors influencing the quality of school education and the ability to respond to challenges of the 21st century.

Problem statement

The last Pre-school and School Education Act (PSEA) in Bulgaria from 13 October 2015 (in force since 1 August 2016) and its subsequent amendments and supplements (18 July 2017) are closely related to the National Strategy for the Development of Pedagogical Staff for 2014-

2020 (National Strategy for the Development of Pedagogical Staff, 2014) and Ordinance No. 12 of 1 September 2016 on the status and professional development of teachers, directors, and other pedagogical specialists (Ordinance No. 12, 2016)¹. These documents can be seen as an attempt to ensure the integration of pedagogical staff (directors, teachers, etc.) in the process of CPD².

CPD receives particular attention from the state, as the latest statistics shows low educational activity of pedagogical staff in the period up to 2013 (Section 1 of the National Strategy of MES for the Development of Pedagogical Staff for 2014-2020). According to this document, ‘the participation of teachers in qualification trainings either in short-term or in long-term is not sufficiently active’ (National Strategy for the Development of Pedagogical Staff, 2014). In 2012, for example, only 8% of those employed in the education sector participated in short-term trainings whereas teachers constituted 7.8% of the total number of participants. Only 1.2% of teachers participated in long-term trainings (over 60 academic hours) (National Strategy for the Development of Pedagogical Staff, 2014: 11-16)³.

According to the new legislation, CPD of teachers in Bulgaria is ‘a continuous process of improvement and enrichment of pedagogical specialists’ competences for effective fulfillment of the requirements of the work performed as well as for career development’ (Pre-school and School Education Act, 2015: Art. 221 (1))⁴. This process is planned, coordinated, managed, and controlled at national, regional, municipal, and school level and is implemented by formal and informal educational institutions – specialized service units, higher schools, scientific organizations, educational organizations where training programs have been approved by MES. The acquired qualification is assessed and certified through a system of qualification credits. The qualification

¹ *Ordinance No. 12 of 01.09.2016 on the status and professional development of teachers, directors and other pedagogical specialists*, prom. SG, iss. 75 of 27.09.2016, in force since 27.09.2016, MES – SG, iss. 75 of 27 September 2016, 2016

² L. Gray, *Teacher Professional Development Goals, Chapter 1, Lesson 12*, 2017, available at: <https://study.com/academy/lesson/teacher-professional-development-goals.html>, 2017

³ *National Strategy for the Development of Pedagogical Staff for 2014-2020*, MES, MOH, available at: www.strategy.bg/FileHandler.ashx?fileId=9415, 2014.

⁴ *The Law on Preschool and School Education*, State Gazette No. 79 of 13 October 2015, in force since 01.08.2016, amended and supplemented, SG No. 99 of December 12, 2017, 2017.

credit framework is determined by the state educational standards for professional development of teachers, directors, and other pedagogical specialists. (Pre-school and School Education Act, 2015: Art. 222. (1), (2)⁵; Ordinance No. 12, 2016)⁶.

In order to provide CPD for teachers and other pedagogical specialists in Bulgaria, MES has created an Information Register of the training organizations outside the formal education sector. The mentors working in such organizations are approved by MES (Information register, 2017)⁷. This important initiative has raised the interest of various organizations outside the formal education sector which provide courses, recruit mentors, collect credits, and provide financial support.

The primary role and contribution of non-formal education institutions during first years of the implementation of the new legislation was to introduce short-term courses (trainings) at the educational services market. However, the first years were characterized by some issues related to the activities these institutions undertake. Opinions of 14 teachers of a Master's Program in Educational Management of the Faculty of Pedagogy at Sofia University and 30 practicing teachers, which were obtained from surveys collected between 25 November and 6 December 2017, helped identify certain specific problems of teachers' continuous qualification after the the new legislation had come into force in Bulgaria.

Research questions and findings

Five problems of the new system of CPD were identified on the basis of 44 respondents' opinions.

Problem 1 – Compulsory nature of CPD and its benefits

According to PSEA (art. 221, p. 3), teachers *are obliged to* improve their qualification yearly, and according to p. 4 of the same article, school directors *are obliged to* provide the necessary conditions for it. Ordinance

⁵ *The Law on Preschool and School Education*, State Gazette No. 79 of 13 October 2015, in force since 01.08.2016, amended and supplemented, SG No. 99 of December 12, 2017, 2017

⁶ *Ordinance No. 12 of 01.09.2016 on the status and professional development of teachers, directors and other pedagogical specialists*, prom. SG, iss. 75 of 27.09.2016, in force since 27.09.2016, MES – SG, iss, 75 of 27 September 2016, 2016

⁷ *Information register of the approved programs for improving the qualification of the pedagogical specialists*, available at: <http://iropk.mon.bg/>, 2017.

No. 12 also defines *the right for qualification as an obligation* – teachers are obliged to take part in 16-hour qualification activity at least once a year. Moreover, qualification activity should not be less than 48 hours for professional certification (every 3 years) (Ordinance No. 12, art. 46)³.

Compulsory nature of CPD leads to several negative consequences. Most of the surveyed teachers undoubtedly support the need for CPD but some of them are not motivated to do it every year. The research shows that 25% of teachers believe that CPD should be a matter of ‘personal choice’. It also should depend on the teacher’s needs and motivation for ‘personal development’ and self-improvement, as well as on their experience.

When CPD is imposed on teachers, they tend to be indifferent to the content and quality of the training offered. Some teachers participate in courses in order to receive a document certifying their qualification rather than to gain new knowledge and skills. Therefore, the quality of the offered training is the last concern of such participants.

Annual participation in CPD courses is important for the participants motivated to ‘invest’ in learning. The teaching profession requires continuous improvement of knowledge, skills, competences, as it helps teachers follow trends in education, improve their teaching methods, and sharpen their professional skills. Annual CPD courses can improve the quality of teachers’ work, increase their motivation for self-development, and advance their professional competences.

At the same time, many of the surveyed teachers indicated that the current system of teachers’ qualification training is not working well. As some teachers pointed out: ‘it does not take into account the changes in the education system’; ‘quality CPD courses are not accessible to all teachers’; ‘there is not enough funding’.

Opinions of the surveyed teachers regarding CPD courses, which were offered last year, differ. Some respondents claim that these courses were useful and practice-oriented, while other responses were the following: ‘I did not learn anything new’; ‘these courses presented outdated information’; ‘many of these ideas are not applicable to the school setting’; ‘the goals of the course were not achieved’, etc. The majority of teachers did not report any changes in their work after they

³ Ordinance No. 12 of 01.09.2016 on the status and professional development of teachers, directors and other pedagogical specialists, prom. SG, iss. 75 of 27.09.2016, in force since 27.09.2016, MES – SG, iss. 75 of 27 September 2016, 2016

had completed the course. Teachers who claimed that participation in CPD courses was beneficial for them added that they noticed improvement in their professional practice.

The diversity of opinions also explains the differences in teachers' understanding of the benefits from CPD courses offered during 2016-2017 academic year. Teachers were asked to rate CPD courses on a scale of 1 to 10 with 10 being the most positive. The results can be summarized as follows:

- 1 to 5 points were given to 20% of the courses (the total number of courses was 55), 3 of them received the lowest grade (1);

- half of the courses received positive feedback from more than 50% of teachers. 4 courses received the highest grade, 5 of them were rated with a grade of 9, and 2 courses received a grade of 8. However, some changes were proposed by teachers (especially for courses organized by non-formal education organizations): (1) CPD courses should be more focused on teachers' methodological, pedagogical, and psychological training; (2) teachers-innovators should be given a chance to organize workshops.

The feedback on courses completed by surveyed teachers indicates that CPD courses were more or less a waste of time for some participants. Moreover, some of them were willing to pay for better courses which 'would be useful to them' and which 'they can choose on their own'. Teachers also highlighted that they would like to choose courses which would be 'essential for their subject-specific area', 'challenging and diverse', and most importantly, 'high in quality'. For directors, compulsory nature of CPD courses leads to financial tensions and difficulties in providing quality training every year. In order to overcome difficulties, directors force teachers to pay for the courses, as there is a shortage of funds. It should be noted that some teachers either look for courses that are more advantageous financially but do not guarantee quality or trust popular non-formal education institutions.

Contrary to Ordinance No. 12, according to which teachers are able to choose CPD courses, it is often directors who decide which courses teachers should attend. Out of the 44 surveyed teachers, only 10 indicated that they had made their choice themselves; while in other cases the choice was made by directors or school administration. Directors should be careful while choosing between a wide range of CPD courses available at the market of educational services. Their

decision can have an influence on teachers’ attitudes towards CPD. All this forms the basis for the next problem.

Problem 2 – The organization of CPD courses

According to art. 45 of Ordinance No. 12, continuing professional development of teachers can be obtained through: short-term training (in-service training) aimed at skills advancement, the development of key competences and methods of teaching, etc.; research and creative activity; trainings for obtaining a higher professional qualification degree (PQD); taking part in courses in order to obtain a new or additional professional qualification or specialization (Ordinance No. 12 of 01.09.2016). In the past academic year, priority was given to short-term courses, workshops, seminars, and PQD. On 2 December 2017, 128 organizations offering 2613 approved programs were announced on the MES website (iropk.mon.bg), and their number did not decrease in comparison with the previous academic year (Information register 2). Taking into account the fact that the choice of courses is wide, it can be stated that non-formal education institutions are making an attempt to meet teachers’ demands. However, half of the surveyed teachers indicated that there is a limited number of courses offered in the location where they live. Vocational school teachers also expressed their concerns about the lack of qualification activities needed for their professional growth and self-development.

The surveyed teachers noted that ‘there are too many CPD courses offered, but ‘they lack quality and ‘do not provide in-depth study of subject-specific fields’. Other respondents outlined some drawbacks of courses stating that ‘many courses are too general’ and ‘they are not applicable to school setting’ although they had been approved by MES. The question then is who can and should organize CPD courses?

Problem 3 – Providers of CPD courses

At present, Ordinance No. 12 defines specialized service units, higher schools, and scientific organizations, as well as educational organizations whose education programs have been approved by the Minister of Education and Science and added to the information register allowing them to organize CPD courses.

According to the opinions of surveyed teachers, many of the *providers of CPD courses* satisfied teachers’ needs in 2016-2017 academic year. Teachers commented that they would choose the same organization again, as courses were well-organized, beneficial for their self-improvement, well-prepared and easy-to-understand. However,

there were some organizations which did not meet participants' expectations, as they offered training which does not enhance teachers' knowledge and skills and presents 'outdated information'. This leads to complaints from teachers. If the surveyed teachers had a choice, they would not choose these providers of educational services again. As one of the respondents advises: 'Educational institutions should responsibly look after continuing professional development of teachers regardless their financial benefits'.

Problem 4 – CPD educators

The issue of organization and content of the offered courses is directly related to the following question: Who can and should provide pedagogical training? Legislative documents do not address this extremely important issue. The solution depends entirely on providers of CPD courses. University professors have to meet a variety of requirements in order to be recruited, however, it does not apply to educators working in non-formal education sector. CPD educators are often recruited without experience at non-formal education institutions as they agree to receive low salary.

Continuing professional development of teachers is, in general, a complex task. CPD educators must serve as experts with andragogical insight into teaching, exceptional professionals who would generate teacher's interest in self-development.

Many of the surveyed teachers commented that their lecturers 'presented useful things', 'had good public speaking skills (lectures were easy-to-understand)', 'used modern teaching methods and teaching technologies', 'stimulated teachers' interest in CPD', 'were competent and professional'. Thus, these are the reasons why teachers expressed their desire to participate in the same CPD courses next year.

One part of respondents generally expressed positive views about some of the lecturers. However, some teachers remained dissatisfied with courses, adding that CPD providers 'failed to intrigue them', 'spoke in a boring, monotone manner'.

According to the surveyed teachers, CPD educators should be:

- experienced professionals who have 21st century skills, update their teaching methods, know how to motivate students of the 21st century, and implement new education technologies in practice;
- university lecturers; qualified specialists in the field of education;
- qualified, experienced educators (including professors and university lecturers), specialists in subject-specific fields;

- competent individuals; experts with proven ability to train and mentor; specialists practicing in the relevant fields.

However, even experts in the field of education need to continuously enhance their professional skills in order to stay up to date with new educational technologies. Thus, the next problem deals with teachers' qualification.

Problem 5 – timeframe of courses (the duration of the courses)

In Bulgaria CPD courses are limited to 16 academic hours per year which accounts for a 1-credit qualification. A decline in the quality of courses can be explained by the fact that the number of hours can be reduced by half, as teachers can attend half of the course in person, which accounts for 8 academic hours only (Ordinance No. 12: art. 48, par.3). The remaining 8 hours are earmarked for 'preliminary training and consulting' (art. 48, par.3). This option is the most preferable among teachers whose only goal is to collect credits. Some of the surveyed teachers claimed that 8 hours is not enough to receive a quality education.

Conclusion

Despite the shortcomings of CPD courses in Bulgaria, the first steps are being made in this direction. The surveyed teachers highlighted the need to acquire additional knowledge and skills. In order to overcome problems identified in this paper, it would be advisable to conduct a national survey after a new model of CPD is implemented in Bulgaria. The opinions of the small group of interviewed teachers can serve as a basis for a further research. Participants were different in terms of age (from 24 to 60), pedagogical experience (from 6 months to 40 years), location where they live and work (from big cities to small towns).

It should be mentioned that similar opinions were expressed by some of the respondents during discussions in educational management classes. Therefore, it would be beneficial to take into account their views and to think of how problems associated with CPD can be avoided in the future. The role of continuing professional development of teachers should be re-examined in order to make it more beneficial for teachers.

THEORY AND PRACTICE INTEGRATION IN SUBJECT-ORIENTED TEACHER PREPARATION

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Abstract: *The paper discusses the process of the implementation of jointly offered master's degree programs from their development to implementation. It describes the main problems and their solutions, the opportunities for their development. The Institute of Childhood's experience in the implementation of three master's degree programs is presented for discussion aimed for further development of university collaboration. The research is based on three case studies of the collaboration of the Institute of Childhood with three partner universities; its goal is to find out the main features of jointly offered programs implemented with Russian and foreign universities.*

Keywords: jointly offered master's degree programs; universities collaboration; added value of jointly offered programs.

Introduction

The opportunity to implement the jointly offered master's degree programs with Russian and foreign partners is regulated by the article 15 of the Law on Education¹. The implementation of such educational programs may essentially transform the potential of educational and research activities of the universities in terms of raising competitiveness, strengthening points of growth, internalization, international recognition. Jointly offered programs reinforce university image and prestige in the educational market as these programs attract students from various regions and countries².

The Institute of Childhood of Herzen State Pedagogical University of Russia has implemented three jointly offered master's degree programs in the field of Pedagogical Education. They are 'Early Language Education for Intercultural Communication' (offered jointly with the University of Eastern Finland), 'Quality assessment of

¹ N. A. Notkina & V. A. Pogosyan, *Sovmestnyye mezhdunarodnyye obrazovatel'nyye programmy*, in *Universum: Vestnik Gertsenovskogo universiteta*, no. 3, 2013, pp. 154-157.

² O. V. Akulova & O. V. Kharitonova, *Jointly offered master's programs: innovative experience of Herzen University*, in *Universum: Vestnik Gertsenovskogo universiteta*, no. 1, 2013, pp. 43-50.

preschool education’ (offered jointly with Maksim Tank Belorussian State Pedagogical University), ‘Management of Innovative Development of Preschool Educational Institutions’ (offered jointly with Novosibirsk State Pedagogical University)³.

Research Methodology

The stages of preparation, development and implementation of these programs have a common approach and ideology although there are essential differences at all the stages. Thus, the University of Eastern Finland complies with the requirements of the Bologna process, the Belorussian university represents the system of education of the former Soviet republic, i.e. the system which is very close to the Russian educational system and the Russian university abides with the same laws and requirements as Herzen University⁴.

Results and Discussions

The research is based on three case studies of the collaboration of the Institute of Childhood with three partner universities. The research goal is to find out the main features of jointly offered programs implemented by Russian and foreign universities.

The case of joint implementation of master’s degree program ‘Early Language Education for Intercultural Communication’

The preparation for the implementation of the jointly offered master’s program ‘Early Language Education for Intercultural Communication’ required a close cooperation with the Finnish partners as well as the development of principles and mechanisms of educational

³ A. G. Gogoberidze, *The Institute of Childhood of Herzen University*, Saint-Petersburg, Izdatelstvo RGPU im. A.I. Gertsen, 2017.

⁴ A. G. Gogoberidze, I. A. Kalabina & L. Y. Savinova, Master`s Pedagogical Programms in the Institute of Childhood of Herzen University: history, modern situation, perspectives in I. V. Gladkoy, S. A. Pisarevoy (Eds.), in *Pedagogical science and modern education*, Saint-Petersburg, Izdatelstvo RGPU im. A.I. Gertsena, 2017, pp. 40-45.

collaboration⁵. First of all it should be noted the whole process of designing and implementing of this program may be referred to as the activities in global context⁶ under the influence of which the partners needed to learn and take into account the legal aspects of higher education in Russia and Finland, the specificity of the academic process organization in each of the universities, to coordinate a lot of issues which emerged because of the differences in the systems of higher education. With that in mind, a step-by-step approach was adopted⁷ which supposed proceeding from the joint implementation of one course, then of one module⁸, and ultimately, to the degree program. A series of research and workshops was conducted by the partners to clarify the issues related to specificity of the students' enrollment, organization of the academic process, workload of courses, and etc., which helped to identify differences between the countries and search for solutions bridging these differences.

One example is that to be enrolled to a master's degree program in Finland, candidates do not have to take a face-to-face examination, while in Russia the candidates are to take the 'entrance' examinations; the application period and the enrollment time also do not coincide. For these reasons it turned out to be impossible for students to be enrolled to the both universities and to be awarded with the two diplomas. However, that was not an obstacle for opening the program. The solution was that the students who applied to University of Eastern Finland after a successful graduation would get the diploma of this university whereas the students who applied to Herzen State Pedagogical University of Russia would get the diploma of that university. The decision was also made to issue a joint certificate signed by the authorities of the both universities certifying that students completed a

⁵ M. Kiseleva, & V. Pogosyan, International jointly offered educational programs: models of implementation and principles of cooperation, in *Nauchnoye mneniye*, no. 1, 2017, pp. 72-77.

⁶ M. Kiseleva, & V. Pogosyan, International joint educational programs: universities' activities in the global context, in *Nauchnoye mneniye*, no. 7(8), 2017, pp. 21-29.

⁷ M. Kiseleva, & V. Pogosyan, Interaction I IT Educational Environment: An experience of an implementation of a jointly offered international educational program, in *Izvestiya Rossiyskogo Gosudarstvennogo Pedagogicheskogo Universiteta im. A.I. Gertsena*, no. 167, 2014, pp. 194-201.

⁸ R. Kantelinen, & V. Pogosyan, Cooperation in Teacher Education: The Joint Study Module 'Teaching Foreign Languages to Young Learners' in K. Tirri & E. Kuusisto (Eds.) *Interaction in Educational Domains*, Rotterdam, Sense Publishers, 2013, pp. 159-170.

jointly offered international program. However, this kind of document is not recognized in any country.

Another example of differences is ESCT. Although one credit equals 27 academic hours in Finland and 36 academic hours in Russia, contact hours and hours of independent student's work in the two countries differ. In Russia it is regulated by the educational standard, in Finland it is regulated by the course content which may require fewer contact hours, and a larger amount of independent work (for example, in case of a small scale project or reading research literature). It should be pointed out that there are norms regulating time spent by students on reading research articles in a native language or in a foreign language. As a result, the amount of contact hours for the same course for Finnish and Russian students differed.

Another remarkable difference is that before starting the program, there was a research conducted in 76 educational institutions (kindergartens, schools, etc.) of Saint Petersburg to find out if there was a demand for the program graduates. It was revealed that 24% of respondents replied that 'they will be demanded' and 69% replied that 'they will be strongly demanded'⁴. It should be pointed out that all the program graduates successfully pursue their professional careers in the area of early language education. At the same time, in Finland, the program status is different. It is an international program meaning that it is designed for foreign students. Therefore, its content which consists of two main areas (early foreign language education and intercultural communication) and research do not include the content required for obtaining the teaching qualification in Finland. Nonetheless, the program attracted a lot of international students from China, Iran, Spain, USA, Sudan, Vietnam, Cameroon, and even Russia to study in Finland. All the graduates successfully work in the field of early language education, though not in Finland.

Notwithstanding many differences, the agreement was reached concerning the program goal which was to train teachers for teaching preschool and primary school children foreign languages and intercultural communication skills. A common study program and courses which met the requirements of each university were designed.

⁴ S. V. Vladimirova, Analysis of the relevance of “Early language education for Intercultural Communication” master's program graduates in V.A. Pogosyan (Ed.) *Early language education for Intercultural Communication: a set of teaching materials*, Saint-Petersburg, Izdatelstvo RGPU im. A.I. Gertsena, 2013, pp. 3-9.

It was also important to come to agreement on the forms of program delivery especially considering lack of financial resources to support student and teacher mobility. To reduce the expenses and to provide ‘internationalization at home’, the decision was made to implement the following model of the program delivery and the following forms of universities’ collaboration⁵:

- some courses to be taught by the teachers of the same universities in which students are enrolled (these courses have the same content in each university and are offered during the same semester);

- team teaching⁶ (contact classes are given on the premises of each university by the teachers of the respective university; students’ web-based assignments are done in the Moodle environment of the University of Eastern Finland);

- some courses are provided by Finnish or Russian teachers to the students of the both universities (in this case for one of the cohorts the course is offered distantly);

- students have their teaching practice at the partner university.

It should be pointed out that the implementation of the program turned out to be very time-consuming for teachers of the both universities. They had to devote additional time and efforts for teaching in a foreign language which also meant preparing all the didactic materials in English in order to teach students from the partner university and interact with the colleagues from the partner university on a regular basis.

At the same time, both teachers and students indicated the advantages and the added value of the program which are internationalization of the content of education and of educational activities. An example of this kind of internationalization may be a joint textbook for the jointly taught course ‘Research Practicum in Foreign Language Teaching and Learning’^{7,8} the content of which introduces the

⁵ M. Kiseleva, & V. Pogosyan, International joint educational programs: universities’ activities in the global context, in *Nauchnoye mneniye*, no. 7(8), 2017, pp. 21-29.

⁶ M. Kiseleva, & V. Pogosyan, Interaction I IT Educational Environment: An experience of an implementation of a jointly offered international educational program, in *Izvestiya Rossiyskogo Gosudarstvennogo Pedagogicheskogo Universiteta im. A.I. Gertsena*, no. 167, 2014, pp. 194-201.

⁷ R. Kantelinen, & V. Pogosian, *First Steps to Educational Research. Learning material for TeFoLa course Research Practicum in Language Teaching and Learning*. Saint-Petersburg, Knizhny Dom, 2014.

current international requirements to educational research, research ethics, research structure and description, and referencing.

The case of joint implementation of master's degree program 'Quality Assessment of Preschool Education'

The need in designing a new master's degree program training professionals in quality assessment of preschool education was caused by the processes of modernization of the system of education both in Belorussia and Russia⁹. The development of this program in many respects followed the experience of the Institute of Childhood in its collaboration with the University of Eastern Finland. At the same time, there are several essential differences. The Russian Federation and the Republic of Belorussia are members of the Commonwealth of Independent States, and education is one of the most important areas of the member states. According to the Agreement on Cooperation in the Area of Education (1992)¹⁰ and the Agreement on Equal Rights of the citizens of member states on deepening the integration in the economic and human areas (1996)¹¹, citizens of Russia, Kazakhstan, Kyrgyzstan, and Tajikistan have the same equal rights for higher and vocational education as citizens of the Republic of Belorussia (both state-funded and offered for fees for the citizens of Belorussia). One of the important conditions is that in Belorussia the Russian language has the status of one of the state languages, and the study programs may be provided in Russian. Besides, the systems of education of the Russian Federation and

⁸ R. Kantelinen, & V. A. Pogolian, International dimension of pedagogical education, in *UNIVERSUM: Vestnik Gertsenovskogo universiteta*, no. 1, 2014, pp. 26-29.

⁹ A. G. Gogoberidze, V. A. Novitskaya, O. V. Solntseva, M. S. Taratukhina, B. Pupala & O. Koshchak, Designing a jointly offered international master's program for training a specialist in assessing the quality of preschool education//preschool education in modern world in A. I. Ulzytuyeva (Ed.) *Doshkol'noye obrazovaniye v sovremennom mire: teoriya i praktika III Mezhdunarodnaya nauchno-prakticheskaya konferenciya: sbornik statey*, Saint-Petersburg: Izdatelstvo RGPU im. A.I. Gertsena, 2015, pp. 35-40

¹⁰ Agreement on Cooperation in the Area of Education, *Eur-Lex*. Available at: https://eacea.ec.europa.eu/national-policies/eurydice/content/bilateral-agreements-and-worldwide-cooperation-38_en, 1992,

¹¹ Agreement on Equal Rights of the citizens of member states on deepening the integration in the economic and human areas, *Eur-Lex*, available at, [http://eur-lex.europa.eu/legal-content/en/TXT/PDF/?uri=CELEX:22012A1215\(01\)&rid=1](http://eur-lex.europa.eu/legal-content/en/TXT/PDF/?uri=CELEX:22012A1215(01)&rid=1), 1996.

the Republic of Belorussia have common features due to the common history of their development. At the same time, the standards of higher education are different in the both countries. At the moment of designing the joint program, Belorussia offered one-year master's degree programs, while in Russia the standards required two-year programs. Belorussia joined the Bologna process in 2015 which allowed designing a two-year degree jointly offered program.

In case of the program ‘Quality Assessment of Preschool Education’, one of the stumbling points for the program developers was the question of assessment of the quality of preschool education. Consensus should have been found in interpreting the concept of quality assessment of education. Quality of education is currently one of the most relevant issues in education, and it is more efficient to respond to the new challenges in education together.

The specificity of assessing the quality of education comes from the fact that to date, assessment means only a formal analysis of the conditions of educational process of the organization based on the way these conditions are described in the documents presented for assessment. From the point of view of the assessment based on the ideology of human assessment (the leading ideology in the field of preschool education), however, primary attention is to be paid to the state of the actually observed educational activities and their conditions by assessors. That is why in this program a special attention is given to the development of instrumental and practical abilities of students to measure quality of the ways interaction between children and adults is organized; the ways educators support children's activities, creativity, initiative; the ways educational environment and time is regulated.

The goal of the jointly offered degree program ‘Quality Assessment of Preschool Education’ is to prepare graduates for solving professional problems in the area of quality assessment of preschool education taking into account national systems of preschool education. The program aims at developing the competencies in technologies of professional interaction of children and educators, in using innovative technologies of preschool education, in conducting assessment applying various quality assessment technologies, in mastering the technologies of quality monitoring, writing assessment documentation, providing information and consulting service in the area of quality assessment and quality management of preschool education.

Students' cohorts in Russia and Belorussia turned out to be different. Herzen University students were those who only recently received their Bachelor's degree, Belorussian student were those who had a significant work experience in the system of preschool education. Thus, students had unique opportunities of a special interaction whenever they had joint assignments meaning that young educators suggested new ideas, and experienced educators assessed the risks and practicality of these suggestions.

There were several forms of partners' interactions during the implementation of the program 'Quality Assessment of Preschool Education'. For example, Herzen University teachers came to Belorussia to give lectures on the opening of the course. These contact sessions allowed to coordinates teachers' collaboration and gave students an opportunity to understand the general idea of the approaches to the assessment of education quality based on the experience and views of the teachers of the both universities. After that the courses were continued in each of the universities. At the end of each course an online conference was held which helped to share opinions and experience gained, as well as to identify the differences in assessments in both countries which gave unique advantages to the students.

Besides, the theoretical courses were supported by research and field practice. The students also had field practice at a partner university. Russian students had teaching practice in Belorussian kindergartens, and Belorussian students had teaching practice in Russian kindergartens. This also provided a unique opportunity for students to see the differences in the approaches to the systems of the quality assessment in different countries. The organization of this kind of field practice is complicated; however, the benefits for students are evident. The students had an opportunity to communicate with each other both in formal and informal situations which also had a positive effect on their learning.

The case of joint implementation of master's degree program 'Management of Innovative Development of Preschool Educational Institutions'

The basic difference in the implementation of this master's degree program is that in this case the requirements to the organization of the

academic process in both universities coincide¹². The coordination of the universities' joint activities concerned the local documents issued by partner universities. In other words, when the joint study program was developed by the Russian universities, the main focus of the program designers was on the program content, in this case related to the strategic development of preschool education in the context of the Russian education system. The problem was solved by integrating the best Russian practices of innovative development of preschool education reflecting the national and also the regional specific aspects.

That is why the collaboration should be initiated between those universities which are able to make an equal contribution in the implementation of a joint program. For example, since 2014 Novosibirsk State Pedagogical University has participated in the experimental program that implements the study program 'Educator of the Preschool Institution' which was developed by the Institute of Childhood of Herzen University in the framework of the Ministry of Education project of modernization of pedagogical education 'The Implementation of the Competence Approach in the Development and Experimental Implementation of Professional Educational Programs of Higher Education in the Area'. This joint program is implemented in the Russian Federation which is why the above mentioned problems did not occur.

Conclusion

It is obvious that joint programs offered together with foreign partners are more complicated to design and implement as they require a substantial time-consuming preparation and thorough coordination at each stage compared with the jointly offered programs within one country. The added value of the international jointly offered programs is unique in each case. Besides, each program's goals prompt in enhancing intercultural and global competences of both students and teachers. The added value of the study programs implemented within one country is of a different nature as it fosters partnership between the leading

¹² V. I. Dolgova, V. V. Kurunov, A.A. Vikhman, & L. G. Dmitriyeva, *Mekhanizmy upravleniya setevymi magistraturami psikhologo-pedagogicheskogo obrazovaniya*, in *Vestnik Chelyabinskogo gosudarstvennogo pedagogicheskogo universiteta*, no.1, 2015, pp. 15-20.

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universities which together solve the problems and challenges of the strategic development of the national system of education.

STRENGTHS-BASED PROFESSIONAL AND CAREER DEVELOPMENT OF TEACHERS

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Abstract: *Studies on contemporary trends in adult education and in particular in the context of career development provide insights into opportunities for adult career development and the development of management competencies. The analysis of normative documents shows that there are no clear strategies and policies for the career development of people of all ages. This also applies to an extremely important group of society, that is, teachers and future teachers. The main research question is how to develop career management competence of teachers. The purpose of the study is to develop a model of teacher's career development training based on analysis of contemporary policies, theories, and practices for career development, adult education, and strength-based approach to education. The research methodology includes analysis of scientific publications, regulations, policies, educational programs, and educational practices, as well as modelling (designing a training model), observation, and descriptive analysis. Competence-based model of teacher's career development creates conditions for learners' personal orientation and motivation, provides group diagnostics and flexibility. The modern adult career development theories are integrated in the teacher's career development training. The aim of the new model of teacher's career development is to facilitate future actions for planning, organizing, and implementing teacher's career development training. Conclusions are made about contemporary perspectives on career development and the proposed modern strengths-based andragogical model.*

Keywords: career development, career management competences, training of teachers, model, strengths-based approach.

Introduction

At the beginning of the XXI century, the paradigm of career development has changed under the influence of globalization, the development of information technology, demographic changes, and changes in the labor market.¹ Thus, there is a need to develop new

¹ For more details see: Kateryna Miliutina, Andrii Trofimov, Svitlana Paschenko, Oleksandr Vakulenko, Iuliia Romanova, Nina Rohal, “The Use of Projective Methods in Working with Staff”, in *Astra Salvensis*, VI, 11, 2018, pp. 495-504; Dmitrii V. Enygin, Nataliia Iu. Fominykh, Anastasiia V. Bubenchikova, Joseba Inaki Arregi-Orue, Rakhila Aubakirova, “To the Definition of the Notion *Multicultural Educational Environment*”, in *Astra Salvensis*, VI, 11, 2018, pp. 601-616; Ileskhan Smanov, Aktolkyn Boranbayeva, Kamalbek Berkimbayev, Kulimkhan Arymbayeva, Kanat Azhibekov, “Approaches to Online Learning: a Study of the Factors Affecting Teachers in a Fully Online Faculty”,

competences for career development management. Career development is closely linked to lifelong learning. Developed countries create national career development frameworks and competence-based training programs.

The situation in Bulgaria is also characterized by dynamic changes in the world of work, society, and economics. There are also some changes in the input of foreign experience and national policies. More precisely, over the last decade, we have introduced models of career guidance and counselling mainly borrowed from the United States. A network of centers for career development in higher education is being built. As for secondary education, school counsellors are being prepared to offer career services. The developed national policies for career guidance and lifelong learning are based on EU policies.

There is a need in modern age-sensitive training programs for career development, which would take into account target groups, including teachers and future teachers.

Modern concepts of career and career development

Analysis of the perceptions of a number of theorists in the field of career development shows that the concepts of ‘career’ and ‘career development’ have changed over time^{1,2,3,4,5}. The newest definitions of ‘career’ and ‘career development’ represent the proactive, personalized life/career management process where people are not only active in

in *Astra Salvensis*, VI, 11, 2018, pp. 631-639; Saule Abdrakhmanovna Nurpeissova, Bakyt Aituovna Arinova, Valeriya Vladimirovna Gumenyuk, Ainur Kerimkulovna Kenebayeva, Alpysbay Jumagalievich Kelemeshev, Bakyt Aubakirova, Nadezhda Kozyukova, Zhanar Zhilkybayeva, „Didactic Innovative Learning Technology by the Knowledge→Capital Method”, in *Astra Salvensis*, VI, 11, 2018, pp. 653-664.

¹ E. L. Herr, *Career development: What it is and why it is important*, America's Career Resource Network Web site, available at: www.acrnetwork.org, 2004.

² W. Patton, Career education: What we know, what we need to know, in *Australian Journal of Career Development*, no. 10(3), 2001, pp. 13-19.

³ A. G. Watts, Career development learning and employability, in *American Journal of Educational Research*, no.1, 2006, pp. 47-53

⁴ L. S. Hansen, *Integrative life planning*, San Francisco, Jossey Bass, 1997.

⁵ D. M. Wolf, & D. A. Kolb, Career development, personal growth, and experimental learning. In J. W. Springer (Ed.), *Issues in career and human resource development*, Madison, American Society for Training and Development, 1980.

responding and adapting to changes but also in gaining life and learning experience that would allow them to build a satisfying life.

By adopting broad understandings in the field of career development, the following working definitions of the concepts of ‘career’ and ‘career development’ were formulated:

- Career is the sequence and variety of work roles (paid and unpaid) that a person takes in his/her life. Careers include life roles, leisure, learning and work.
- Career development is the process of managing life, learning, and work.

Career development theories

At the end of the XX century and the beginning of the XXI century, theories laid the foundation for the understanding of the career development process and the intervention into it. New theories are constantly evolving. All earlier theories stimulate and support the development of new ones that offer more detailed and comprehensive descriptions of career development, and are designed for a wide range of people in order to support their career development.

According to V. G. Zunker (1998)⁶, theories of career development and career choice are valuable resources for career consultants and trainers. They contribute to the development of career counselling and career education programs, as they help define stages of career development and the transitions between them, identify tasks inherent in each stage, individual types and the relevant working environments, as well as the decision-making techniques. They outline the influence of stereotypes of gender roles; offer ideas for the career development of women, ethnic minorities, and other groups; clarify aspects of social learning and its linkage to career development. Theories serve as a basis for generating or validating ideas and practices for people working in the field of career development.

Based on a study in the early 1990s, Kidd and his team summarized the particularly important approaches and theories about career guidance, counselling, and education. They presented the following traditional approaches: matching approach, developmental

⁶ V. G. Zunker, *Career counselling: Applied concepts of life planning*, London, Brooks/Cole Publishing, 1998.

approach, occupational allocation, social learning approach, psychodynamic approach, community interaction approach. The new theories of career guidance practice are multicultural counselling, constructivist approach and descriptive counselling, ‘life as a career’, pragmatic rationalism, system theory, career theory for women, career theory for minority ethnic groups, an unlimited career, social cognitive approaches⁷.

Some of the theories, most frequently cited and relevant to this topic, are Parsons’s theory of personality traits and factors, John Holland’s theory of career choice, Ginzberg, Ginsburg, Axelrad and Herma’s professional choice theory, Donald Super’s theory, John Krumboltz’s theory of social learning, theory of career development from the perspective of cognitive processing of information, career development theories and career development training.^{8,9,10,11,12,13,14,15,16,17,2}

⁷ M. J. Kidd, J. Killeen, J. Jarvis & M. Offer, *Working Models of Career Guidance: the interview*, London, NICEC/Birkbeck College, 1993.

⁸ F. Parsons, *Choosing a vocation*. Boston: Houghton Mifflin, 1909.

⁹ J. L. Holland, *Making vocational choices: A theory of vocational personalities and work environments*, New Jersey, Englewood Cliffs: Prentice Hall, 1985.

¹⁰ V. G. Zunker, *Career counselling: Applied concepts of life planning*, London, Brooks/Cole Publishing, 1998.

¹¹ D. E. Super, *The psychology of careers; an introduction to vocational development*, Washington: The Office of Career Education, 1957.

¹² D. E. Super, *Career development: essays in vocational development*, New York, College Entrance, 1963.

¹³ D. E. Super, *Career education and the meaning of work*, Washington: The Office of Career Education, 1976; Dana Shayakhmetova, Fatima Mamedova, GuldanaSeidaliyeva, "The development of critical thinking skills in foreign language classroom," in *Astra Salvensis*, V (2017), Supplement no. 1, p. 229.

¹⁴ D. E. Super, A life-span, life-space approach to career development, in *Journal of vocational behavior*, no.16(3), 1980, pp. 282-298.

¹⁵ D. E. Super, A life-span, life -space approach to career development, in *Journal of Vocational Behavior*, no. 3, 1990, pp. 282-298

¹⁶ J. D. Krumboltz, *A social learning theory of career decision making*, Cranton, Carroll Press, 1979.

¹⁷ L.K. Mitchell, & J. D. Krumboltz, 'Krumboltz's learning theory of career choice and counseling', in Brown, D., Brooks, L. & Associates (Eds) *Career Choice and Development* (3rd Ed), San Francisco, California: Jossey Bass, 1996.

² G. W. Peterson, J. P.Sampson, & R. C. Reardon, *Career development and services: A cognitive approach*, New York, Thomson Brooks/Cole Publishing Co, 1991.

In order to outline the place and importance of career development theories for career development, a summary can be made of each of them:

- Trait-and-factor theory has been developed on the basis of research into individual differences of people and progress in the psychometric movement. Its main characteristic is the acceptance that each person has unique abilities or distinctive features that can be objectively assessed and combined with work requirements.

- Ginzberg, Ginsburg, Axelrad and Herma developed the theory of career choices. They suggest that professional choice is a process of development that covers three stages, namely, imaginary, experimental, and realistic.

- Donald Super has greatly contributed to the study of professional behavior. He formulated five stages of development: growth, exploration, identification, maintenance, and decline. Super sees the I-concept as a vital force influencing a career model that one can follow throughout his or her life. Another important contribution of Super is related to the conclusion that there is a correlation between young people's career maturity and their success in professional realization, self-awareness, and planning skills. The Super Theory for the Career Development Process takes a multifaceted approach.¹¹⁻¹⁵

- Krumboltz, Mitchell and Gelatt assume that career choices are significantly influenced by life events. They examine the impact of four factors: genetic talents and special skills; environmental conditions; learning experience and problem-solving skills.^{16,17}

- Holland examined career choice. He believes that modular personal orientation is a key to individual professional choices. The basic theory behind Holland is the concept that people choose their career to satisfy their developed, preferred, personal, modal orientations. Holland developed six modal styles and six relevant work environments: realistic, exploratory, artistic, social, enterprising and conventional⁹.

- The cognitive information theory is applied to career development in terms of how one makes a career decision. A follow-up procedure has been developed to help people process information to make the best career decisions.

- From a socio-cognitive perspective, career development is embraced in the general social-cognitive theory that combines cognitive, self-regulatory, and motivational processes into lifelong phenomena.

This theory aims to find definitions of specific intermediaries from which the learning experience shapes career behavior; clarify how interests, skills and values interact; and identify contextual factors that produce results.

The choice of learning content and technologies for career development training is closely related to career development theories. There is no theory which would explain the complex process of career development. Therefore, they all contribute to the understanding of career development and have a place in training programs.

Modern theories shift the focus towards the career development process and place the individual in an active position in building their own careers. They show that career development cannot be understood beyond its context. This provides valuable insights into the development of an effective methodology for the development of competences for the management of personal career. Theories provide a holistic approach to career development.

Strength-based approach

In our culture, it is very popular that people, families, teachers, and counsellors focus on needs, deficits, and problems. However, this emphasis could lead to a sense of failure and helplessness, reinforce low expectations, create dependency on outside resources, and discourage individuals and communities from moving to the direction of positive outcomes³. In recent decades, there has been a transition from a problem-focused, deficit perspective to a strengths-based view that emphasizes resources and capabilities.^{4,5} The use of strengths-based career development content in career education programs can help all students to become proactive, resilient, and adaptive.

Problem statement

³ J. G. Keith, Best Practice Briefs a product of Outreach Partnerships, in *Michigan State University*, available at: outreach.msu.edu/bpbriefts/issues/briefts2.pdf, 2001.

⁴ S. Howard, J. Dryden, & B. Johnson, (1999). Childhood resilience: Review and critique of literature, in *Oxford Review of education*, no. 25(3), 1999, pp. 307-323.

⁵ B. K. Keogh, & T. Weisner, An ecocultural perspective on risk and protective factors in children's development: Implications for learning disabilities, in *Learning Disabilities Research and Practice*, no. 8(1), 1993, pp. 3-10.

The analysis of normative documents shows that there are no clear strategies and policies for the career development of people of all ages in Bulgaria. This also applies to an extremely important group of society - teachers and future teachers.

Therefore, developing a model for career development teacher training, based on a study of international experience in the field of contemporary policies, theories and practices for career development and adult education and taking into account the Bulgarian context, would fill the existing deficits in Bulgaria.

Research question

How to develop career management competence of teachers?

Purpose of the study

The purpose of the study is to develop a model of teacher's career development training based on a study of international experience in the field of contemporary policies, theories and practices for career development and adult education taking into account the Bulgarian context.

Research Methods

The research methodology includes analysis of scientific publications, regulations, policies, educational programs and educational practice, modelling (designing a training model), observation, descriptive analysis.

Findings

Model of teacher's career development training

The presented model of teacher's career development training is andragogical. Adult learning is effective if teachers take into account andragogical features of a learning process. Unlike the pedagogical process, the andragogical process requires a partnership between a teacher and learner, using the experience of the learners (professional and life), active inclusion of learners in all activities - planning, organizing, managing and controlling the learning process - and taking

into account their assessment of effectiveness. When designing the model, special attention was paid to the choice of competence framework. For this purpose, the experience of the United Kingdom, USA, Canada, and Australia has been studied.^{6,7,8}

The model of teacher's career development training includes the following elements:

1. Objectives, tasks, mission and vision of the model

The mission of the model is to present a comprehensive strategy for organizing career development training of adult learners - teachers. The vision of the model is to create prerequisites for purposeful career development training of teachers. The aim of the model is to facilitate future actions for planning, organizing, and implementing career development teacher training. The tasks of the model are to outline the specific requirements for the trainers in career development; to outline the conditions for organizing an effective learning process of teachers in the area of the career development; to outline the parameters of a specific career competence of teachers related to their career development.

2. Competence framework - objectives and expected outcomes of career development training

The competency framework defines the objectives and expected outcomes of career development training. It includes the competences of the learner and the competences of the teacher⁹.

When determining goals and expected results, i.e., what the learners need to know and can in the career development courses (the competencies of the learners), the Australian Competence Framework for Personal Career Management was used. This framework includes competences in the three main areas: 'Personal management', 'Learning and work exploration', 'Career Building'²⁴.

⁶ A. G. Watts, Toward a policy for lifelong career development: A transatlantic perspective, in *The Career Development Quarterly*, no. 45(1), 1996, pp. 41-53.

⁷ NTSC (National Training Support Center), *The national career development guidelines*, America's Career Resource Network website, available at www.acrnetwork.org, 2004.

⁸ MCEETYA, *The Australian Blueprint for Career Development*, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra, available at: <http://www.blueprint.edu.au>, 2009.

⁹ V. Sharlanova, Kompetentnostna ramka na model za obuchenie za karierno razvitic, in *Pedagogicheski forum*, no. 2, 2016.

The competencies of the lecturer include personal career management competences, competences for adult training (andragogical competencies), and competencies aimed to facilitate learner's career development. Career management competencies are the same as the above competences of learners (according to the Australian Competence Framework).

In determining the andragogical competencies, the results of the European Commission-funded study ‘Key Competences of Adult Learning Specialists’ were used¹⁰. Common competences and specific competencies are defined.

The third group of competencies are competencies which facilitate the career development of learners. They include the following competencies: support, informing about the labor market, assessment, knowledge and the use of career development models, personal career management, promotion and public relations, supervision. These competencies are based on GCDF program – Global Career Development Facilitator¹¹.

3. Andragogical basis of the model - basic assumptions about learners and the learning process

The andragogical foundations of the model cover the basic assumptions about learners, the learning process, and the characteristics of adults as learners¹².

Understanding of the characteristics of adult learners in career development training and understanding of the learning process itself are based on:

– The basic assumptions for learners and learning, according to the Nottingham Andragogical Model and the model of Malcolm Knowles.^{13,14}

¹⁰ B. J. Buiskool, S. D. Broek, J. A. Van Lakerveld, G. K. Zarifis, & M. Osborne, Key competences for adult learning professionals. Contribution to the development of a reference framework of key competences for adult learning professionals, in *Project Report. Research voor Beleid, Zoetermeer, Netherlands*, 2010.

¹¹ NCDA, *Policy and Procedures Manual*, available at: <http://www.ncda.org>, 2009

¹² V. Sharlanova, An andragogical framework for career development of pedagogy students, in *Akademichno spisanie: upravlenie i obrazovanie*, 2016.

¹³ Nottingham Andragogy Group, *Towards a developmental theory of andragogy*, Nottingham: University of Nottingham, 1983.

¹⁴ M. Knowles, *The Adult Learner: A Neglected Species*, Houston, Gulf Publishing, 1990.

- Studies of scientific literature on the characteristics of adults as learners.^{15,16}
- Personal research experience (related to the subjects of the learning process) as university teacher involved in in-service teacher trainer training.
- Modern concepts about career and career development¹⁷.
- 4. *Characteristics of the learning process in the career development courses*
- The learning process is a personally oriented and andragogical process by its nature, as it is based on:
 - The ‘twelve distinctive features’ of the andragogical process according to the Nottingham Andragogy Group²⁹.
 - The seven characteristics of the highly effective learning process with adult learners formulated by Dorothy Billington (1988)¹⁸.
 - The results of the empirical study - focus group and expert assessment.¹⁹
 - Competency frameworks for career development.^{23,24,20}

Based on theoretical analysis and empirical research through focus groups and expert assessment, the characteristics of learning in career development courses are defined: personality oriented, competency-based, reflexive, flexible, holistic, continuous improvement, without strict prescriptions, oriented to problem-solving, aimed at constructing new knowledge based on practice and continuous negotiation, integrating thinking and learning, combining the styles of teaching and learning.

The identification of the requirements that learning should meet in career development courses is based on a thorough comparative analysis

¹⁵ M. S. Knowles, *The modern practice of adult education (revised and updated)*, New York, Cambridge, 1980.

¹⁶ K. P. Cross, *Adults as Learners. Increasing Participation and Facilitating Learning*, San Francisco: Jossey-Bass, 1981.

¹⁷ V. Sharlanova, Education and career development, Stara Zagora, Trakia University, 2014.

¹⁸ D. Billington, *Ego development and adult education*, Arbor, University Microfilms international, 1988.

¹⁹ V. Sharlanova, Principi i uslovia na uchene v kursovete za karierno razvitie na pedagozi, in *Godishnik na Visshe uchilishte po menidzhmant*, 2016.

²⁰ L. Hache, D. E. Redekopp, & P. S. Jarvis, *Blueprint for life/work designs: The quick reference guide*, Ontario, National Life/Work Center, 2000.

of the principles of adult learning formulated by many authors^{21,22,23,24,25}. It also takes into account the characteristics of the elderly learners, the peculiarities of the career development process presented in the theoretical concepts of career development.³³

Based on this analysis, the following learning principles can be formulated^{35,26}:

- Learners have different needs, experiences, skills, values, and interests.

- Learning should be personally oriented. This means that learners should be at the center of the learning process. An emphasis is placed on the process, not on the content.

- Learning should be competence-based. The goals and the expected results are based on a competence framework.

- Self-guided learning should be encouraged in career development courses. Learners need to make important decisions on their own.

- Learning is based on previous experience. Past experience influences learning in some cases. It can be an incentive or an obstacle to learning new knowledge, skills, and attitudes.

- The learning process should provoke interest in learning content and learning tasks.

- Learning should be motivating. Students are motivated by a variety of factors. Internal motivation leads to deeper learning.

- The learning process of pedagogical staff should be problem-oriented.

- Learners should receive feedback on their performance in accordance with the objectives. Positive evaluation and support work together effectively.

- The learning environment should be supportive. A pleasant and supportive environment is a key to successful learning.

²¹ S. Brookfield, *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices*, McGraw-Hill Education, 1986.

²² A. B. Knox, *Adult Development and Learning*, San Francisco, Jossey-Bass, 1977.

²³ D. H. Brundage, & D. MacKeracher, *Adult learning principles and their application to program planning*, Ontario, Minister of Education, 1980.

²⁴ R. Smith, *Learning to learn across the lifespan*, San Francisco, Jossey-Bass, 1990.

²⁵ R. Zemke & S. Zemke, *30 things we know for sure about adult learning training*, Philadelphia: Elsevier, 1988.

²⁶ V. Sharlanova, Learning needs of Bulgarian pedagogy students in the field of career development, in *Sbornik statej*, Kazan, 2016.

- The learning environment should encourage student participation.

Taking into account characteristics of teachers as adult learners, the systematic application of the presented principles can ensure the optimal organization of the learning process and the development of career competencies.

5. Preparations for and organization of the learning process

Preparations for and organization of the learning process go through stages of planning, organization, preparation of materials, realization and evaluation of the effectiveness of the learning process.

6. Participants of the learning process

Participants of the learning process are the teacher and learners.

7. Supportive learning environment

In order to create supportive learning environment, a special attention should be paid to school microclimate. The understanding of how pedagogical staff are learning and using learning techniques can help teachers improve their performance. The emphasis on developing new attitudes and beliefs in career development training reinforces the need for building a positive psychological climate. The model presented in the article is tested with different target groups of teachers. Expert evaluation of the model, observation, and survey of students' opinions on the effectiveness of the career development courses confirmed that the model is useful, modern, timely and easy to apply²⁷.

Conclusion

Contemporary perspectives on career development define it as a life-long process that presupposes self-knowledge and explores factors influencing different aspects of human life. Knowledge, skills, and relationships that are developing along this path not only enable planning and decision-making, employment research and professional choices, but also self-management, the development of work skills. Career development of teachers is the result of lifelong learning, during which personal and professional skills are constantly changing and expanding in response to career changes and emerging new opportunities.

²⁷ V. Sharlanova, Empirical research on career development, in *Sbornik s nauchni docladi ot Ubilejna mejdunarodna nauchna konferencija*, Blagoevgrad, 2016.

The proposed modern strengths-based andragogical model is useful, modern and easy to apply - it can be successfully used with different target groups of pedagogical staff. It has many advantages:

- It is competence-based. The competency framework defines the objectives and the expected learning outcomes - management competences of trained teachers.

- It creates conditions for personal orientation, placing students at the center of the learning process. The learning process is responsive to the competences, needs, and interests of learners.

- It provides group diagnostics through a system of methods. As a result, a profile of the group is developed, the needs of the learners are determined.

- It creates conditions for motivating learners.

It flexibly combines a set of approaches: holistic, humanistic, situational, activity-based, reflexive, positive, integral, personally oriented, constructivist. The application of these approaches leads to the development of new career attitudes and values, patterns of behavior, changes in transformational learning and critical reflection.

FEATURES OF COMPETENCE-BASED APPROACH REALIZATION IN THE SYSTEM OF MASTERING THE PEDAGOGICAL DISCIPLINES OF A FUTURE TEACHER

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Abstract: *The article deals with the interpretation of the competence approach towards “Pedagogical Education” specialization; the specifics of pedagogical cycle disciplines teaching under the conditions of competence approach implementation is touched upon; the peculiarities of taking general professional competences into consideration while studying pedagogical disciplines and implementing some of the competences are revealed.*

Keywords: competence-based approach, competences, pedagogical cycle disciplines, pedagogical education.

Introduction

According to most researchers, interpretation of competence implies the formation of a number of different qualities of an individual, developing, in the course of mastering, a system of certain knowledge¹, skills and abilities that give the competence as a readiness for professional activity. As in teaching other disciplines, attention is drawn to the selection of competencies concerning mastering the disciplines of pedagogical cycle, which is determined by a number of positions. In accordance with the requirements of 44.03.01 and 44.03.05 standards, the following professional competencies should be implemented in preparation for professional activity on pedagogical subjects (Pedagogy) and in terms of organization of University educational process: General Professional Competence-1 - willingness to recognize the social importance of the future profession, having the motivation for professional activities; General Professional Competence- 2 - ability to carry out training, education and development taking into account social, age, psychophysical and individual characteristics, including special educational needs of students; General Professional Competence-3 - readiness for psychological and pedagogical support of educational

¹ O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

process; General Professional Competence-4 - readiness for professional activity according to regulatory legal acts in the field of education.

The key in the selection of the competence concerning the subjects of the pedagogical cycle is competence-based approach respectively. In this regard, it requires not only mastering the system of certain skills necessary in everyday life, but also considering not only ways of cognitive activity. It requires, realizing himself in a particular type of activity, a serious value-orientation basis, emerging as the development of the individual and the formation of its Outlook, possession of fundamental knowledge about the subject of their activities, its methodological foundations, methods of implementation, transformation and improvement a future professional. Compliance of these parameters with employers' expectations. “It is the level of compliance of individual indicators with the expectations of the employer and the society relies as the main indicator of competency”². Consequently, one of the conditions for selection is the requirements for a professional from the part of the employer.

One more condition to determine the features of competencies is the provision of pedagogical activities in society and the attitude towards it. The specificity of the pedagogical profession is that the requirements are imposed on it not only and not so much by the employer as by the society as a whole. And it will be a source of competence formation among future members of the society, active converters and creators of the surrounding cultural and educational environment.

Secondly, the segregation of competence for the subjects of the pedagogical cycle should be based on a personality-oriented approach towards education, when the focus is on the interests of the individual, which acts as a goal, the result and criterion of the educational process, and therefore also the student himself, using his individual characteristics, sets a list of requirements for the teacher. In this case, the question of competence and competence of the teacher is significantly expanded.

At the organization of educational process in higher pedagogical education institution two key tasks are put forward: the first task is the formation of higher pedagogical education institution students the adequate image of the teacher-professional with all professional

² Competence-based approach, in *Abstract Bulletin. – Russian State University for the Humanities*, available at: http://www.rsuh.ru/binary/56572_11.1173464019.22977, 2005.

competences; the second one is mastering the creation and realization of this image.

Research objective and aims

In this regard and on the basis of the modern interpretation of the competitive approach, it is essential to characterize the peculiarities of forming General Professional Competencies (1, 2, 3, 4) in working with students of “Pedagogical Education” specialization. This forming is more effective in case of using while teaching pedagogical disciplines technologies, methods and forms, which are closer to those given at school but take the students’ peculiarities into consideration.

The status of the issue

Quite a lot of aspects of communicative approach implementation in humanitarian disciplines realization were studied. However, the mechanisms of General Professional Competencies implementation in pedagogical disciplines for students of “Pedagogical Education” specialization as well as the peculiarities of these competencies forming were studied incompletely.

Theoretical and practical contribution

The study proposes an original model of the forming General Professional Competences, based on a well-thought-out choice of forms, methods of interaction in the educational process of the University, due to the essence of understanding the formed General Professional Competences, features of the discipline and the specifics of pedagogical activity.

During the work on the study, the mechanisms of formation of General Professional Competences were identified: simulation games, close not only to the educational process of the school, but also to other aspects of pedagogical activity, the solution of pedagogical tasks based on playing situations, the implementation and protection of creative projects (fragments and technological cards of lessons and/or extracurricular educational activities).

Literature Review

The problem of competence-based approach in the educational process was raised quite a long time ago. Originally, in the context of qualification training for the future profession, then the relationship between the concepts of competence, competence and qualification (I.A. Zimnaya³), and the appointment and interaction in the educational process of higher educational institutions, then, in the format of the approach, the theoretical framework serving as a basis for structuring and organizing the educational process in higher education⁴, and finally, within the framework of the structure of professional competence of the teacher⁵.

Many researchers study the question of adequacy of this approach to education at technical and economic universities⁶.

Materials and Methods

Research objective

The solution to the specified problems relied on the implementation of the following items: 1) studying the psychological and pedagogical literature and periodicals on the issues of competences development in the conditions of the educational process of the University, 2) substantiation the peculiarities professional competences formation in the study of pedagogical subjects of students at the 44.03.01 and 44.03.05 specializations (pedagogical education), 3) developing the mechanisms of forming General Professional Competences taking into account the specifics of the competencies themselves, professional pedagogical activity and the taught subject.

³ I. A. Zimnaya, *Key competences – new paradigm of the education*, available at: <http://aspirant.rggu.ru/article.html?id=50758>, 2012.

⁴ A. V. Khutorskoy, Design technology of key and subject competencies, in *"Eidos" Internet-magazine*, available at: <http://www.eidos.ru/journal/2005/1212.htm>, 12.12.2005.

⁵ I. A. Bredihina, Foreign language teacher's professional competency structure peculiarities, available at: <http://journals.uspu.ru/attachments/article/993/13.pdf>, 2015.

⁶ I. Frumin, Competence approach as a natural stage of updating the content of education, available at: <http://ipk.admin.tstu.ru/bpi/bpiweb.exe/doc990>, 2011.

Theoretical and empirical methods

Verification of the hypothesis was carried out through the use of such theoretical methods of research as comparative analysis of the works of the authors who are/were occupied with the questions of competencies as well as the generalization and systematization of the results of the study and analysis of academic and educational literature and theoretical justification of methodological tools, effectively used in the formation of competencies in students of pedagogical universities. Observations of first- and second-year students, courses, polls, tests, analysis of the data obtained as a result of the pedagogical experiment were chosen by empirical methods of research to test the hypothesis.

Research base

The study was carried out during the year. It involved 65 students of the “Nizhny Novgorod National Research State University of N. I. Lobachevsky” Federal State Autonomous Educational Institution of Higher Education. The control group (32) selected students of the first and second courses, studying in the field of pedagogical education, specialization - Biology and geography, History and Social Studies. Experimental groups (33) were students of the first and second courses of the Faculty of Physics and Mathematics, profiles - Mathematics and Physics; Historical and Philological Faculty, profiles – the Russian language and Literature. The gender composition of groups is uneven. The choice of such distribution of control and experimental groups was due to the aspiration to objectivity of experiment. The groups included students with approximately equal opportunities in the field of Humanities.

Research stages

The experiment was carried out during one year in three stages.

Stage 1 of the experiment involved the diagnosis of the formation of General professional competencies of the first-year students at the end of the spring semester. To carry out the diagnosis, tests were used to identify the creative potential of a teacher by M. V. Zyuzko, the “Professionally significant qualities” questionnaire, tests on the subjects of the pedagogical cycle and the expert evaluation of the teacher. The

following characteristics of professional competences formation levels were proposed as the criteria: high – positive evaluation of the student teacher, good performance of the final control test results for academic discipline is not below 80%, the sustainability of motivation and interest in implementing educational activities; average – good evaluation of the student teacher, the indicators of the final control are positive, the results of testing on the subjects of the pedagogical cycle - not less than 70%, unannounced motivation for the implementation of professional teaching activities and manifestations of interest in it; low – satisfactory evaluation of the student's activities, low indicators of the final control, the results of testing not less than 50%, extremely low motivation for educational activities implementation, the lack of interest in it and its organization. The implementation of this phase was carried out in the second half of 2016.

Results

The results of the reporting stage

Analysis of the results in the control and experimental groups at the first stage of the study revealed that among students enrolled in the field of pedagogical education prevail low (in the control and experimental groups, respectively, 34% and 30%) and medium (in the control and experimental groups, respectively, 53% and 54%) levels of formation of General Professional Competencies. The high level was 12% in the control group and 30% in the experimental group.

Stage 2 – experiment. To form the General Professional Competences we used the forms which imitate reality, methods, or the closest ways to the assessment of educational process and teacher's activity.

In the control group classes were held in the classical form of a seminar using the way of analysis of issues for discussion, verification of written assignments. In the experimental group a set of forms was selected, which, in our opinion, influences the formation of designated competencies in the course of mastering the disciplines of the pedagogical cycle most effectively. Such forms, means and methods, taking into account the peculiarities of the branch of pedagogical

knowledge, were simulation games⁷, supplemented by other methods and techniques.

As a part of the study of the “General Pedagogics” section, being a part of the course “Pedagogics”, the following game tasks, non-traditional forms and methods were used: the “Pedagogical Council” imitation game, discussing the educational process organization taking into account the characteristics of the student, who is the hero of literary works (from the “Mysterious garden” by F. Bernet, “Thief of intercoms” by E. Rakitina, “Revision of the passed” T. Kryukova, etc.) (in the study of the peculiarities of training and education organization), our own game “Learning Techniques” aimed at strengthening of knowledge and improvement of skills in the field of the theoretical foundations and methods of organization of educational process, “Exchange of views”, which includes playing and discussion of the fragments of the lessons, underlying the problematic situations, a simulation game “Expert opinion”, based on the discussion of topical issues of the educational process, where students play the role of famous modern scientists E. A. Yamburg, A. M. Kondakov, M. N. Borytko (in the study of modern didactic systems), “Non-Traditional Certification”, held in the form of mini-certification of a young teacher, during which students present their development of lessons, technological cards of lessons and /or extracurricular educational activities (in the study of lesson forms and forms of educational activity), admission “I’m a teacher on duty”, implying the choice and presentation of one student, being a “student” and another student – “the teacher on duty” (usually at the beginning of a class for the purpose of updating) by a lot of the pedagogical situations demanding the urgent decision within 3 minutes and also a webinar called “problems of control and estimation within educational process at school” - a game action simulating the organization of the webinar on exchange of experience among teachers.

The control stage of the experiment

The control phase of the experiment was carried out during the first half of 2017. Comparison of the results of repeated diagnostics

⁷ I. V. Kuzina, E. V. Levkina, V. F. Mironycheva & N. V. Fedoseeva, A simulation game as one of the forms of work with junior students in the study of pedagogical subjects, in *Humanities (Yalta)*, no. 3(39), 2017, pp. 112-119.

using the same tests and questionnaires based on the indicated parameters allowed to state that they were higher in the experimental group. In the control group the level of competence formation was as follows: low level of 28%, medium level – 50%, high level of 18%, while in the experimental group - 21%, 52% and 27% respectively.

Discussions

During the experiment it was revealed that for the successful formation of professional competence of students in the field of pedagogical education you need to consider the following aspects: 1) features of the discipline “Pedagogics”, featuring a wide range of concepts and various approaches and paradigms to educational process organization, the phenomena of life, the predominance of the material typologies, classifications and systematization, 2) features of vocational and educational activities that go beyond the framework of the educational process, and including its constant analysis, understanding, creative approach to its implementation, carried out not only personally, but also in the process of exchange with other teachers, 3) the specifics of forms, methods and techniques as close as possible to the realities of the educational process and the conditions of pedagogical activity.

Conclusion

Thus, we present the basics of the formation of General Professional Competences concerning students studying in the field of pedagogical education (during the process of mastering the disciplines of the pedagogical cycle). Their implementation is achieved through the use of game tools, the action of which is a projection of professional pedagogical activity, and as for the content – it is the educational material of the discipline and /or situations (problems), taken from the real educational process of the school. The results of the study showed the effectiveness of the proposed model of General Professional Competencies formation in contrast to the traditionally used classes. It assumes orientation of training of the future teacher on the maximum approach to professional pedagogical activity realities.

The materials, presented in the paper, can be offered to pedagogic university teachers participating in teacher training development.

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PROFESSIONAL TRAINING OF FUTURE TEACHERS IN MODERN HIGHER CLASSICAL EDUCATION

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Abstract: *The article presents the results of theoretical and experimental study which indicate that features of modern higher classical education (fundamentalization, humanitarization, integration, innovative scientific and educational environment, active students' participation in the activity of an essentially public and pedagogical nature, etc.) considerably determine the process of professional training of future teachers at the university. It is demonstrated that if these features objectify in reality, under certain conditions the formation of a number of classical university students' professional and pedagogical orientation begins which is further expressed in the motivation to pedagogical activity, the need for realization of pedagogical functions, the pedagogical orientation of thinking, the systemic view of pedagogical reality, etc. The article reveals conditions which are necessary to promote the emergence of these new formations among students as the most important professional and personal characteristics of a teacher.*

Keywords: features of modern higher classical education, fundamentalization, humanitarization, integration, innovative scientific and educational environment, public and pedagogical activity, professional training of a future teacher, conditions of university students' formation of the professional and pedagogical orientation.

Introduction

Formation of the new type teacher who meets the requirements of the developing society, the innovative transformations in all its spheres, – the teacher who has high level of methodological culture, dialogicity, ability to cooperation and coauthorship, system vision of pedagogical reality, who owns modern communicative techniques, the “sophisticated” methods of touching the child's identity, the developed style of innovative professional and pedagogical thinking, etc., causes the importance and timeliness of solution of the problem of professional and teacher training modernization taking into account a modern socio-cultural situation^{1,2}.

¹ I. Menter, R. Valeeva, A. Kalimullin. A tale of two countries—forty years on: politics and teacher education in Russia and England. in *European Journal of Teacher Education*, no. 40(5), 2017, pp. 616-629.

Currently, pedagogical science is bringing forth the complex of the researches connected with finding ways of such modernization. One of them is integration of higher classical and pedagogical education.

The retrospective analysis of the accumulated domestic scientific-theoretical and practical teacher experience demonstrates that traditions of higher classical education in Russia are inseparably linked with teacher training. Their scientific-theoretical justification traces its origin to studies of N.I. Pirogov, M.M. Rubenstein, K.D. Ushinsky, etc.

In modern conditions, the problem of integration of higher classical and pedagogical education in various aspects has become an object of research of I.F. Berezhnaya³, N.V. Bespalova⁴, V.I. Zagvyazinsky⁵, S.V. Kalmykov⁶, Yu.V. Lazareva⁷, O.A. Mashkina⁸, N.Kh. Rozov⁹, Yu.V. Senko^{10,11}, I.E. Yarmakeev¹², etc.

Works of a number of scientists show us the alternative models of teacher training in classical university, in particular, they offer: “1) to liquidate pedagogical education as a separate branch of specialists

² O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

³ I. F. Berezhnaya, Professional training of future teachers in the Classical University, in *Bulletin of Voronezh State Technical University*, no. 3(2), 2014, pp. 97-100.

⁴ N. V. Bespalova, *The peculiarities of teaching staff training in the University*: PhD Thesis, Saransk, 2003.

⁵ V. I. Zagvyazinsky, L. D. Plotnikov, & L. M. Volosnikova, Pedagogical education in Russia and the strategy of its development, in *Education and sciences*, no. 4(103), 2013, pp. 3-18.

⁶ S. V. Kalmykov, Training of teaching staff in the University, in *Pedagogy*, no. 8, 2012, pp. 80-88.

⁷ Yu. V. Lazareva, Classical University or Pedagogical University: search for the most effective institutional model of teaching students of pedagogical specialties, *Internet-journal "Science studies*, no. 7(5), available at: <http://naukovedenie.ru/PDF/138pvn-515.pdf>, 2015

⁸ O. A. Mashkina, 2009. Pedagogical education in the Classical University, in *Bulletin of Moscow University*, no. 20(2), pp. 78-90.

⁹ N. Kh. Rozov, Pedagogical component of classical university education, in *Bulletin of Moscow University*, no. 20(1), 2002, pp. 14-24.

¹⁰ Yu. V. Senko, *Education in the humanitarian perspective*, Barnaul, Altai State University, 2011.

¹¹ Yu. V. Senko, *Optimization of the pedagogical process in the University*, Barnaul, Altai State University, 2013.

¹² I. E. Yarmakeev, Integration of pedagogical and classical university education as a means of improving the quality of teacher training, in *Philology and Culture*, no. 1(27), 2012, pp. 278-282.

training and provide training for education personnel as profile experts based on curricula of the university (mathematicians, physicists, chemists, philologists, historians, etc.); after university course graduates can get additional psychological and pedagogical training at Master's programme, Institute or Faculty of advanced training; 2) to keep and reform pedagogical education integrating it in the classical university one”³. The idea of creation of innovative training model of highly qualified pedagogical personnel of modern type on the basis of pedagogical and higher classical education integration is proved, its knowledge-intensive, practice-focused and multilevel character and predictive potential are revealed in separate scientific publications. The realization of this model in existing university practice according to the fair authors' opinion will provide the “full” professional training organically combining a complex of academic, professional and teacher competences and will allow to achieve harmony in subject and teacher training, “when a graduate is not only an expert in the field of practical psychology, pedagogics and methodology, but a specialist who owns the teaching subject at the highest scientific level”¹⁰.

A number of researches make an attempt to characterize advantages of classical university in professional training of future teachers. Among such advantages authors mention integration of science, education and production⁴, fundamentalization of higher education^{1,2}, many-sided research activity of scientists and teachers⁵, etc.

Yu.V. Senko's research represents the particular scientific and practical interest in the development of the problem of integration of higher classical and pedagogical education. Proclaiming fundamentalization, informatization and humanitarization as the leading tendencies of modern higher classical education, the author emphasizes that the formation of a new type of educational institution is inseparably linked with the recognition of the leading role of humanitarization of education which is “the ontological base of optimization of pedagogical process at the classical university”. In fact, humanitarization defines the specific features of the professional and teacher university training because “all components of general and professional education are aimed at comprehension by future experts of the multifaced manifestations of a person's social nature, cultural inclusion as to the living world embodiment of human values, humanistic style of communication and interaction”⁹.

Thus, the analysis of scientific publications devoted to the problem of integration of higher classical and pedagogical education in modern conditions allows us to claim that most of the scientists focus their efforts on studying and development of models of such integration when their organizational component becomes the subject of the description. Researches define the features of higher classical education which act as the most important determinants of successful professional and pedagogical future teacher training. At the same time, psychological and pedagogical mechanisms of similar influence are not revealed, the transition from external (in a formal sense) characteristics to intrinsic and substantial interpretation of opportunities realization of classical university in the development of pedagogical education is not sufficient.

Materials and methods of research

The objectives of our research were to systematize and enhance the revealed features of modern classical education, to define and theoretically prove the conditions under which they act as the leading prerequisites determining the formation of students' pedagogical motivation and commitment to the teacher's profession, to prove the synergetic effect of integration of higher classical and pedagogical education which define the success of one of the innovative models of future teachers' professional training.

In the research the following complex of methods was used: theoretical methods (analysis and synthesis); empirical methods: questionnaire, poll, observation.

Altai State University has acted as an empirical base of the research. 367 professors and 1084 students of the university have participated in the research.

The fund of scientific publications available in the pedagogical theory and practical experience have been analyzed and the main features of modern higher classical education revealed by the previous researchers have been systematized and enhanced at the first stage^{2,3,5,7,9,13}. In our opinion, the following features act as such:

- fundamentalization of education which ultimately assumes the orientation of training on comprehension and use of fundamental,

¹³ E. G. Yelina, Pedagogical education at the platform of Classical University, in *People and education*, no. 1(38), 2014, pp. 91-95.

intrinsic, system-forming bases and coherence between various processes and natural phenomena as a result of which students get generalized encyclopedic knowledge, generalized ways of thinking and functioning providing graduates' competitiveness in the labor market;

- humanitarization of education when “science, including mathematics, natural science, are examined as culture phenomenon, in the context of culture - as one of its elements. The style of scientific thinking, intra scientific norms and values are shown to students (and are comprehended by them) in a social context in association with physiophilosophy, philosophical and pedagogical anthropology, values of ethics, religion and art”⁸;

- the innovative scientific and educational environment which is characterized by permanent generation of scientific knowledge with qualitatively new content, author's initiatives, practical approbation of inventive decisions. Basic researches on the breakthrough direction in science, engineering and technologies are conducted. Scientists of the university show their engagement with the solution of strategic problems of the region, country by means of project vision. Scientific and educational processes are integrated into a single scientific and educational process which is characterized by the orientation of its participants to independent search of new knowledge not only subjectively, but also objectively, the involvement of students and teaching staff into the research process.

Education has forward-looking nature. It is open to innovations, allows to react flexibly to the changing living conditions, to make necessary changes. At the same time, educational process in higher education institution is organized with the account of tendencies in the development of modern science, production, perspective demand in specialists, provides their training for new activities. In educational process organizing, project, intellectual, information and other progressive educational technologies are actively used. Theory of search task solution (TSTS) acts as a basic way of search of uncommon solutions in educational and professional tasks and situations;

- the university integration processes connected with the integration of science, education and production. “... It is classical universities which have progressed further other higher educational institutions in realization of the principles of integration of higher education and fundamental science. The intellectual potential of classical universities allows to consider them as the ground for practice of various

changes in contents and technology of training, especially strengthening of fundamental training; transition to the realization of cross-disciplinary knowledge, active use of the results and technologies of scientific search in an educational process”¹⁴.

The discoveries made by the university scientists at the “intersection” of disciplines, integration of knowledge of interscientific character are the result of the collective participants’ activity of the university scientific and professional community. “The cross-disciplinary organization of training content, the integrated development of natural laws, technology, society, person on the basis of system thinking” are noted¹⁵;

– a special way of students life at the classical university, active students involvement into diverse links and relations with various representatives of adult-and-children communities both at the university and out of it in the process of scientific, educational, socially important, public, etc. activity.

The main objective of the empirical research stage consisted in identification of the level of professional and pedagogical students’ commitment formation at various faculties and courses of the classical university. As criteria the following have been chosen: eagerness to help another in finding or improving available experience; satisfaction from communication with representatives of children community; interest in teaching activity; ability to see opportunities to achieve pedagogical purposes in surrounding reality; ability to think using pedagogical science categories and solve arising pedagogical problems.

Using poll methods of various participants of educational process, questioning, direct and indirect observation, we have come to a conclusion that most students of the classical university (79,8%) don’t have the professional and pedagogical commitment.

13,4% of examinees have shown the low level of formation of professional and pedagogical commitment. Observations of students activity in this group, surveys conducted among them, demonstrate that in different types of activity followed by different situations of communication they had a rare desire to help another, to make certain changes in their behavior, etc. 6,8% of the students participating in the

¹⁴ V. P. Prokopiev, Features of the Classical University, in *University Management*, 2000, pp. 35-39.

¹⁵ E. A. Manushin, Problems and prospects of innovative development of Russian higher education, in *Pedagogy*, no. 4, 2013, pp. 3-17.

experiment show an average level of the formation of teacher profession commitment. The statements of these students during the poll and questioning, as a rule, were: “sometimes I want to help a fellow student with the studies as a consultant explaining some difficult processes and phenomena of the studied subject or the scientific problem”, “I was keen on the development of the materials content during the preparation for the professional orientation work with pupils, I thought how to interest them in the profession which we will get in the near future”, etc. These situations were also confirmed by the results of observation of students’ behavior during their interaction with various participants of scientific, educational, socially useful, etc. activity

Interpretation of results of the conducted empirical research convinces that if the mechanism promoting the integration of higher classical and pedagogical education is not revealed in the scientific and theoretical plan and is not realized in practice, if the conditions under which the features immanently inherent in the classical university act as the most important determinants of the formation of professional and pedagogical students’ commitment are not defined and created, there are no essential changes in the direction connected with getting teacher’s profession (at the same time we realize that such changes shouldn’t happen in large quantities because the mission of a classical university is different. This is the case of the students with inborn pedagogical abilities, demonstrating motivation to work with children and tendency to teaching activity under certain conditions in the course of the university training).

This conclusion has allowed us to pass to the following step of the research and concentrate on the solution of the designated task.

Results

The theoretical data and experimental evidence of the conducted research have enabled us to identify the conditions under which the integration of higher classical and pedagogical education takes place in the existing teaching practice when its synergetic effect becomes the most important determining factor in the professional teacher training of the future teacher in the classical university, taking into account the modern socio-cultural situation, present-day requirements for the modernization of pedagogical education.

In our opinion, the given conditions are (1) the creation of learning activities in which psychological mechanisms for the formation of socially valuable personal needs are involved, developed by Russian psychologists (we mean the needs for pedagogical activity): “Shifting the motive to the goal”¹⁶; the mechanism of the transition of emotion from the signal of satisfaction (dissatisfaction) of the need into a new need¹⁷; mechanism of empathy; (2) meeting with the “significant Other”¹⁸; (3) the use of dialogue as a means of teaching at the university and the goals of human communication; (4) “living situations of new experience”¹⁹.

It should also be noted that during our experiment the implementation of these conditions was carried out in their close interaction, integration, mutual influence on each other, ultimately determining the formation of a professional pedagogical orientation among in the classical university.

In order to solve this problem, the research was aimed at organizing students’ interaction in scientific and educational activities purposefully and systematically with teachers who serve as an authority, an example of a true researcher and a dedicated teacher capable of both structuring and implementing the content of educational material, unique scientific research, as well as involving students into the learning process and scientific research through the use of innovative methods and techniques. In this context, the teacher clearly applied and revealed the methodology for incorporating his/her own scientific research into the learning process, which involved introducing the students to the informational and didactic goals of including a specific topic in the curriculum; the demonstration of the connection between the results of one’s own scientific findings and the laws and phenomena studied in the relevant discipline; designing the presentation of the material to enhance the learning process of fundamental scientific principles that are relevant to specific sections of the discipline; the disclosure of the fundamental and applied value of the scientific findings being studied, determining their place in the appropriate section of basic science and the field of

¹⁶ A. N. Leontiev, *Problems of development of the psyche*, Moscow, Moscow State University, 1981.

¹⁷ B. I. Dodonov, *Emotion as a value*, Moscow, Academia, 1978.

¹⁸ G. S. Sullivan, *Integral theory of psychiatry*, St. Petersburg, Peter, 1999.

¹⁹ I. A. Kolesnikova, *Pedagogical reality: the experience of interparadigmatic reflection*. St. Petersburg: Peter, 2001.

practical application; presenting research methods and equipment to provide the relevant information¹⁷.

Psychologists defined this kind of interaction as “the phenomenon of meeting with a significant other”, during which “a feeling of high significance, intimacy, affinity, embodiment of the ideal arises. ... Some complex, inaccessible to rational definition similarity of architectonics between the system of models and personal qualities generate resonance, increase the degree of transparency and decrease the level of understanding. ... Meeting these vague expectations of the person, the unexpected realization in real life of something that had a low probability factor and a high preference coefficient in the system of personality models generates the relationships and experiences defined in the natural language by the word “love”. ... A favorite teacher, a favorite writer, a beloved person-all these are freely chosen “significant others”, embodying the ideals of the personality, represent him/her especially effectively on behalf of culture. The emergence of such kind of personal feelings in the process of interaction will be defined as a phenomenon of the meeting”²⁰.

While observing we were able to record many situations where a high level of intelligence, scientific expertise, pedagogical skill, the innovative style of professional thinking of such a teacher (and sometimes the representative of the employer acting as a subject of pedagogical activity) stimulated the student’s transition from a student’s role to a pedagogical one. The resulting experience in the “teacher-student” system affected the emotional-sensual sphere of the latter to a great extent, leading to a desire to resemble the teacher, thus, stimulating the students to develop the natural predisposition to pedagogical activity. This need was further strengthened by the fact that the new forms of educational process created by us in the classical university, were perfect pedagogical models in which the activities of its participants unfolded as co-creation, constructive dialogue, mutual cognitive activity, give-and-take behavior; modern communication tools, integrated technologies, design research methods were used. Teaching art of implementing these technologies, and most importantly - their impact on students, which was achieved by the teacher, caused admiration of the subjects by the power of their influence, encouraged them to master such technologies

²⁰ E. N. Gusinsky, 1994. *Education theory modeling on the basis of interdisciplinary system approach*, Moscow, Nauka.

and, in the future, to use their potential to stimulate the development of the personality.

In the context of fundamentalization of higher classical education there appear a group of specialists with system-forming universal knowledge and general-oriented thinking and acting. The fundamentalization of education is undoubtedly connected with students' acquisition of methodological culture as “thinking about thinking”²¹ as a reflection on activity. It is methodological culture that allows us to comprehend the general laws of the scientific knowledge, the anatomy of science, that is, being engaged in methodological reflection. Its high level is a serious prerequisite for the formation of the methodological culture of the future teacher.

Implementation of the model of pedagogical education in the classical university includes two stages: bachelor's programme where students receive academic education, and master's programme where psycho-pedagogical training is carried out, at the second stage we constantly created situations for students to practice new experience and observed how the methodological culture of the future teachers is formed on the basis of already existing methodological “foundation.” The presence of a general methodological culture makes it “possible to explain the pedagogical phenomena and processes as derived from the broader context of human life. A new level of understanding of purely intra-pedagogical issues is achieved, which sets the prospective points for the development of scientific and pedagogical knowledge and educational practices”¹⁷.

The in-depth training of the students of the classical university makes it possible to use knowledge from various branches of science to solve pedagogical problems in master's programmes in education sciences. It should be noted that knowledge of this kind is transformed in a certain way. “By engaging in the context of pedagogical problems, they acquire a certain pedagogical orientation, thus, adjusting to the specifics of the problems being solved. Moreover, this knowledge is not applied directly, but through pedagogical ideas and concepts that seem to absorb the knowledge obtained in related sciences, synthesizing them into a new pedagogical system”²².

²¹ A. N. Leontiev, *Problems of development of the psyche*, Moscow, Moscow State University, 1981.

²² Y. N. Kulyutkin, *Modeling pedagogical situations: problems of improving the quality and effectiveness of teacher training*, Moscow, Pedagogica, 1981.

In particular, this means that, for example, knowledge of the major trends in the development of modern science allows to “push” the boundaries of the content of school education during its design and implementation, and this, in turn, may be one of the most effective incentives for the formation and development of schoolchildren’s cognitive interests in the future, etc.

The humanization of higher classical education brings the whole process of professional training of graduates to a qualitatively new level. Recourse to the values of world culture, the history of science, learning through the “lens” of the human dimension, the design and implementation of the education content as a dialogue of cultures (culture imprinted in textbooks, literature and art, the personal culture of the teacher and personal culture of students) create a special, actually, human attitude to the world around, one’s own profession, other people, to oneself. In this context the students develop a humanitarian culture and a special style of professional thinking - a humanitarian one, which primarily involves the ability to solve production (life) tasks with a human face.

During the experiment it was attempted to organize an educational process in the university as a humanitarian practice. Moreover, this means both substantive and procedural characteristics of this process.

The result of the conducted research demonstrates convincingly that pedagogically-oriented students, realizing the dialectics of the abstract and concrete, extrapolate their humanitarian guidelines without any special effort, formed at the level of the bachelor’s programme (in the framework of special subject training), to the field of the future teacher’s profession in the course of master’s programme training. In all sorts of activities the students vividly demonstrated the transition from technocratic thinking to the humanitarian one, an attitude involving joint search both with the teacher and students for their “reason for being”, an understanding of the child’s value world and one’s own, the harmonization of value orientations of all participants of the educational process. The possibility of forming such attitudes was ensured by the constant engagement of its participants into the dialogue, where the so-called “living knowledge” of humanized relations is brought forth which eventually reflected the humanitarian nature of education.

A special role in the professional training of future teachers in the classical university belongs to the inner integration processes which are determined by its peculiarities. The mutual penetration of scientific

knowledge and the implementation of an interdisciplinary approach to the study and solution of complex problems, the organization of collective scientific search as a process of co-thinking and co-creation led not only to the discoveries made by scientists at the intersection of disciplines, but also to the development of educational programs aimed at preparing a qualitatively different generation of professionals capable and willing to work in an interdisciplinary paradigm.

As a result of integration, which was carried out within the framework of our experiment in the system of higher classical education, the students developed capability in systemic thinking, a holistic approach to the processes and phenomena under study. They learned to establish inter-scientific and interdisciplinary connections, to find causal relationships in the context of the whole. The unity of the rational and figurative components in the educational process, which was ensured by including in the educational content both scientific texts and extra-scientific knowledge (works of literature and art, the life cognitive experience of trainees, folk traditions, etc.), resulted in substantial positive development of students' emotionally-sensual sphere.

These positive advances in the professional and personal development of students are an important basis for a systematic, comprehensive outlook viewed as significant characteristics of pedagogical thinking of those students who are committed to school teaching. Their mental activity, for example, while analyzing and solving educational problems and situations, consisted primarily in viewing pedagogical reality in a systematic way which led to achievement of the set goal.

The students who participated in team work with fellow students, in research activities with a supervising teacher, acquired cooperation skills, collective thinking, and in the future (if they continued with a master's programme in pedagogical studies) they realized the importance of joint efforts to achieve high results in school, the dependence of successful education and training of students on the organization of collective pedagogical activity.

We are in agreement with researchers who believe that “similar transformations in activities occur due to the emotional experience which arises in the inner world of the person” the trigger of any mental

act, action”²³. The motivational nature of the experience “triggers the development mechanism and gives it a new direction”²⁴.

The findings of our experimental work also demonstrate that the implementation of the value potential, integrated into innovative research and educational environment of the classical university, contributed to the successful formation and development of professional teacher training. The created productive environment encouraged the students to innovation, an innovative style of professional thinking. The application of a discovery approach, creativity, problem-solving, intellectual initiative, supra-situational activity - these and other characteristics have been an important reason to apply these phenomena in teaching, and advance towards the development of the capacity for critical thinking on the conceptual foundations of one's own teaching practice, mastering methods and tools which are relevant to didactic principle of systemacity, etc.

In conducting this research, we were able to identify the advantages of classical higher education before the pedagogical higher education in the training of future teachers and confirm the conclusions of the scientists in one more direction: “... the system of requirements for training at the university is more focused on the formation and development of students' research skills than at the pedagogical university, which is a key factor in the adaptation of the individual to the rapidly changing modern world. In pedagogical terms, this means the teacher's desire to innovate and redesign educational technology according to the needs of the time”²⁵.

The in-depth comprehensive training of the students of the classical university, which is carried out in an innovative scientific and educational environment, provided the most favorable conditions for the development of their readiness to work in innovative schools, profile classes, cooperation with gifted students as well as the supervision of schoolchildren's research activities. We recorded a number of situations when students of a classical university, being trained in the master's

²³ F. E. Vasilyuk, *Psychology of emotional experience (analysis of overcoming critical situations)*, Moscow, Moscow State University, 1984.

²⁴ Ya. Reikovskiy, *Experimental psychology of emotions*, Moscow, Academia, 1979.

²⁵ Yu. V. Lazareva, Classical University or Pedagogical University: search for the most effective institutional model of teaching students of pedagogical specialties, in *Internet-journal "Science studies*, no. 7(5), available at: <http://naukovedenie.ru/PDF/138pvn515.pdf>, 2015

programme in pedagogical sciences, were able to create and address challenging situations at classes on different subjects, use of heuristic rules in the process of teaching students, creating integrative training courses, etc.

The research revealed that the value potential of higher classical education was fully realized through active and regular students' participation in social and pedagogical activities, mostly targeted at the personality of the other person as the main subject of activity. This is due to the humanistic content of social and pedagogical activity which involves care, custody, empathy, and help. The main situations of social and pedagogical activity were communication situations which provided psychological and pedagogical opportunities to influence the other person. Social and pedagogical activity was represented as a process of managing the activities of another person, based on understanding of his/her personality. In this situation the inclusion of psychological mechanisms (“shifting the motive to the goal”, “the mechanism of the transition of emotion from the signal of need satisfaction (dissatisfaction) into a new need”, “the mechanism of empathy”) of the formation of socially valuable needs of the individual contributed to students' commitment to be engaged in professional pedagogical activity.

Thus, engaging gifted schoolchildren in joint research activities with students, we recorded that initially the behavior of the latter was motivated by the call of duty. However, further we created situations in which students experienced strong positive emotions from the transfer of experience to the younger generation. In addition, they were willing to be in a similar situation. Thus, the students took the position of the subject of pedagogical activity, and each time the desire to take on the functions of a teacher intensified.

The participation of students in vocational guidance among school graduates was initially motivated by some award promised by the administration of the department. However, during vocational guidance, the students showed much involvement into process at the stage of its preparation: they were willing to get high school students interested in their profession, to create some tools to trigger schoolchildren to enter the university, etc. As a result of the psychological mechanism of “shifting the motive to the goal,” the interim results of the activity turned out to be more important than the earlier goals and acquired the nature of the motive. In this regard, our experiment was accompanied by

the creation of such situations that would ensure a shift of the motive to the goal.

The students, participants of the volunteer movement, also experienced the psychological mechanism of empathy which is the reason for many human needs which means the need for helping behavior, involvement in the life and fate of another person, etc.

Summing up what has been said, these and other kinds of socially useful activities, which the students of the classical university were purposefully engaged into, formed a real basis for serious shifts in their motivational and value sphere provoked by the desire to commit oneself to teaching.

Conclusion

The results of our research allow us to affirm that the integration of higher classical and pedagogical education has a considerable value potential realization of which provides the success of professional and teacher training in modern conditions.

This integration is carried out on the basis of regard of the features of higher classical education, especially its fundamentalization, humanitarization, integration, innovative scientific educational environment, etc. as leading determinants in the formation of teacher motivation and commitment to the teacher's profession at students.

The research has shown that if the features of modern higher classical education are objectified in reality, the professional and pedagogical commitment expressed by the motivation to teaching activity, the need in realization of teacher's functions, the teacher thinking orientation, the system vision of pedagogical reality, etc. begin to be formed under certain conditions.

Our research has shown that synergetic effect of the integration of higher classical and pedagogical education is expressed in the intensive processes of the formation of professionally significant qualities of the teacher's identity and professional and teacher training of classical university students determined by its peculiarities is carried out at other level, the achievement of which defines its success as one of the innovative models of modern pedagogical education.

THE ROLE OF MODERN CHILDREN’S LITERATURE IN THE PROCESS OF A FUTURE TEACHER PREPARATION FOR PROFESSIONAL ACTIVITY

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Abstract: *The significance of the problem is due to the Federal State Educational Standard of higher education implementation in the field of Pedagogical Education. The aim of the article is to attract High School teachers’ attention to modern children literature as an effective way of preparing a future teacher to teaching activities. The leading methods of studying the question of including writings for children and about children into the curriculum during the period of preparation for the teaching practice are studying the psychological-and-pedagogical and methodical literature, normative and legal documents, selection and analysis of literary texts and pedagogical experiment. The article shows the effectiveness of the use of modern children’s literature in training a future teacher by the example of works of small genres. Special attention is paid to forming the students’ psychological readiness for specific educational activities in the implementation of Federal State Educational Standard of basic General education. The algorithm of pedagogical analysis of a literary text as one of the methods of forming the professional competences is developed.*

Keywords: modern children’s literature, teaching activities, teaching practice, modern technologies, professional competences.

Introduction The importance of the issue

The question of training a future teacher who meets the challenges of the time is one of the most significant issues at the present stage of education development. Changes in different fields of social life lead to a new approach towards teaching at High Schools. A special role is to be given to the methods and technologies which make it possible to extend the horizons aimed at creating professional interaction with modern external environment.

It’s important to understand that pedagogical activity is integrative: theoretical principles, developed over centuries, must be embodied in modern times. And here it is necessary to use all possible resources: media, electronic, material-and-technical and other.

A special role in preparing a future teacher for teaching activities is played by modern children’s literature: fiction works, written and

published during last 10 years. A distinctive feature of the texts is their practical orientation. The image system includes the realities of the present time: family, school, street, etc. The main characters are children and adults. The authors attempt to analyze the problems of personal interaction. It is important that life “from within” is shown: teenagers’ experiences and emotions, their position towards adults, reactions to events and many other things. Situations presented in the texts can and should be used as didactic materials for pedagogical disciplines. Modern children’s literature contains a huge potential for the professional development of a future teacher.

Research objective and aims

The main goal of the research is to develop a set of didactic materials, which will make it possible to form professional competences of the students with the “Pedagogical Education” specialization.

For achieving the aim, the following tasks are set:

- elaborating, firstly the criteria of selecting modern fiction works for children and teenagers; secondly - the algorithm of fiction works pedagogical analysis;
- analyzing and fulfilling modern children’s literature works from the point of their pedagogical potential.

The status of the issue

- The existing research works related to the definition of pedagogical potential of modern children’s literature is mainly focused on their educational function and importance from the point of view of literary education of the younger generation.
- The methodical literature offers criteria of selection of literary texts for children’s reading, also for their parents and teachers; however, their orientation on formation of future teachers’ professional competences is practically not considered.

Theoretical and practical contribution

- We offer an original set of didactic materials, created on the basis of literary texts of modern children’s literature and directed towards motivated and effective mastery of the future profession.
- We have defined the criteria for the selection of texts of modern children’s literature for their inclusion in the educational process and developed an algorithm for the pedagogical analysis of works aimed at the formation of professional pedagogical competences.
- Didactic materials created on the basis of modern children’s literature in 2016-17 and 2017-18 academic years have been tested in the disciplines of the pedagogical cycle, as well as during the preparation for pedagogical practice.

Academic literature review

Works of modern scientists-methodologists are devoted to the problem of the influence of modern children’s literature on the process of personal formation. The attention is generally paid to the educational potential of literary texts, the distinctive feature of which is the inclusion of the young reader in what is happening. The same time frames, close and understandable realities, familiar problems, similarity of interests with the heroes of works – this is the unifying principle that must be used for professional purposes.

Thus, Ye.O. Galitskikh pays special attention to the spiritual and moral education of a person and defines it as “a complex multidimensional process, which is carried out throughout the life of a person, gives him the opportunity to build his world of moral priorities”¹. The scientist-methodologist draws attention to the importance of fiction for pedagogical science, theory and methods of education. Yelena Olegovna notes that meaningful reading “is an integrating beginning of the development of human thinking and his spiritual practices”¹.

Ye.S. Romanycheva and G.V. Prantsova draw attention to the fact that reading, as a resource of personal development, requires professional guidance from the specialists of pedagogical universities and

¹ Ye. O. Galitskikh, *Reading with passion: life creativity workshops*, Moscow, Bibliomir, 2016.

teachers-philologists of educational institutions². A special role in the process of achieving the objectives of modern literary education is played by the following effective technologies of introducing students to reading: “The oncoming traffic” and “Exam for becoming a scribe.” Special attention is paid to the strategies of textual activity while working with fiction.

The works of N.Ye. Kuteynikova are devoted to the role of the reader in gaining a worldview. Reading, being a part of the cultural heritage of Nations and peoples, allows to form the reading competence of schoolchildren. Natalia Yevgenievna emphasizes that the modern teacher “has the right and even the obligation according to the law³” to analyze and select works of art with a high moral educational potential. The proposed recommended list of modern children’s and youth literature (the end of XX – beginning of XXI century) includes texts that help an adult to navigate in the world and establish a dialogue between eras and generations.

V. F. Mironycheva and I.V. Kuzina, in their turn, emphasize the fact that modern literature plays an important role in the spiritual and moral education of high school students in the implementation of Federal State Educational Standard⁴. Scientists and methodologists pay attention to the importance of including fiction works in the process of training philological teachers.

The work of Ye.V. Levkina, V.F. Mironychev and I.V. Kuzina is devoted to practice-oriented training of future teachers; in this work it is stated that the formation of professional competences is only possible in case of a competent interdisciplinary integration⁵.

² Ye. S. Romanycheva & G. V. Prantsova, *From the "quiet joy of reading" – to the delight of composing*, Moscow, Biblio mir, 2016.

³ N. Ye Kuteynikova, *Navigator on the modern national children's and adolescents' literature: guidelines*, Moscow, «MAESTRO PlaTinum», 2017.

⁴ I. V. Kuzina, & V. F. Mironycheva The role of modern literature in senior schoolchildren spiritual and ethic upbringing under the conditions of Federal State Educational Standard implementation, in *State Educational Standards: problems of continuity and implementation: proceedings of the all-Russian scientific-practical conference*, 2015, pp. 568-574.

⁵ I. V. Kuzina, & V. F. Mironychev, The role of modern literature in senior schoolchildren spiritual and ethic upbringing under the conditions of Federal State Educational Standard implementation, in *State Educational Standards: problems of continuity and implementation: proceedings of the all-Russian scientific-practical conference*, 2015, pp. 568-574.

Materials and Methods

Research objective

In the process of research we the following tasks were solved: 1) selection of fiction texts of modern children’s literature; 2) identification the psychological and pedagogical component that contributes to the formation of professional competencies; 3) development of criteria for the selection of works and algorithm of pedagogical analysis; 4) verification of the effectiveness and efficiency of didactic recruitment in the disciplines of the pedagogical cycle, as well as during the preparation of students for pedagogical practice.

Theoretical and empiric methods

To test the hypothesis in the experiment, we used the following methods that allow us to assess completely the degree of effectiveness of the didactic set:

- theoretical analysis of the works of scientists and methodologists who develop the question of the influence of modern children’s literature on the formation of personality;
- empirical - the observation of the subjects of the educational process, surveys, tests, analysis of the results, allowing to make conclusions concerning the feasibility of including the texts of modern children’s literature in the learning process at the stage of mastering the profession.

Research base

98 Bachelor-students of Lobachevsky State University of Nizhny Novgorod (Arzamas branch) with the “Pedagogical Education” specialization have taken part in the experiment.

Research stages

The research project was carried out in three stages.

At the first stage, together with the students within the “Pedagogics” discipline the analysis and selection of modern literary texts for children and adolescents was carried out.

The works were considered from the point of view of their pedagogical component. An attempt was made to develop the criteria for selection of works.

At the second stage, the effectiveness of the formed set of didactic materials was tested in lectures, seminars and laboratory classes. The algorithm of the pedagogical analysis taking into account the General cultural, General professional and professional competences of the future teacher was developed.

At the third stage didactic tools were analyzed and systematized.

During the study, the participants were offered questionnaires and tests, the results of which served as one of the criteria for including works in educational activities.

Results

The results of the forming stage

At the first stage (February 2017), students of the first course (98 people), studying in the field of Pedagogical Education, within the discipline of Pedagogics, were determined with additional didactic material necessary to form the motivation for the development of the pedagogical profession and helping to move from the state of “student” to the position of “teacher”. To include students in the process of planning their own activities and thinking through tasks, they were asked to choose one of the following statements:

1. The study should be based solely on the methodological position of science and the works of famous scientists who have contributed to the formation and development of Pedagogics.

2. The study of Pedagogics should be based on the integration of scientific knowledge and practice of different eras; special attention should be paid to modernity.

Out of 98 people, 57 (58%) agreed with the first statement; 41 (42%) chose the second statement, 23 of which (56%) consider modern children’s literature to be necessary for course of lectures course and practical classes, as “particularly in these works for children and adolescents one can learn a lot about school, children and how to solve problems of interaction”.

Forming stage results

The survey made it possible to define the experimental group of 42 students, who from March to June 2017 were engaged in the selection of contemporary fiction works for children and adolescents and developing an algorithm of pedagogical analysis. It is important that at this particular stage each proposed text (or its integral fragment) was tested during practical classes in experimental groups and their professional significance was established.

Control and experiment stages

During the control stage (September 2017 – February 2018) the main goal was to prepare students for pedagogical practice. A set of didactic materials created on the basis of modern children’s literature was introduced during the classes on pedagogy in experimental groups. To measure the effectiveness of the inclusion of literary texts in the educational process, we invited all students have 2 courses (experimental and control groups) to perform the following task: continue the statement, proving your point of view: “studying Pedagogics helped me (to understand, understand, define, be interested, etc.) ...”.

Thus, out of 57 people of the control group 44 respondents (77%) noted that the study of pedagogy helped “to understand how the school developed in the broad sense of the word”, “to Orient in time frames”, “to understand the theoretical material”, etc.; 13 (23%) stressed that “during the learning process it was necessary to include modern media, journalistic and artistic material in order to understand what is happening now at school”.

Out of 41 students, 38 (%) of the experimental group noted that pedagogy “determined with the correct choice of the teacher’s profession”; “the analysis of fiction overcame fear of the school”; “prepared them for pedagogical practice”; “realized that modern children’s literature helps to find an answer to the problematic issues concerning the communication of children and adults”.

Discussions

While testing the set of didactic material created on the basis of modern children’s literature, we concluded that the study of pedagogy

should be based on the integration of historical data and modernity. The inclusion of fiction works in the learning process should be focused on the formation of including professional competencies, therefore, an algorithm of pedagogical analysis that allows the student to develop and become a teacher is necessary. Fiction makes it possible to identify yourself unobtrusively with the characters and thus removes the internal psychological barrier, expressed in the fear of a new social situation: being a teacher. Moreover, a literary text from the object of culture turns into one of the methods of art therapy in preparation for pedagogical practice.

Conclusion

The developed set of didactic materials includes, first of all, works of fiction, where the authors raise the problems with which we live and try to solve (including personal); secondly, it allows us to establish a dialogue of cultures. The study of pedagogy with the inclusion of fiction works by Russian and foreign authors is aimed at forming a spiritually developed, thinking, initiative, respecting both a child and himself in the profession teacher.

Recommendations

A set of didactic materials, developed on the basis of modern children's literature and tested for several semesters, can be effectively used by University teachers in the disciplines of the pedagogical cycle.

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FORMATION OF THE PROFESSIONALISM OF THE PERSONALITY OF THE FUTURE TEACHER IN THE PROCESS OF PREPARATION IN GRADUATE SCHOOL

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Abstract: *The paper deals with the acquisition of professional subjectivity by graduate students - future teachers in pedagogical interaction. The value aspects of pedagogical interaction are pedagogical consciousness and pedagogical experience, which are manifested in the typology of creative activity of a professionally mature personality of a teacher. The professionalism of teaching and the professionalism of the individual teacher are in inseparable integrity, the interrelation and interaction that is presented in the designed matrix: professional subjectivity of future teachers. The implementation of pedagogical activity leads to the development of certain personal features and qualities of the future teacher, affects the system of his relations, attitudes, interests and more - on the way of life and outlook in general. We consider the professional-pedagogical system as a socially determined integrity of the participants of the pedagogical process, who interact on the basis of cooperation between themselves, the environment and its spiritual and material values aimed at the formation and development of the individual. The training session is a complex system and acts as a subsystem of the learning process. On the other hand, the graduate student as a person and a professional is formed and improved under the influence of pedagogical activity, as well as in the process of preparation for it. This position led to the practical significance of the results - the creative environment of education, focused on meta-agents in the study of disciplines: “Fundamentals of professional activity and pedagogical mastery of a university teacher”, “Teaching methodology in higher education” and pedagogical practices that contribute to the enrichment of each teacher’s future teacher’s professional and personal meaning.*

Keywords: educational process in postgraduate study, professional subjectivity, professional agent’s development, professionalism of the individual, future teacher, self-realization.

Introduction Formulation of the problem

In modern conditions, when studying the professional preparation of students in postgraduate study, special attention is given to the questions conditioned by the formation and development of the

personality of the future teacher. Personality of the teacher in modern psychological and pedagogical sources is considered as the central, the core factor of pedagogical activity. From the point of view of the professional the agent orientation's approach, the essential personal characteristic of the future teacher's professionalism is the self-determination of professional and pedagogical growth on the basis of high professional and personal standards by expanding and harmonizing elements of professional self-awareness based on a positive and adequate self-concept and creative individuality. In order to solve these problems it is necessary to change the approach to the organization of educational activities in graduate school¹. It is necessary to activate the creative self-realization of the future teacher. We consider that according to this approach an impulse transforming the process of development of the intellectual and creative potential of the graduate student's personality by actualizing his professional and creative abilities in the educational process is need². As an impulse in our study, the creative environment of education emerged, the basis of which was the study of integrated disciplines: “Fundamentals of professional activity and pedagogical mastery of the university teacher”, “Teaching methodology in higher education” and pedagogical practice.

Literature review

Under the influence of the active development of domestic and foreign theories of personality, the practical embodiment of the methodology of humanistic, personal-oriented pedagogy, the system of views on the problem of the teacher's personality is also evolving - from its importance as a personified basis of pedagogical activity to understanding one's own value through professional agent^{3,4}. In the

¹ R. K. Serezhnikova, B. E. Fishman, N. Yu. Abramenko, L. Ya. Zhoglo, M. H. Fishbein, Pedagogical Synergetic as the Activity Approach Basis in Professional Training at the University, in *International Education Studies*, no. 8, 2015, pp. 421-433.

² B. Fishman, B. Kuzmina, O. Fokina, M. Fishbein, N. Moskvina, S. Mashovetz & R. Serezhnikova, Research on consistent pattern of development of the educators' ability to self-improvement, in *Asian Social Science*, no. 9, 2017, pp. 26-32

³ M. I. Ilyushina & I. P. Krasnoshchechenko, Konceptualizaciya predstavlenij o resursnoj sub"ektnosti, in *Prikladnaya juridicheskaya psihologiya*, no. 1(38), 2017, pp. 138-146.

opinion of A.V. Petrovsky, the personality of the teacher, as well as the personality in general, is the social quality of the individual and it manifests itself through the properties and characteristics that make up the basis of universal human development⁵. According to I.D. Lushnikova, the personality of the teacher is the professional quality of the individual, and professionalism is the characteristic of his personality that manifested through professionally significant characteristics⁶. In this case, V.A. Petrovsky, defining the inner connection between the agent and personality of a person, emphasizes that being a person means being an agent of life activity, objective activity, communication, self-awareness. According to the opinion of the scientist the individuality is manifested in the suprasituational activity of the individual, its creative “contribution” to culture, which ensures the acquisition of professional subjectivity⁷. A.K. Markova emphasizes mastery as an activity characteristic of pedagogical professionalism - the teacher’s performance of his work at the level of high samples and standards, achieving consistently high results due to the good mastery of known and practiced forms, methods, techniques, although the achievement of mastery is not directly related to work experience⁸. The teacher’s achievement of mastery is manifested in his ability not only to perform pedagogical activity, it implements at the level of perfection characterized by integrality, sociality, regulativity, personalization, continuity⁹. But at the same time, the domestic scientific discourse does not sufficiently elaborate on the factors of activating the pedagogical creative potential,

⁴ R. K. Seryozhnikova, Stanovlenie sub"ektnosti studenta v processe professional'noj podgotovki kak aktualizaciya ego tvorcheskogo potentsiala, in *Pedagogicheskoe obrazovanie i nauka*, no. 3, 2012, pp. 70-83.

⁵ A. V. Petrovsky, *Byt' lichnost'yu*, Moscow, Pedagogika, 1990.

⁶ I. D. Lushnikov, *Pedagogicheskie osnovy professional'no-lichnostnogo razvitiya uchiteleya na poslevuzovskomehtape*. Doctoral dissertation, Moscow, 1993.

⁷ V. A. Petrovsky, *Lichnost' v psihologii: paradigm sub"ektnosti*, Rostov-na-Donu: Feniks, 1996.

⁸ A. K. Markova, *Psichologiya truda uchiteleya*, Moscow, Prosveshchenie, 1994.

⁹ E. I. Isaev, & V. I. Slobodchikov, *Vvedenie v antropologiyu obrazovaniya: monografiya*, Birobidzhan, Izd-vo PGU im, 2012; Galina N. Ostrikova, Marina R. Zheltukhina, Irina A. Zyubina, Irina G. Sidorova, "Learning via visualization at the present stage of teaching a foreign language," in *Astra Salvensis*, VI (2018), Supplement no. 1, p. 601; Anna M. Klyoster, Vladimir V. Elkin, Elena N. Melnikova, "Project-based learning in the system of higher education", in *Astra Salvensis*, VI (2018), Supplement no. 1, pp. 691-698.

which have the character of driving forces, the main determinants of the progressive development of the individual and her professionalism.

Materials and methods

The article presents the development of the matrix of the position of professional agent of the graduate student-future teacher, the basis of which is the agent orientation's approach and direction of the development of professionalism of the individual through the activation of creative potential. Methods were made: questioning of graduate students in the direction of preparation of education and pedagogical sciences, analysis of the products of pedagogical activity (plan, abstract, draft), observation.

Conclusions

The analysis of theoretical sources made it possible to determine that the typological and individual differences of the future teacher from the positions of the analysis of the personal-differentiated level mainly characterize the degree of their expression as a creative dominant, which is consonant with the aspects of the professional standard that determines the value of the teacher as a representative of the professional and pedagogical community and considers the results process of professionalization of the individual in the context of creative self-realization (Boris Fishman . This approach allowed us to determine the professional agent of the future teacher as a system quality, including the possession of a set of professional competences in the activity and relations of pedagogical interaction, based on the possession of an individual complex of personal qualities that determine performance, reflected in an informed, independent, purposeful, self-regulating transformation of the original abilities into professionally important quality¹⁰. Being an independent agent of his life activity, a graduate student becomes internally motivated¹¹. Positive perception of oneself in professional and pedagogical activity becomes a positive attitude both to

¹⁰ R. K. Seryozhnikova, Sinergeticheskij podhod k sushchnosti lichnosti studenta kak sub"ekta samorazvitiya, in *Pedagogicheskoe obrazovanie i nauka*, no. 3, 2013, pp. 83-88.

¹¹ P. Psomos & M. Kordaki, Pedagogical Analysis of Educational Digital Storytelling Environments of the Last Five Years Original Research Article, in *Procedia - Social and Behavioral Sciences*, no. 46, 2012, pp. 1213-1218.

the learner's experience and to cognitive activity in general, which ensures the success of professional self-realization. This shows how the internal, hidden reserves of professional agent are revealed. Consequently, the very professional-pedagogical self-realization in the educational process acquires features of real pedagogical value.

Acquisition of the experience of productive professional activity in the conditions of the need to constantly solve pedagogical problems, pedagogical situations on the basis of general and special knowledge as a foundation of professional and pedagogical competence leads to the teacher's achievement of pedagogical mastery as an ascension to the highest standards, models of pedagogical activity. This approach presupposes the creative aspect of the acquisition by the future teacher of an experience whose importance can't be underestimated.

In accordance with the essential characteristics of creative pedagogical activity in the aspect of mastery, the professionalism of pedagogical activity was defined as the culture of pedagogical activity - the process and result of the creative and practical (external and internal) activity of the future teacher¹². This allowed to develop a matrix of the position of professional subjectivity of the future teacher, characterized by the reflexivity of the management of the pedagogical process, the polyfunctionality of pedagogical activity, the integrity and completeness of its psychological structure, the totality of the motivational-orientation (culture of pedagogical goal-setting), the content-relational (the culture of subject-object pedagogical interaction) techno-executive (culture of implementation), and effectively correct (evaluation culture) of the block components. Schematically, the essence and content of the position of the professional subjectivity of the future teacher is reflected in Table 1.

Table 1: Matrix of the future teacher's professional agent position

Level of creative manifestation	Orientation to cognitive outcome, knowledge	Orientation to experience, Skills, ability	Orientation to value relationships
Reprod	As a rule,	Assimilation of	Individual

¹² R. K. Serezhnikova, B. E. Fishman, N. Yu. Abramenko, L. Ya. Zhoglo, M. H. Fishbein, Pedagogical Synergetic as the Activity Approach Basis in Professional Training at the University, in *International Education Studies*, no. 8, 2015, pp. 421-433.

uctive	reproductive assimilation of individual facts, their clarification.	individual techniques of research skills, the mechanical performance of a certain minimum of research activities	assessments, often unreasonable, unproven, unconscious
Heuristi c	Establishment of a knowledge system, the structure of concepts and categories, the modeling of concepts and categories	Designing the technological sequence of pedagogical activity, supplementing mastered pedagogical technologies with alternative innovative technologies	Assessment of the professional problem at the level of belief, which the student defends in a joint discussion with the teacher, in public discussion Assessment of the professional problem at the level of belief, which the student defends in a joint discussion with the teacher, in public discussion
Creative	Using of system knowledges and received information for explaining new	Development of author's techniques and technologies, which built on a	Readiness to perceive a constructive dialogue in the context of a

	facts, phenomena, predicting event and designing pedagogical activity	fundamentally new scientific idea based on theoretical sources. Diagnosis of learning outcomes.	professional problem, to justified change in estimates and their detailedness in accordance with the theoretical and practical significance of educational activity.
Type of interrelation	information-cognitive	projective-activity	reflexive-subjective
The role of the graduate student	performer,	technologist	agent of creative pedagogical activity

At the same time, the formation of a graduate student in the direction from “formal” to “creative-meaningful” values and goals was considered, which also determines the change in the didactic organization that promotes the use of a system of methods and innovative technologies-the creative educational environment.

The conditions of the creative educational environment were provided by the study of integrated disciplines: “Fundamentals of professional activity and pedagogical skills of the university teacher”, “Teaching methodology in higher education” and pedagogical practice. Introduced in the educational process an innovative technological method: “Card of personal growth” of the graduate student, which was used as an individual study and experience assignment in accordance with the program of disciplines. The map made it possible to track the dynamics of the qualitative personal changes of the graduate student as a result of self-examination and self-evaluation of their merits, problems, difficulties, which helped future teachers to advance in their personal and

agent professional development, polishing pedagogical skills, acquiring professional agents’.

For the analysis of the dynamics of the acquisition of professional agents by future teachers, two sets of post-graduate students in the direction of preparation of education and pedagogical sciences (EG - experimental group - postgraduates of 1 year of study, KG- control group – graduate students of 2 years of study) were identified. The analysis of the numerical results of the research revealed the effectiveness of the content component of the educational process oriented to the acquisition of professional agents’ through the activation of the creative self-realization of the future teacher, manifested in their pedagogical skills:

- in KG the number of graduate students with a creative level of manifestation of professional subjectivity through pedagogical skill practically did not change, and in the EG increased by 2.5 times;

- the number of graduate students with a heuristic level of professional agents’ in the control group increased by 11%, and in the experimental group by 24%;

- the reduction in the number of post-graduate students showing professional level of professional agents’ in the CG remained unchanged, while in the EG it decreased by 23%.

So, the peculiarity of pedagogical activity consists in the fact that in its structure the personal and creative abilities of the graduate student coincide. Therefore, in our opinion, the sense of preparation is not so much in the scope of knowledge as in their correlation with the individual integrity of the future teacher, which has its own set of characteristic properties, qualities and methods of work. Therefore, in constructing the content of education, we were able to choose those methods and methods of pedagogical activity, then the content of teaching that would maximally contribute to the formation of his professionalism of the individual.

Consequently, the agent’s formation of a professional teacher is determined by the quality of its unique individuality, which allows us to consider individuality and professionalism as inseparable aspects of the personality of the future teacher.

MODELS OF MASTER’S DEGREE THEORETICAL RESEARCH IN RUSSIA AND THE USA

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Abstract. *Personal development of a subject of education capable of self-actualization and self-realization, mostly depends on the methods of reflexive self-regulation of one’s educational research, educational-scientific research and scientific research activities. The present article will consider the existing tendencies and results of personal development of a young scientist in the course of theoretical research. The methodological framework includes comparative analysis of scientific sources describing Russian and American scientific research methodology, as well as survey methods and master’s degree theses examination. Some distinctive qualitative features can be found in the purpose and the structure of the master’s degree theoretical research models in Russia and the USA. Forming of a master’s degree student’s professional self-consciousness during theoretical research of a professional issue characterized by a personal significance, results in the appearance of some key thinking skills which include problem-based, systemic, paradox, probabilistic, reflexive, iteration, innovational, meta-subjective, subjective, dialogical, model, modal, axiological and technological types of thinking. Research organization model used in American universities allows to involve students, including master’s degree students, in the activities aimed at resolving a scientific issue and obtaining new knowledge. The main purpose of the master’s degree theoretical research is to ensure future specialists’ research culture and professional self-consciousness.*

Keywords: theoretical research, educational installations, research skills, educational-scientific design.

Introduction

Personal development of a master’s degree student capable of self-actualization and self-realization, mostly depends on the methods of reflexive self-regulation of one’s actions. And that encompasses all stages of research: educational, educational-scientific and scientific. Reflexive dialogues between a teacher and a master’s degree student allows to work out the subject matter of research, single out a scientific aspect to be studied, formulate the scope of research and the issue to be analysed as

well as other parameters and criteria of research¹. The research parameters and efficiency markers introduced from the outside can hardly help a young scientist understand their destiny (professional mission), work out skilled and sensible solutions to professional issues of personal significance in the framework of modern society. While scientists from all over the world acknowledge high interest shown by master's degree students towards the process and the results of the experimental part of research, no such interest is seen towards the research's theoretical part^{2,3}. Russian and US scientists, D.I. Feldstein⁴ and V. Ioffe⁵ among them, see the root of the ‘insufficient development of a young scientist's self-consciousness in the course of a theoretical research’ issue in different components of the research organization and, thus, suggest different approaches to resolve it. And that is exactly what is discussed in the present article.

The purpose of the article: - to work out the mechanisms of a master's degree student's development in the course of theoretical research in Russia and the USA.

Methodological Framework

A large number of authors discuss the specialist's self-consciousness issue and consider its various aspects in their works.

The specialist's self-consciousness issue has been discussed by various Russian scientists, e.g. V.V. Kraevsky⁶, N.V. Bordovskaya & V.V.

¹ E.M. Dorozhkin, A.M. Kalimullin, G.N. Migacheva, T.B. Sokolova, Optimization of the Subject Matter of Profile Training Disciplines for Bachelors' Vocational Education on the Basis of Occupational Standards. in *EURASIA Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, p. 859-876.

² A. Evans & R. Sil, Science and education in is modern the university, in *Computers & Education*, no. 18(1), 2014, pp. 121-131.

³ P. Tomson, General scientific research methods as a theoretical basis for improving the quality of the educational process, in *European Journal of Natural History*, no. 6, 2015, pp. 41-42.

⁴ D. I. Feldstein, Scientific personnel of the education system: ways of theses research quality improvement, in *Public Education*, no. 8, 2008, pp. 11-15.

⁵ V. Ioffe, Problems and tasks of the national center of scientific research of France as leading scientific organization, in *Northwest Economy: problems and prospects of development*, no. 3(33), 2007, pp. 133-144.

⁶ V. V. Kraevsky, Methodological characteristics of scientific research, in *Public Education*, no. 5, 2010, pp. 135-143.

Kraevsky⁷, S.V. Dmitriyev, S.D. Neverkovich & D.I. Voronin⁸, A.V. Khutorskoy^{9,10}. Forming of self-consciousness in the course of educational activities has also been studied by such foreign authors as S. Turri¹¹, K.B. Wells¹², S. Yearley¹³.

Nowadays, scientists from abroad tend to organize theoretical research of an issue in the framework of educational research (educational installations) which is a set of professional-pedagogical functions of higher education that allow to involve students, including master's degree students, into the scientific issue solution mostly aimed at obtaining new knowledge. In other words, at the beginning the US master's degree students follow their teacher's precise instructions gradually accumulating knowledge in certain fields. This stage is thus characterized by reproduction-type activities. The teacher is to examine the student's knowledge of terminology and fundamentals of the studied issue by means of webinars or personal consultations.

At the second stage the research supervisor assigns the student research of some test issue that is related to the main issue to be studied and is of objective novelty. Or, in other case, some subjectively new issue already analysed and resolved by the supervisor. On finishing each research or a group of those, the student shall make up a report which serves as an admittance to begin research of a certain aspect of the main issue. As a rule, that research starts with selecting the scientific tools to be used, while methodological framework is again determined by the supervisor. So, this type of master's degree students' activity consists partially in information search and that is why such foreign authors as V.

⁷ N. V. Bordovskaya & V. V. Kraevsky, Fundamental and applied aspects of scientific research in education, in *Pedagogy*, no. 4, 2005, pp. 119-121.

⁸ S. V. Dmitriyev, S. D. Neverkovich & D. I. Voronin Semantic design and activities programming in the context of the development of an education subject's conscience, in *World of Psychology*, no. 4, 2015, pp. 185-187.

⁹ A. V. Khutorskoy, Scientific school of human congruent education, in *Journal of the Volgograd State Pedagogical University*, no. 6, 2009, pp. 4-11.

¹⁰ A. V. Khutorskoy Meta-subjective content in the new generation standards, in *School Technologies*, no. 4, 2012, pp. 36-47.

¹¹ S. Turri, A. Bini & V. Maggi Scientific research history: from XV to XXI centuries, in *Ice and snow*, no. 107, 2009, pp. 156-162.

¹² K. B. Wells, Treatment research at the crossroads: the scientific interface of trials and effectiveness research, in *American Journal of Psychology*, no. 156(1), 1999, pp. 5-10.

¹³ S. Yearley, Constructing knowledge and shaping the organization of scientific work, in *Social Studies of Science*, no. 20(2), 1990, pp. 313-332.

Eglite¹⁴, C.R. Kothary¹⁵, K.S. Scher¹⁶, L.L. Thurstone¹⁷, W. Torgerson¹⁸ point out that a scientist's self-consciousness development is just a consequence of such educational research while the main purpose of the process remains the scientific result and the product. Meanwhile, at the next stage of research the process is repeated with ever-increasing degree of independence given to the researcher. At the same time a master's degree student has a chance to arrange the same kind of activities working with the students of the colleges attached to the university and, in this way, boost the research culture.

In Russian universities, theoretical research as a form of an educational-professional activity includes integration of educational activity research methods that are an integral part of master's studies education process: N.M. Alexandrova & S.M. Markova¹⁹, M.M. Bakhtin²⁰, O.I. Vaganova²¹, V.P. Zinchenko²², A.I. Kulichenko et al.²³, S.M. Markova & E.P. Sedykh²⁴, S.A. Tsyplakova²⁵. Its main purpose is exactly to form the student's research culture and professional self-consciousness. That purpose is especially clear when it has to do with

¹⁴ V. Eglite, Methodology of Scientific Research in Management, in *Computers & Education*, no. 11(1), 2014, pp. 122-127.

¹⁵ C. R. Kothary, Research Methodology (Method and Techniques), Japur, College of Commerce Univerciti, 2004.

¹⁶ K. S. Scher, The automated system of scientific research of high and critical technologies, in *American psychologist*, no. 62(1), 2006, pp. 52-55.

¹⁷ L. L. Thurstone, The Measurement of Values, Chicago, University of Chicago Press, 2015.

¹⁸ W. Torgerson, Theory and Methods of Scaling, New York, John Wiley & Sons, 2008.

¹⁹ N. M. Alexandrova & S. M. Markova Predictive methods in the professional pedagogical education, in *Minin University Journal*, no. 3(11), 2015, pp. 13-21.

²⁰ M. M. Bakhtin, To the humanities methodology, in *Personality Development*, no. 4, 2008, pp. 186-197.

²¹ O. I. Vaganova Problem-based dialogue technique in specialists education, in *Minin University Journal*, no. 4, 2013, 152-165.

²² V. P. Zinchenko, Thought and word: approaches of L.S. Vygotsky and G.G. Shpet, in *Psychological Science and education*, no. 1, 2014, pp. 5-17.

²³ A. I. Kulichenko, O. A. Serdtseva, A. E. Shpakova, T. V. Mamchenko, Scientific research as a factor of forming of professional technical school students' competence, in *Young Scientist*, no. 19, 2014, pp. 567-569.

²⁴ S. M. Markova & E. P. Sedykh Theoretical basis of education systems project management, in *Science and School*, no. 3, 2011, pp. 8-10.

²⁵ S. A. Tsyplakova, Theoretical basis of the university project-based education, in *Minin University Journal*, no. 1, 2014, pp. 352-363.

humanities research characterized by the leading role of the students' understanding of the meaning of research.

The meaning is a special psychological reality which represents the unity of at least three research aspects of a scientific issue⁷:

- ontological – in the system of personal relationships,
- phenomenological – in the world-view,
- activity-related – during research.

That is, theoretical research leads to a considerate re-evaluation of personal and educational values.

Results

The research showed that educational installations implemented in the USA and a range of European countries have a spiral structure where at every new stage and for every new issue the

- updating and multiple re-formulation of the issue, aimed at determining all of its aspects that are obvious and understandable for the researcher at that stage of development.

- “incubation period” which implies search of information about the subject matter, scope, research issue and its fundamentals performed by the researcher in order to determine their abilities to solve each aspect of the issue as well as to see the speed and rhythm of their work in the information space.

- definition of the research area with the help of the supervisor who provides some adjusting questions that later constitute the research process while the already discussed aspects of the research issue, the student's abilities and the level and qualitative characteristics of their research culture are taken into account; students' search of the answers to these questions.

Clear definition of the scope of the research, working out a road map of theoretical research consisting of the following content modules: extent of prior research of the issue, theoretical gaps in the research, related scientific fields and their position towards the issue to be resolved. Study of the works that represent research similar in purpose, contents or methodological framework is not encouraged.

- finding and systematization of the data into the abovementioned modules, its recording and logical structuring.

- preparation of a report reflecting the results of the theoretical research according to the road map and the list of adjusting questions.

- discussion of the results of the finished stage of research.

Theoretical research of a professionally significant scientific issue performed by master's degree students in the USA represents an algorithm-type process of educational research, repeated multiple times and re-played at every new level of education, the scientific importance of research being gradually complicated and increased and the researcher's degree of independence being raised.

In Russia, theoretical research is first arranged during bachelor's studies in the form of course papers and course theses that do not normally possess significant theoretical importance or absolute objective novelty, in accordance with the abovementioned educational installations mechanism. During master's degree studies theoretical research is related to the solution of a student's personally significant professional issue and, thus, can contribute to the theory of the science in question and is performed in five stages with no strict sequence as they can swap places depending on personal and professional objectives of master's degree education²⁶:

- Divergence means extension of the scope via increasing the number of aspects of the issue to be investigated. At this stage the researcher shall figure out their research-related needs and abilities and obtain theoretical grounding for further research as well as prove to themselves the relevance, novelty and future scientific significance of their work;

- Interpretation is a possibility to create new texts on the basis of already existing ones using purpose-oriented representation methods. The researcher can work out the terminology for the research on the basis of already existing definitions, formulate and clarify the definition of the key concepts so that they match the research objectives;

- Transformation means elaboration of innovational principles and concepts that allow to step from cognition and research of an issue to the methodology of the change and transformation of the subject matter;

- Convergence implies approach of a researcher's and their research supervisor's points of view, choice of the best solution from a range of options. At this stage a young researcher formulates the final

²⁶ E. Bystritskaya, Y. Burkhanova, E. Grigoreva & S. Ivanova, Rhizome-modular teaching of students as a basis of their professional creative self-consciousness formation, in *International Journal of Environmental & Science Education*, no. 11(2), 2016, pp. 85-94.

version of the hypothesis, elaborate possible solutions to the issue based on the studied materials and the supervisor's adjusting questions;

- Design of original models, projects and programmes with their further introduction into the education process. At this stage a master's degree student shall conduct a mental experiment, predicting the results of the original idea and model implementation; figure out a set of results evaluation criteria and external indexes, markers that will allow to follow the fulfillment of the research's goals which are the solution of a theoretical issue that presents personal significance to the researcher; create a diagnostic complex.

In the course of theoretical research a master's degree student should understand the meaning of their research which is not then subject and discipline oriented as typical of bachelor's studies but issue-oriented.

The supervisor shall create educational installations at the theoretical stage of the research that will allow the researcher to follow the process and the results of their personal and professional growth. The main educational installations listed below are at the same time activity focuses and key research skills enhancing the efficiency of education process. These are realized to various degrees in the framework of educational research and research education activities.

Systemic thinking is an ability to see the whole before its constituent parts, when separate elements of a system are probably in the process of making and alignment.

Issue-oriented thinking is an ability to find issues and controversies in theoretical material to organize a preliminary scientific discussion.

Paradox thinking is an ability consisting in putting a researcher into some quasi-impasse for them to activate their heuristic abilities.

Probabilistic thinking is an ability to mentally predict various versions of reality, freely form hypotheses about the future and the past, in other words, both regarding the causes of phenomena and their objectives, results, consequences.

Reflexive thinking is thinking in the system of evaluative criteria and exterior indexes and markers, an ability that develops in both models of research.

Iteration thinking, an ability to return to the studied theoretical materials, make an iteration at the later stages of the research and find something new which was missed at early stages.

Innovational thinking, an ability of search-based thinking, being “lost in the process”, as new knowledge is obtained not from the subject matter itself but from the researcher’s manipulations with the subject. An inverse process is when the knowledge accumulated by a researcher becomes information.

Meta-subjective thinking. While subjective knowledge enhances understanding of a certain subject and infiltrates into the subject matter of research, the meta-subjective one broadens the view of the subject and considers some general peculiarities of the logical sequences and dependencies that are believed to be the subject matter of some special sciences.

Dialogical thinking is an ability necessary and sufficient to ensure a productive interaction either between a young researcher and their supervisor teacher or between other researchers. Productive dialogues performed during theoretical research can be a search-oriented dialogue, a discussion-type dialogue, a disagreement-type dialogue, because if the interlocutors agree in everything, one of them is not actually needed.

Model thinking. Imagined as a model, the subject matter becomes more understandable but at the same time more complex which makes the researcher see in it some issues to be studied.

Modal thinking. It means not only imagine and model processes and phenomena but also monitor one’s own attitude to them, including evaluative judgments, one’s own knowledge and convictions, perceptions and values, showing thus one’s research culture.

Axiological thinking is one’s ability to understand the value of one’s research in theoretical and applied science.

Technological thinking. A switch from the determination of the purpose to its realization starts with taking a decision and elaborating the image of the future result based on the structural unity principle and the principle of the hierarchical character of educational and technical models.

Mind-map thinking is an ability mostly used by the researchers that work in the framework of educational research^{27,28,29,30}.

²⁷ B. C. Tandon, *Research Methodology in Social Sciences*, Allahabad: Chaitanya Publishing House, 2011.

²⁸ R. L. Thorndike & E. P. Hagen, *Measurement and Evaluation in Psychology and Education*, New York, John Wiley & Sons, 2014.

²⁹ A. Evans, A. L. Ingram, L. G. Hathorn, Educates chat on the Internet, in *Computers & Education*, 35(1), (2010), pp. 21-35.

Discussions

The study of the theoretical research part of a master's degree theses shows that the research consists of the following steps: updating and multiple re-formulation of the issue; collection and accumulation of data; determination of the scope with the help of adjusting questions; working out a road map of theoretical research consisting of certain content modules; systematization of the data into the abovementioned modules; preparation of the results report and the discussion of the results of the finished stage of research. Among the abovementioned aspects, the ones connected to the determination of the subject matter and the issue of research as well as those related to the content modules are found the most complicated. In order to optimize this type of educational activity, the master's degree students of the Kozma Minin Nizhny Novgorod State Pedagogical University are involved into meta-educational project-making as a special activity aimed at forming their research culture. As the result of this type of activity an increase in quality of the theses theoretical research was detected as per the following criteria: depth of the issue's investigation, structuring of the theoretical part of theses, etc.

The main individual-oriented results of a master's degree student's theoretical research conducted in Russia and the USA in accordance with both of the described models are key research skills which include issue-oriented, probabilistic, reflexive, innovational, meta-subjective types of thinking.

Conclusion

Taking into account all the abovementioned, the following conclusion can be made:

1. Some distinctive qualitative features can be found in the purpose and the structure of the master's degree theoretical research models in Russia and the USA.
2. The US research model consists in educational installations defined as a set of professional-pedagogical functions of higher education that allow to involve master's degree students in the activities

³⁰ A. V. Farm, Metasubject contents in standards of new generation, in *School technologies*, 4, (2012, pp. 36-47.

aimed at resolving some scientific issue and obtaining new knowledge. The purpose of educational research is focused on the research subject matter.

3. The theoretical research performed by Russian master's degree students as a kind of professional-educational activity includes the integration of educational activity research methods that form an integral part of the master's degree education process. The main purpose of research education is to form the future specialist's research culture and professional self-consciousness.

Recommendations

The results of the present study can help master's degree students' supervisors increase the efficiency of the research management and organize:

- actions aimed at ensuring knowledge of the activity and knowledge of its subject matter;
- actions related to 'knowledge engineering', corresponding models design;
- actions related to the creation of systems, their management, control and correction;
- actions connected to the realization of oneself as a researcher;
- actions connected to the creation of education space.

INDIVIDUAL EDUCATIONAL PATHS IN TRAINING OF MASTERS IN PEDAGOGICAL UNIVERSITIES

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Abstract: *Topicality of the problem under study is conditioned by the need to enhance the system of training of masters in pedagogical universities. The article is aimed at studying of problem issues arising at formation of the methodology-pedagogical support and structuring of individual educational paths for students of pedagogical universities' Master's programs. Analysis and generalization of the experience of academic and scientific work with Master's degree students of Russian State Vocational Pedagogical University and other pedagogical universities, plus studying of methodology approaches to creation of individual educational paths for them shall be a leading method for studying of this problem. Results of the study: the analysis of possible challenges in application of individual educational paths in training of masters has been conducted; methodology approaches to creation of individual educational paths in training of masters in pedagogical universities have been developed; recommendations on enhancing of the methodology-pedagogical support of Master's degree students training have been elaborated. Materials of this article can be useful to academic teaching staff and universities' principals for quality upgrading of Master's degree students, more efficient organization of the academic activity, formation of individual educational paths in training of Master's degree students; to employers of Master's degree students of pedagogical universities; to those learning under the Master's program and to prospective students.*

Keywords: Master's program, individual educational path, planning of training results, methodology-pedagogical support.

Introduction

At present many Russian universities transferred to the “Bachelor – Master” level system of training. This transition required changing of

educational standards on each of the levels of training and entering amendments into the academic activity^{1,2,3,4}.

Initially, according to schedules of Ministry of Education and Science of the Russian Federation, a graduate of Bachelor's program had to obtain a basic foundation of training in a certain line. Master's programs, except for those specialized for occupational spheres, shall provide the following occupational activities: a master is trained for organization-managerial, pedagogical and scientific training. The training system of such a type exists in most of developed countries and gives quite a good account of itself⁵.

Representatives of the Russian higher school yet do not have any certain unified idea about the required level of Master's knowledge and competences.

First, the position of bachelors and masters in the system of duty functions and their legal and material status has not been yet clearly defined in Russia⁶.

Second, as the experience of Russian State Vocational Pedagogical University and other pedagogical universities of Russia shows, a very heterogeneous contingent of Bachelor's programs graduates is admitted to the first year of Master's program. Those admitted to Master's program possess quite different levels of basic training and basic

¹ E. M. Dorozhkin & E.F. Zeer, Methodology of vocational pedagogical education: theory and practice (theoretical and methodological foundations of vocational teacher education), in *The Education and science journal*, no. 9, 2014, pp. 4-20.

² O. F. Lyubchenko, Yu.A. Popov & A. S. Lvova, *Pedagogical practice in Bachelor's and Master's programs: Conception, content, methods*, Moscow, Pero, 2015.

³ E. M. Dorozhkin, M. B. Chelyshkova, A. A. Malygin, I. A. Toymentseva & T. Y. Anopchenko, Innovative Approaches to Increasing the Student Evaluation Procedures Effectiveness, in *International Journal of Environmental and Science Education*, no. 11(14), 2016, 129-144.

⁴ L. I. Nazarova & Ya. S. Chistova, Dynamic modelling of the system of training of vocational education masters, in *Scientific Review: Humanitarian Researches*, no. 1, 2016, pp. 22–28.

⁵ E. F. Zeer & A. V. Streltsov, Technological Platform for Realization of Students' Individual Educational Trajectories in a Vocational School, in *IEJME-Mathematics Education*, no. 11(7), 2016, pp. 2639-2650.

⁶ A. A. Anikeev & K. A. Ushmayeva, Issues of transition of Russian universities to Master's training of graduates, in *Alma mater: Higher School Messenger*, no. 5, 2014, pp. 59-61.

education, professional experience, expectations of the future training and knowledge, skills and abilities obtained in result thereof, etc^{7,8}.

Thus, at present we have quite shady answers to the three basic questions of training in Master's programs: what to teach to, how to teach and how assess results of training? These questions are partially disclosed in federal state educational training standards⁹ and occupational standards; however, in the long run, each chair and faculty is now searching answers thereto on their own.

All the mentioned above shall condition that the issues of application of individual educational paths in training of Master's degree students and enhancing of the appropriate methodology-pedagogical support of academic activity will acquire significant topicality. Various issues of scheduling and practical implementation of individual educational paths of students, Master's programs included, are touched upon in papers of such authors as V.G. Malevich¹⁰, Ye.Ye. Mokina & O.V. Marukhina¹¹, S.N. Tkachenko¹², V.V. Belkina & I.G. Kharisova¹³,

⁷ E. V. Lebedeva, D. Y. Shchipanova, M. E. Konovalova & A.O. Kutynin, Time Management and Professional Identity of Students of Pedagogical Universities, in *International Journal of Environmental and Science Education*, no. 11(14), 2016, pp. 6913-6924.

⁸ S. S. Kotova, I. I. Khasanova, E. M. Dorozhkin, I. M. Kondyurina, S. S. Falaleeva, A. S. Ryzhkova & T. I. Samoilova, Formation of Competences of Students' Self-Organization Educational And Professional Activity In The Context of Implementation Fees of He 3+, in *Modern Journal of Language Teaching Methods*, no. 7 (9), 2017, pp. 153–168.

⁹ D. C. Rea, C. F. Carter, C. M. Parfitt, J. R. Wilkerson & T. C. Valesky, Using Dispositional Surveys to Improve Individual and Program Quality in Educational Leadership, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 81-87.

¹⁰ V. G. Malevich, Individual educational paths as an innovation methodology of masters training. *Subject and methodical competency as the most vital component of the professional excellence of a foreign language teacher: Proceedings of the II All-University Seminar*, Minsk, Belorussian State Pedagogical University, 2015.

¹¹ Ye.Ye. Mokina & O. V. Marukhina, Issues of formation of individual educational paths of masters in IT sphere, in *The level training of specialists: e-learning and open educational resources: Collected papers of the Ist All-Russia Scientific-Methodological Conference, March 20-21*, Tomsk, Publishing House of Tomsk Pedagogical University, 2014, pp. 414-416.

¹² S. N. Tkachenko, Peculiarities of individual educational path formation within the cluster approach, in *Messenger of Baltic Federal University named after I. Kant*, no. 5, 2015, pp. 53-61.

¹³ V. V. Belkina & L. G. Kharisova, An individual educational path as a means of democratization of Master's program students educational process, in *Yaroslavl Pedagogical Messenger*, no. 1, 2016, pp. 85-89.

L.I. Nazarova & Ya.S. Chistova¹⁴, P.F. Kubrushko, L.I. Nazarova & Ya.S. Chistova¹⁵, O.A. Petrukhina¹⁶, N.A. Morozkova¹⁷, P.V. Sysoyev¹⁸, T.A. Timoshina¹⁹, S.A. Lysuenko²⁰, and in a number of other studies.

Such aspects as complex analysis of difficulties encountered at use of individual educational paths in training of masters in Russian universities are not worked through to a sufficient extent in papers of these authors; the same can be said about the issues of methodology-pedagogical support of individual educational paths, the issues of using individual educational paths while realizing Master's programs for making the training more oriented in practical line. This work shall be devoted to these problem matters.

The novelty of this work is that the authors propose complex consideration of issues related to readiness of Master's degree students from pedagogical universities for learning with use of individual educational paths; there is also a survey of peculiarities of the model of forming competences of a pedagogical university master when using individual educational paths of training.

It's worth to note that in most of Western universities, in course of training of both masters and bachelors, individual educational paths are used quite extensively, being translated into, first of all, a large number of

¹⁴ L. I. Nazarova & Ya. S. Chistova, Dynamic modelling of the system of training of vocational education masters, in *Scientific Review: Humanitarian Researches*, no. 1, 2016, pp. 22–28.

¹⁵ P. F. Kubrushko, L. I. Nazarova & Ya. S. Chistova, Pedagogical conditions of realization of a dynamic model of training of vocational education masters, in *RMAT Messenger*, no. 4, 2015, pp. 54–59.

¹⁶ O. A. Petrukhina, Preparedness of students for training according to an individual educational path, in *Today's problems of science and education*, no. 4, 2015, pp. 57.

¹⁷ N. A. Morozkova, An individual vocational educational program as a way of organization of independent activity of students of vocational educational institutions, in *Topical lines of development of scientific and educational activity: collection of scientific papers*, Cheboksary, CNS “Interactive Plus”, 2014, pp. 125-134.

¹⁸ P. V. Sysoyev, Training by individual educational paths, in *Issues of Methodology of Teaching in a University*, no. 2, 2013, pp. 13-24.

¹⁹ T. A. Timoshina, Approaches to identification of the concept of “individual educational” in the pedagogical science, in *Russian Science Journal*, no. 22, 2011, pp. 236-241.

²⁰ S. A. Lysuenko. Designing of independent professional development path as a means of successful vocational training, in *The Education and science journal*, no. 10, 2014, pp. 47-59.

subjects chosen by the student and individual schedules of passing tests²¹ and other control works by students.

For example, degree of flexibility, diversification²² and individualization of programs of training students for scientific and research work is very high in UK universities²³. Curriculums of Master's degree programs provide compulsory and optional programs of training in field of research activities; they also envisage a significant degree of academic advisors' participation in conducting of each research. In France the following research and occupational lines are introduced for training of masters: “Master a finalite recherché” (Master's degree in research line) and “Master a finalite professionnelle” (Master's degree in occupational line). A Master's degree student may choose them on his own at matriculation and change the line of his training in course of his learning. Individualization of training is very well developed in US universities, which contributes to finding of gifted students and their training for research work. At the stage of training in Master's degree programs, the process of structuring of an individual educational path steps forward²⁴, while educational technologies are focused on active training²⁵.

Methodological Framework

Research methods

The following principles and methods are laid in basis of a research:

²¹ G. R. Constantine, The Biological Basis of Performativity of Identity-Linking Scientific Evidence to Social Theory, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, 88-95.

²² F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media. *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

²³ I. A. Mazayeva, *Analysis of organization of research activities of students in UK universities*, Moscow, Research Centre for Issues of Specialists Training Quality, 2010.

²⁴ P. J. Carcolini, Curricula for Sustainability in Higher Education. [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 102-104.

²⁵ L.I. Nazarova, & Ya.S. Chistova, A role of the scientific-research practice of Master program's students in forming of research competences, in *Messenger of Federal State Educational Institution for Higher Vocational Education – Moscow State Agriculture-Engineering University named after V.P. Goryachkin. Series “Theory and Methods of Vocational Education”*, no. 4(68), 2015, pp. 29–34.

1. General review of peculiarities of Master's degree students training in pedagogical universities and use of individual educational paths in their training²⁶;
2. Pedagogical analysis of students' expectations from education in Master's degree program²⁷;
3. Comparative-pedagogical method; analysis and evaluation of methods and forms of application of individual educational paths in masters training within the domestic and foreign practice;
4. Systematic approaches allowing revealing key peculiarities and possibilities of application of foreign experience of training Master's degree students in Russian pedagogical universities by individual educational paths.

Research experimental base

The research experimental base shall include: studying of masters training in Russian State Vocational Pedagogical University and other pedagogical universities of Russia; development of the methodology-pedagogical support of master's programs; studying of experience of the theoretical elaboration and practical application of individual educational paths of training in course of training of masters, plus teachers' experience of work of the authors with Master's degree students.

Research stages

The research was conducted in three stages:

1. Complex analysis of peculiarities of individual educational paths application in training of Master's degree students in pedagogical universities;
2. Studying of matters of the methodology-pedagogical support of individual educational paths application in training of Master's degree students;
3. Development of methodological recommendations on individual educational paths application in training of Master's degree students in Russian universities.

²⁶ E. I. Zakirova, Techniques of evaluation of academic and research competency at selection in *Master's program. Discussion*, no. 9(61), 2015, pp. 130-134.

²⁷ O. F. Kozyreva, Modelling of the development process of Master's vocational competence, in *Messenger of Master's program*, no. 1(40), 1, 2015, pp. 98-109.

Results

Basing on the teaching experience of the authors of this article, many of Bachelor's programs graduates undertake a Master's degree not for getting prepared for scientific work or reaching a high professional level in a definite activity (it's just what the Master's degree institution is intended for), but for getting the higher vocational education in a related specialty. Organization of the academic activity for students of this kind is specific to a certain extent:

First, it is selection and delivery of the material on taught academic disciplines: as Master's degree students quite frequently have different basic education, it is required to correct methods and form of material delivery in each certain case.

Second, it is non-readiness of most of matriculated students for independent educational activity (the share whereof is much higher within Master's programs as compared to Bachelor's), rather insufficient self-discipline.

Third, it is a class schedule: as most of matriculated students work, classes are held in evening time, twice or thrice a week, i.e. in the evening department regime. This circumstance has a bad effect on results of training: Master's degree students often have little time for preparation of lessons, they periodically miss classes because of their occupation at a job; moreover, they are often physically and mentally tired in the evening after a working day.

Fourth, it is necessary to take into account a Master's degree student's internal motivation: a teacher should know what actual tasks are set by the student to himself, in order to plan their joint work in the proper direction.

Fifth, there are difficulties in the process of engaging of Master's degree students into scientific-research and academic activity, e.g. preparing of talking points and participation in academic conferences, writing of scientific papers on a problem under study, etc.

Sixth, there may be problems with engagement of Master's degree students into students' extra-curricular activities (traditional holidays, students' amateur performance contests, excursion tours, etc.), which has

a bad effect on occupational and social formation of Master's degree students²⁸.

These and other factors lead to the situation when in terms of self-awareness and attitude to educational activities some Master's degree students become close to students of evening (part-time) form of education in that the educational activities often take second place. It does not contribute to reaching by them those objectives and tasks which are declared in the very concept of learning within Master's programs.

Due to the above factors, necessity of application of individual educational paths for assimilation of established educational programs and curriculums by masters is becoming more and more actual. The following aspects should be considered at development and application thereof:

First, to have individual educational paths realized at training of masters, it is necessary, first of all, to develop the proper methodology-pedagogical support of training.

Creation of methodology-pedagogical support will have a number peculiarities:

1. In many knowledge areas the amount of information becomes doubled in each 5-7 years; changes of concepts and shifts of accents may take place in humanity arts, laws may change in legal disciplines, etc. So, curriculums have to be concentrated on key aspects necessary for a student in order to create the system viewing of a discipline under study.

2. An importance of the adequate combination of delivery of knowledge of fundamental and application nature, which to a large extent shall depend on individual expectations of a Master's degree student, his focusing either on the production sphere (in case of pedagogical universities – work in educational institutions with pupils/students) or on further engagement into scientific activities.

3. It is necessary to be oriented on the employer's demands and the market needs, as employers more often than not require graduates with formed professional skills. Unfortunately, there remains a tendency

²⁸ V. V. Belkina & L. G. Kharisova, An individual educational path as a means of democratization of Master's program students educational process, in *Yaroslavl Pedagogical Messenger*, no. 1, 2016, pp. 85-89.

that academic curriculums are drawn up without taking into account employers' demands²⁹.

Basing on the said above, we find out what professional competences are necessary for a Master's degree student; first of all, dynamics of their formation is modelled and on basis thereof subject matters of academic courses and teaching and education activities are planned.

Second, development of the individual educational path of a Master's degree student should be performed step by step. Basing on the concept by V.V. Belkina & I.G. Kharisova³⁰, the following stages may singled out:

1. Identification of the initial state implying diagnostics, analysis and evaluation of the initial level of final formation of personality properties, knowledge, skills and abilities significant for the chosen profession, as well as the nature of the student's occupational challenges. The evaluation of the academic and research competency of the Master's degree student plays an important role too³¹.

2. Planning of objectives, tasks and an expected result for a period of time defined for the developed path. Here the system of professionally significant competences and requirements of the professional standard are stepping forward.

3. Identification of key lines and check points of the individual educational path, development of the system of the Master's degree student's interaction with teachers and an employer (for evaluation of the applied significance of obtained knowledge, skills, abilities and correcting of the process).

4. Development of the system of control and evaluation of interim and final results of training.

5. Planning of actions on the psychology-pedagogical and methodological support of the training. There are interesting conceptual

²⁹ S. N. Tkachenko, Peculiarities of individual educational path formation within the cluster approach, in *Messenger of Baltic Federal University named after I. Kant*, no. 5, 2015, pp. 53-61

³⁰ V. V. Belkina & L. G. Kharisova, An individual educational path as a means of democratization of Master's program students educational process, in *Yaroslavl Pedagogical Messenger*, no. 1, 2016, pp. 85-89.

³¹ E. I. Zakirova, Techniques of evaluation of academic and research competency at selection, in *Master's program. Discussion*, no. 9(61), 2015, pp. 130-134.

developments devoted to the psychological support of students' individual educational paths³².

The system of control and evaluation of results of training shall be based on the worked-out criteria of evaluation of the achieved level of development, assimilation of the curriculum envisaged knowledge, skills and abilities. These criteria are defined by the following indexes:

- motivational: understanding of objectives of the professional activity and significance of knowledge, skills and abilities acquired for it; readiness and enthusiasm to working in the chosen field, availability of motives for achieving the objective and raising skills, personal and professional development, etc.;

- operational: efficient practical applying of the acquired knowledge, skills and abilities; possessing of skills in planning and predicting of activities in the educational and professional field³³, the level of mastering of the entire range of professional actions;

- analytical: ability to analyze and objectively evaluate results of activities; capacity for self-control, self-consciousness, analysis of achievements and failures; ability to transfer the most efficient forms and methods of work and innovation achievements into one's own practice;

- individually creative: creative activity in the profession; ability to implement innovations and know-hows into one's professional activity, and an internal demand in a creative pursuit;

- integral: ability to think on the system level, embracing in total all objectives, tasks, methods and results in the chosen profession; ability to generalize and systemize an accumulated experience and to plan and predict future activities on basis thereof³⁴.

Discussions

In theory, an individual educational path of training shall be agreed during an interview with a person matriculated in Master's degree program. A Master's degree student shall set forth his/her expectations,

³² E. F. Zeer & O. S. Popova, Psychological guiding of students individual educational trajectories in vocational school, in *The Education and science journal*, no. 1(4), 2015, pp. 88-99.

³³ M. J. Ortiz, Gangs and environment: A comparative analysis of prison and street gangs, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 97-117.

³⁴ O. F. Kozyreva, Modelling of the development process of Master's vocational competence, in *Messenger of Master's program*, no. 1(40), 2015, pp. 98-109.

wishes and intentions related to the training process and results thereof. Teachers of the chair working with Master's degree students shall evaluate a level of the methodology-pedagogical support in accordance with the Master's degree student's wishes and shall work out, jointly with him/her, an individual educational path of training in accordance with the stages and evaluation criteria considered above.

In practice realization of this approach encounters a number of grave difficulties, though.

First, this approach implies that a Master's degree student possesses skills of independent work, high self-discipline and well-developed ability for active self-education. However, as the practice shows, these skills are not formed in most of students of Russian universities who intend to enter Master's program, while the subject matter of the academic process does not suggest development thereof. Undisguised here is non-readiness of the overwhelming majority of graduates of Bachelor's programs to work in the regime of European students due to the principally different organization of academic activities in universities.

Second, one can agree with O.A. Petrukhina's opinion³⁵ that a student's readiness for training by an individual educational route may be regarded as an integral characteristics of a certain person which is expressed in his/her motives, level of mastering of knowledge, skills and abilities to work out a personal path of the education. The traditions of arranging higher education which formed in our country during the 20th century could not provide the individual pattern of training, thus restricting, among other, formation of students' subject position.

It is aggravated by influence of the mentality as well: Russian students are more apt to collectiveness than their counterparts from Europe and the USA, and more restrained about manifesting of individual initiative in choice of academic courses. From the liberal point of view, this peculiarity can be explained by pressure of the state and ill-developed civic institutions; from the conservative one – by influence of the communalism and collectivism spirit inherent to the mentality of the Russians. Whatever the reasons are, in total readiness of most Russian

³⁵ O. A. Petrukhina, Preparedness of students for training according to an individual educational path, in *Today's problems of science and education*, no. 4, 2015, pp. 57-67.

students to be educated by individual educational paths is much lower than in the West.

Third, as the experience of introducing “disciplines at the option” for students in a number of Russian universities shows, a significant part of the students were choosing not those academic courses which would have been useful for acquiring the high-quality education, but those with less strict requirements and with teachers who are mild to students. While realizing individual educational paths of Master’s degree students training, one can encounter such a situation in practice.

Moreover, the overwhelming majority of Master’s degree students who learn in Russian universities are busy at full-time jobs and are highly motivated for the career progress and amount of wages, which results in their elevated activities at job and chronic overloading. Under such conditions, the academic activity can be shifted backward for a Master’s degree student, and developing of token approach to digestion of the learning material is quite probable, which sometimes occurs in practice.

Providing of pedagogical personnel for realization of Master’s programs is worthy of a special attention.

In practice, while working with Master’s degree students, it often occurs that some teachers who successfully work with bachelors are too weak for teaching at Master’s level. There are certain cases when even a good professional-subject background of a teacher does not warrant the required quality of teaching of masters. Reasons may be different here: for instance, in pedagogical lines of training there may be situations that a Master’s degree student (especially in case of extra-mural training) possesses a practical experience of the pedagogical activity in a certain sphere (pre-school education, primary general education, basic and secondary general education) which exceeds that of the teacher. Another extremity is that a Master’s degree student does not possess the core education on the selected line of training: the teacher often has to explain ins and outs of the professional knowledge which is in fact basic for this level of learning, thus getting adapted to the student’s initial level of knowing the subject. It can create a stress situation both for teachers and for students.

Requirements to the degree of a master’s training are more or less established by federal state educational standards; however, the requirements to the pedagogical staff are often limited by experience of working in a university or possessing an academic degree and passing of training at refresher courses in training of masters. Meanwhile, a teacher

who works with masters (especially an academic adviser) should possess the broadest competencies. If taking valuation levels, the teacher should work on the following ones:

- system-modelling the studied subject, when the teacher masters strategies of forming of the required occupational knowledge system, with accounting for the master’s individual path of training;

- system-modelling the student’s activity, when the teacher predicts and anticipates results of assimilation of the training program by the master;

- system-variative, when in course of examining of results of training the teacher shall find drawbacks in training of a master at each stage of the training and shall make corrections in the program or form of classes.

The chair should thoroughly select such teachers and create necessary conditions for their creative progress.

Conclusion

Development of Master’s degree programs in pedagogical universities encounters a number of complicated problems. On one hand, implementation of individual educational paths of training is necessary and, thus, improvement of the respective methodology-pedagogical support of the academic activity is needed³⁶. On the other hand, a considerable part of students, due to various reasons, are not ready to be educated with wide use of individual educational paths. Here quite a large work is expected aimed at practical realization of implementing of individual educational paths for training masters, in order to add more of practice-oriented directivity to their training, to make it more efficient and to borrow, with a great care, the western experience with accounting for Russian peculiar features.

It is very important for Master’s degree students of pedagogical profile that they acquire a subjective experience of teacher’s activity. So, it is necessary to attract Master’s degree students on a broader basis for

³⁶ J. Duffy, L. Wickersham-Fish, L. Rademaker & B. Wetzler, Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/protégé relationships, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 57-76.

holding classes with Bachelor's program students during a practice, for explaining of these or those aspects of the learning material³⁷. A transfer of a number of pedagogical functions to Master's program students will also be practical in situations which envisage identification of general and individual purposes of the classes; scheduling of their own activity at classes and at preparation for them; evaluation of achievements (with priority to self-estimation and mutual estimation); holding classes and separate fragments of classes by a Master's degree student; participation of Master's degree students in development of the system of knowledge ranking score^{38,39,40,41}.

Basing on the experience of Russian State Vocational Pedagogical University, it is possible to engage Master's degree students in a broader scale in Days of youth's scientific work: a series of measures including conducting of scientific conferences, round tables and seminars among students, i.e. events that are usually held in universities. Master's degree students may be engaged into managing of break-out sessions at conferences (under the teacher's supervision), arranging of discussions and round tables on certain scientific matters wherein they would, under the teacher's supervision, act as presenters thus improving their skills of work with audience.

Materials of this article can be useful to academic teaching staff and universities' principals for quality upgrading of Master's degree students; for more efficient organization of the academic activity, formation of individual educational paths in training of Master's degree students; to employers of Master's degree students of pedagogical

³⁷ O. F. Lyubchenko, Yu.A. Popov & A. S. Lvova, *Pedagogical practice in Bachelor's and Master's programs: Conception, content, methods*, Moscow, Pero, 2015.

³⁸ V. V. Belkina & L. G. Kharisova, An individual educational path as a means of democratization of Master's program students educational process, in *Yaroslavl Pedagogical Messenger*, no. 1, 2016, pp. 85-89.

³⁹ I. I. Hasanova, S. S. Kotova & E. A. Kandrashina, Modern Interactive Technologies of Professional Self-Determination under the Conditions of Overcoming Conflicting Realities. *International Journal of Environmental and Science Education*, no. 11(14), 2016, pp. 6976-6987.

⁴⁰ E. M. Dorozhkin, M. B. Chelyshkova, A. A. Malygin, I. A. Toymentseva & T. Y. Anopchenko, Innovative Approaches to Increasing the Student Evaluation Procedures Effectiveness, in *International Journal of Environmental and Science Education*, no. 11(14), 2016, pp. 7129-7144.

⁴¹ E.V. Lebedeva, D. Y. Shchipanova, M. E. Konovalova & A.O. Kutyn, Time Management and Professional Identity of Students of Pedagogical Universities, in *International Journal of Environmental and Science Education*, no. 11(14), 2016, pp. 6913-6924.

universities; to those learning under the Master’s program and to prospective students.

In process of the study, new questions and issues arose which need to be solved. It is necessary to review a foreign experience of use of individual educational paths of Master’s degree students training and potentiality of using thereof in conditions of Russia; to examine matters of improvement of academic, teaching-educational and scientific work in universities, in order to rise students’ readiness for learning by individual educational paths. It goes without saying that here we will need the complex approach, with accounting for impact of most heterogeneous factors.

FEATURES OF PROFESSIONAL AND PERSONAL ORIENTATION OF THE TEACHER

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Abstract: *In the modern Russian society, which is in the process of reforming education, more than ever the professional activity and personal maturity of the teacher is claimed. In connection with this problem a great debate about professional and personal features of the teacher takes place, that provide the efficiency of its operations and development. The main objective of the article consists in theoretical substantiation of the phenomenon of professional-personal orientation and empirical study of the peculiarities of the professional-personal orientation of the teacher. In the process of the research the following method were used: theoretical (analysis and synthesis of philosophical, psychology and pedagogical of methodological researches on orientation; phenomenological analysis); empirical methods (tests, questionnaires) and methods of interpretation of the results. The Individually-typological features of professional and personal orientation of the teacher are identified. The effective types are defined which corresponding to the functional level of a professional and personal orientation (generative, self-actualization, subjective), and the types needing in the optimization (manipulative and dependent, compensatory, formal and productive, communicative, egocentric, administrative) which belong to pre-functional and dysfunctional levels of the professional and personal orientation. The materials presented in this present article can be used in support of professional development of teachers, in the course of implementation of programs of the higher professional and postgraduate education, and also at professional development and professional retraining of teachers.*

Keywords: the professional and personal orientation, the professional development of the teacher, the types of vocational and personal orientation.

Introduction

In the modern Russian society, which is in the process of reforming education, more than ever the professional activity and personal maturity of the teacher is claimed. However, a significant part

of the teachers have difficulty in solving urgent professional problems^{1,2}, dissatisfaction with professional activity, professional or unwillingness to develop personality³. In connection with this problem a great debate about professional and personal features of the teacher takes place, that provide the efficiency of its operations and development. This study focused on a personal development^{4,5,6} or professional development^{7,8,9}. However, for optimum coordination of teacher training in equally important are as professional and personal aspects of his development¹⁰, that determines the relevance of psychological construct, coordinating training activity and personal characteristics of the teacher¹¹.

It should be noted that the link professional and personal development, are the most often discussed by scientists, each of whom uses at the same time meeting their own terms: direction of professional-oriented personality¹², focus on personal and professional development¹³, personal and professional orientation¹⁴. These terms denote the notion

¹ G. James, A narrative inquiry perspective into coping mechanisms of international postgraduate students' transition experiences, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp.41-56.

² A. N. Khuziahmetov & A. A. Valeev. Advantages of bilingual training in national schools, in *XLinguae*, no. 11(1), 2018, pp. 114-125.

³ N. N. Vasyagina & N. Y. Marchuk, *Optimization of the professional and personal orientation teacher*, Yekaterinburg, Ural State Pedagog. Univ., 2013.

⁴ K. S. Abulkhanova-Slavskaya, *Strategies of life. Moscow*, Moscow, Thought, 1991.

⁵ A. A. Bodalev, On the subject and objectives imageology, in *World of Psychology*, no. 1, 2006, pp. 180-183.

⁶ E. N. Volkova, *Subjectivity Teacher: Theory and Practice* (Doctoral dissertation). Moscow: Psychological Institute of the Russian Academy of Education, 1998.

⁷ J. A. Afonkina, *Genesis of a professional orientation* (Doctoral dissertation). St. Petersburg: Russian State Pedagogical University A.I. Herzen, 2009.

⁸ N. V. Kuzmina, *The professionalism of the individual teacher and trainers*, Moscow: Higher School, 1990.

⁹ S. P. Beznosov, *The professional deformation of the person*, St. Petersburg, Rech, 2004.

¹⁰ M. Regassa, Females' Voice through Oral Poetry among Limmuu Oromo, Ethiopia, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 28-40.

¹¹ D. Kaya & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

¹² E. F. Zeer, Professionally oriented logical-semantic model of personality, in *World of Psychology*, no. 1, 2005, pp. 141-147.

¹³ S. A. Minyurova, *The psychology of self-development in the profession*, Moscow, + satellite, 2008.

¹⁴ L. M. Mitina, *Psychology of work and professional development of teachers*, Moscow, Academy, 2004.

combines an indication of the integral characteristic of the individual, particularly in defining the conceptual realization of the subject of his professional activity of the teacher. Without prejudice to the importance of the proposed interpretations, from our point of view¹⁵, the most exact semantic value that denoting the integral characteristic of the individual¹⁶, is “the professional and personal orientation” which is the factor in teacher’s training success¹⁷.

The professional and personal orientation is understood as integrative component of person, reflecting specific training activities¹⁸, the refractive index in the personal characteristics of the subject including the intentional activity of individual, specifically formed in a professional activity and defining conceptual features in the implementation of activities and professional and personal development of the subject.

Understanding of professional and personal orientation as a construct that organizes the professional activity and professional and personal development of person, allows us to identify reflection as a psychological mechanism underlying its functioning. In the understanding of reflection, we will rely on the definition, according to which the reflection is a multifunctional complex mechanism¹⁹, cause awareness, rethinking and correcting a holistic view of the person about himself, as well as their activities and behavior²⁰. Reflection starts the cycle of processes the identification - internalization - individualization - externalization “in due to which a person is addressed to its own field of semantic analysis of their professional and personal features of

¹⁵ F. Damgaci & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

¹⁶ D. Kratt, Teachers’ perspectives on educator mental health competencies: A qualitative case study, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 22-40.

¹⁷ S. Lafraya, Intercultural learning in non-formal education: theoretical frameworks and starting points, in *Council of Europe Publishing*, no. 53, 2011, pp. 166-174.

¹⁸ L. K. Wilder, D. Sanon, C. Carter & M. Lancelot, Narrative Ethnographies of Diverse Faculty in Higher Education: "Moral" Multiculturalism among Competing Worldviews, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 1-12.

¹⁹ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

²⁰ V. G. Anikina, Reflective training as a means of conflict resolution, in *Cultural-Historical Psychology*, no. 3, 2009, pp. 72-89.

professional activity²¹. The successful realization of this cycle determines the direction of development, resulting in the establishment of new, the most adaptive and effective behavior patterns and activities, including professional²².

Effective functioning of the orientation is characterized by the implementation of the set of functions, related to the organization professional activity and professional and personal development of the person. The researchers distinguish different functions of directivity, which from our point of view can be summarized in three basic ones: the development of the personality as professional, motivation to professional activity, the organization and modeling professional activity. It is important to emphasize that features professional and personal orientation is largely determined by its structure and content.

The structure of the professional and personal orientation is considered as the structure of direction of professional-oriented personality, dedicated E.F. Zeer, and includes the following components: self-concept as a starting component of orientation, semantic relations (referring to the outside world, the professional activity of teachers) as an expression of the professional life and position of the person, attitudes, values, motivation²³.

The position as working order of person for certain activities with specific ways has a great importance^{24,25}. This position reflects the values, motives, conditions for the activity; it develops, function and maintains stability as a part of certain activities, providing a steady, purposeful course of this activity²⁶. Changing of activity entails a change of meaning, motives, and then the positions, although the most stable of them, the

²¹ L. Marchis, Ciaiscari & S. Joaquim, Developing intercultural competences using activities with different kinds of media, in *Acta Didactica Napocensia*, no. 1(1), 2008, pp. 39-47.

²² A. N. Khuziakhmetov, Upbringing and socialization of a personality, in *Innovative technologies in education*, no. 1, 2017, pp. 290-296.

²³ E. F. Zeer, Professionally oriented logical-semantic model of personality, in *World of Psychology*, no. 1, 2005, pp.141-147.

²⁴ R. Wahyudi, Intercultural languages education and its complex insights: the case of Indonesian Islamic Higher Education, in *Theory and Practice of Language studies*, no. 2(9) 2012, pp. 1783-1791.

²⁵ A. N. Dgurski, *Pedagogy of inter-ethnic communication: inter-cultural education in Russia and abroad*, Moscow, Sphere, 2007.

²⁶ C. Vieira, D. Urbano, M. Vieira & L. Baptista, *International dialogue: learning, speaking and sharing*, Lisbon, ALLMEET, 2016.

basic positions can be saved and transferred to the new conditions. When the disparity happens of valuable, meaningful, motivational aspects of orientation, incongruence self-concept and the requirements of the profession the overview position is decisive, although the process is often not recognized^{27, 28, 29, 30}. Therefore, when the differentiation of individual-typological features of professional and personal orientation is defined it is important to consider the dominant positions of the person, the value of which in the regulation of the activities during the organization and orientation is predominant. During the study of educational activities different authors distinguish the most important positions in the work of the teacher, like “orientation toward the self - toward the activities – toward interaction with the students”³¹, “social - professional - personal”³², “toward adaptation, toward self-actualization,” “toward stability”³³.

The unique combination of the components described above, their expression and interaction is determined the personality specifics of the realization in the professional activity and professional and personal development of the person. Depending on the coherence and development the components of the general structure and orientation of the realization of these functions levels of its functioning have been described. Functional level characterizes mature professional and personal orientation, including coordinated interaction of developed components and effectively realizing all its functions^{34,35,36}. Pre-functional level of the professional and personal orientation reflects the un-

²⁷ J. A. Afonkina, *Genesis of a professional orientation* (Doctoral dissertation), St. Petersburg: Russian State Pedagogical University A.I. Herzen, 2009.

²⁸ E. A. Klimov, *Psychology of professional self-determination*, Moscow, Academy, 2004.

²⁹ A. K. Markova, *Psychology of professionalism*, Moscow, Knowledge, 1996.

³⁰ V. Blumkin. *Moral education*, Voronezh: Publishing center of Voronezh University, 1990.

³¹ L. M. Mitina, *Psychology of work and professional development of teachers*, Moscow, Academy, 2004.

³² J. A. Afonkina, *Genesis of a professional orientation* (Doctoral dissertation), St. Petersburg, Russian State Pedagogical University. A.I. Herzen, 2009.

³³ L. M. Mitina, *Psychology of work and professional development of teachers*, Moscow: Academy, 2004.

³⁴ E. A. Klimov, *Psychology of professional self-determination*, Moscow, Academy, 2004.

³⁵ N. S. Pryazhnikov, & E. J. Pryazhnikova. *Psychology of work and human dignity*. Moscow, Academy, 2001.

³⁶ N. N. Vasyagina, & N. Y. Marchuk, The phenomenological analysis of the professional and personal orientation, in *International Journal of Experimental Education*, no. 6, 2009, pp. 19-21.

coordination / immaturity of its components associated with ineffective, incomplete realization of their own functions^{37,38,39}. Dysfunctional personal orientation determines the professional level of professional and personal strain of the subject in which the development is replaced by stagnation, regression, destructive personality changes and inefficiency of professional activity. In this case, professional and personal orientation is not fulfilling its functions and is related to the immaturity of its controversial content of components^{40,41,42}.

Thus, professional and personal orientation determines the personal and professional development of the subject, and its functional features associated with the realization of the basic functions, the relevant functional, pre-functional or dysfunctional levels. Effective organization and realization of professional activity and development of the person is provided only functional level of the professional and personal orientation.

Methodological Framework

The methodological basis of this study is a personality-oriented approach that allows the teacher to achieve personal self-development and professional growth. In the process of the research the following method were used: theoretical (analysis and synthesis of philosophical, psychology and pedagogical of methodological researches on orientation; phenomenological analysis); empirical methods (tests, questionnaires) and methods of interpretation of the results.

The research was carried out on the basis of secondary schools in the city of Yekaterinburg and the Sverdlovsk region. The research involved 354 teachers.

³⁷ A. A. Bodalev, On the subject and objectives imageology, in *World of Psychology*, no. 1, 2006, pp. 180-183.

³⁸ E. N. Volkova *Subjectivity Teacher: Theory and Practice* (Doctoral dissertation). Moscow, Psychological Institute of the Russian Academy of Education, 1998.

³⁹ S. P. Beznosov, *The professional deformation of the person*, St. Petersburg, Rech, 2004.

⁴⁰ N. N. Vasyagina, & O.V. Lozgacheva, *Formation of stress at the stage of professionalization*, Yekaterinburg, Ural State Pedagog. Univ, 2008.

⁴¹ S. R. Maddy, B. Propst & I. Feldinger, Three expressions of the need for variety, in *J. Pers.*, no. 33, 1965, pp. 82-98.

⁴² A. H. Maslow, *Some basic propositions of a growth and self-actualization of psychology*, Washington, Yearbook of the Association for Supervision and Curriculum Development, 1962.

The research was consisted of three stages. The first stage was carried out a theoretical analysis of the problem of professional and personal orientation of teacher developed a program of empirical research. In the second stage structural-functional model of the professional and personal orientation of the teacher was developed and carried out its testing. In the third stage, the systematization, interpretation and synthesis of the research results were carried out; theoretical conclusions were refined the processing and registration of the results of the research was made.

Results

In order to study the specifics of the professional and personal orientation of teachers the research was conducted with the participation of 354 teachers of Yekaterinburg and the Sverdlovsk region. The average age of participants is 43.4 years (range 21 to 68 years). Teaching experience of research participants on average 20.7 years (range 1 to 5 years).

First, we studied the common features of the professional and personal orientation of teachers (%):

- the prevalence of self-concept of the professional aspects over out professional detected in 86% of teachers, reflecting the desire of teachers to pedagogical activity;
- immaturity of the professional pedagogical motivation detected in 78.3% of teachers, lack of evidence of motive ability to the orientation;
- a wide range of values in the structure of the professional and personal orientation, identified in 93.7% of teachers, shows the important role of both as professional and like out professional values in the regulation of professional activity;
- low estimation of the importance of such an important professional values as “development”, identified in 78.7% of teachers shows that they have no motive for professional and personal development;
- low meaningfulness of the future (33% of respondents), the meaningfulness of life focus on the past (from 57.0% of respondents), the idea of meaninglessness own activity to change of life (from 61.0%

of respondents) indicate prevailing among teachers “survival strategies”, there is no tendency to development and strategic thinking;

- contradictory attitude of teachers to their own professional activity detected in 84.6% of respondents expressed subjective satisfaction in content of professional activity and dissatisfaction factors of health in the process of its realization;

- discrepancy and inconsistency of the content of value-oriented motivational components, identified in 82.7% of teachers describe a expressive inner conflicts and discoordination of professional and personal development of the person.

So, the professional and personal orientation of teachers is characterized by insufficient development of semantic, motivational components and mismatch of valuable and motivational components, which generally leads to a formal approach and support strategies in professional activities. Mismatch of components indicates immaturity of the professional and personal orientation and it is an indicator of the pre-functional level of the professional personal orientation prevailing among teachers. The contradictions in the content of components reflect the internal conflicts of the teacher and it is an indicator of the level of dysfunctional professional and personal orientation. Only a small proportion of respondents indicated a functional level of the professional and personal orientation that is reasonably harmonious development of the components and content of the professional and personal orientation. At the same time a sufficiently high level of reflection, identified in the majority (94.1%) of teachers, indicates that the actualization of reflection can be purposefully arranged and used in the development and optimization of professional and personal orientation.

In the context of the mismatch and the lack of development of the individual components targeted regulation of professional activity is carried out mainly by the dominant attitudes of the person in connection with what is necessary to study particular areas related to different combinations of dominant attitudes of teachers. To study the types of professional and personal orientation, selected on the basis of theoretical analysis, we applied the methods of mathematical statistics, using cluster analysis, which is most effective for this type of research. Cluster analysis was carried out by K-means which allows dividing the entire sample of given attributes for a specified number of clusters. The basis of differentiation of the professional and personal orientation of teacher

types two main intentions were adopted being the most important in the realization of the professional activities and professional and personal development of the teacher: the attitudes related to the locus of control (towards self, to activities in the interaction), and attitudes development-related (towards adaptation, stability and development). As a result of differentiation nine clusters were obtained that describe the types of the professional and personal orientation of the respondents (Fig. 1).

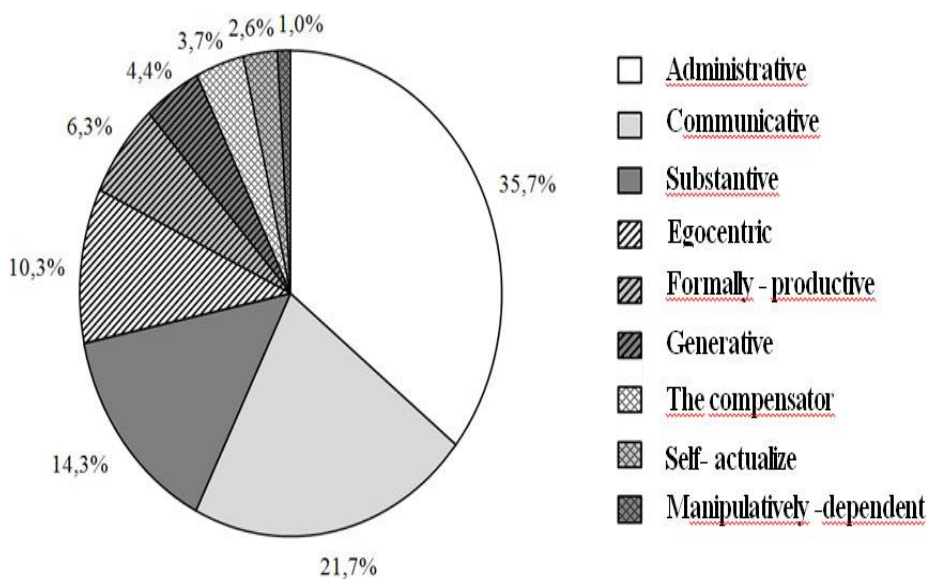


Figure 1: Distribution of respondents according to the types of the professional and personal orientation

Differentiated learning of the content types of orientation using factor analysis allowed determining the qualitative features of each type. Factorial structure types of the professional and personal orientation of teachers is presented in the figure 2.

Administrative		Communicative		Generative	
FACTORS	% Variance	FACTORS	% Variance	FACTORS	% Variance
Higher values	11.60	Freedom	11.95	Satisfaction with life	31.20
Meaning of life	9.17	Spontaneity	8.52	Confidence	18.86
Total control	8.43	Professional identification	7.08	Comfort	15.16
Status	7.18	Self-esteem	6.27	Self-actualization	10.69
Confidence	6.26	Love to the profession	5.66	Orientation on the professional values	7.73
Identification	5.57	Status	5.42		
Dependence	5.05	Optimism	5.28	Propensity to management	5.76
Satisfaction with administrative features careers	4.45	Orientation on the interaction	4.93	Professional reflection	4.52
		Comfortable life	4.47	Dedication	2.22
		Confidence	4.05		
Sensitivity	3.95	Stability	3.48		
Avoiding mishap	3.25	Other new ontology	3.04		
Formally - productive		Egocentric		Substantive	
FACTORS	%Variance	FACTORS	%Variance	FACTORS	%Variance
Optimism	27.22	Creativity	25.30	Freedom	15.67
meretricious professional interest	14.77	Satisfaction with life	11.90	Self-realization	11.45
Prestige	11.44	Dissatisfaction with professional activities	9.25	Learning	8.53
Satisfaction of professional successes	8.21			Prestige	7.25
		Stability	7.60	Professional activity	7.03
Adaptation	7.52	Prosecutor-general of the profession	6.78	The recognition	6.74
The passivity	6.58	Material orientation	5.66	Confidence	6.02
Meditativeness	5.12	Psychological comfort	4.93		
Prestige	11.44				
The compensator		Manipulatively dependent		Self- actualize	
FACTORS	% Variance	FACTORS	% Variance	FACTORS	% Variance

Prosecutor-general of the profession	72.35	Maladjustment	50.04	Subjectivity	70.21
Comfortable life	19.72	Orientation on the interaction	39.30	Self-realization	26.31
Maladjustment	5.06			Internality	2.07

Figure 2: Factorial structure of the types of the professional and personal orientation of teachers

Typological analysis of the professional and personal orientation leads to the conclusion that the types of targeting stability (communicative, egocentric, administrative) correspond to pre-functional level; types of development-oriented (self-actualization, subjective, generative), correspond to the relevant functional level of the professional and personal orientation, and types, focused on adaptation (compensatory, formal and productive, manipulative-sensitive) match in dysfunctional level. The optimization need more types that represent a dysfunctional level (manipulative sensitive, compensatory, formal and productive) and pre-functional level (communicative, egocentric, administrative). The most constructive for the person and the effective for the realization of the professional activity are the types of orientation, representing the functional level (generative, self-actualization, subjective).

Discussions

Questions of efficiency of professional work of the teacher have been the object of attention of scholars, but the available researches are focused either on the study of their personal development^{43,44,28} or professional development^{29,30,31}, while for optimal coordination of the

⁴³ K. S. Abulkhanova-Slavskaya, *Strategies of life*, Moscow, Thought, 1991.

⁴⁴ A. A. Bodalev, On the subject and objectives imageology, in *World of Psychology*, no. 1, 2006, pp.180-183.

²⁸ E. N. Volkova. *Subjectivity Teacher: Theory and Practice* (Doctoral dissertation), Moscow, Psychological Institute of the Russian Academy of Education, 1998.

²⁹ J. A. Afonkina, *Genesis of a professional orientation* (Doctoral dissertation), St. Petersburg, Russian State Pedagogical University. A.I. Herzen, 2009.

³⁰ N. V. Kuzmina *The professionalism of the individual teacher and trainers*, Moscow, Higher School, 1990.

³¹ S. P. Beznosov, *The professional deformation of the person*, St. Petersburg, Rech, 2004.

professional work of the teacher is equally important both so professional and like personal aspects of his development. Recently, attempts have been initiated to examine the relationship of individual professional and personal development of the teacher^{32,33,34,35}. However, analysis of scientific researches on this problem shows that they are only debatable.

Conclusions and Recommendations

Based on the results of our research conducted can make the following conclusions:

The professional and personal orientation is integrative construct of personality of the teacher, which reflects the specifics of the professional activity, the refractive index in the personal characteristics of the individual, involves the intentional activity of individual, specifically formed in a professional activity and defining conceptual features in the implementation of activities and professional and personal development of the subject. In the framework of our study we describe the General and individual typological features of professional and personal orientation of teachers. The common features of the professional and personal orientation of teachers are: mismatch of values and motivational components, the weak development of motivational and semantic components, the prevalence of professional aspects over out of professional in self-concept, a contradictory attitude to the profession, the low sensibility of the future and their own activity, the lack of commitment to the development, prevalence survival strategies.

Typology of professional and personal orientation based on a combination of its elements has allowed to differentiate nine types of the professional and personal orientation of teachers and to identify its individual-typological features. Each type has structural and substantial features determining the specificity of the organization of professional activity. According to the development of components and consistency

³² E. F. Zeer, Professionally oriented logical-semantic model of personality, in *World of Psychology*, no. 1, 2005, pp.141-147.

³³ S. A. Minyurova, *The psychology of self-development in the profession*, Moscow, + satellite, 2008.

³⁴ L. M. Mitina, *Psychology of work and professional development of teachers*, Moscow, Moscow, Academy; 2004.

³⁵ J. A. Afonkina, *Genesis of a professional orientation* (Doctoral dissertation), St. Petersburg, Pedagogical University A.I. Herzen, 2009.

three levels are defined of functioning professional and personal orientation. Consistency between developed components in the overall structure of the professional and personal orientation points to a functional level, which is related to the effective implementation of all its inherent functions. Immaturity and / or mismatch of components in the structure of the professional and personal orientation reflect the pre-functional level of the professional and personal orientation, which is characterized by incomplete, ineffective implementation functions. An indicator of a dysfunctional level is contradictory of components of the professional and personal areas related to professional and personal strain subject inefficient organization of his professional activity and professional and personal development. The optimization need more types that represent a dysfunctional level (manipulative sensitive, compensatory, formal and productive) and pre-functional level of professional and personal orientation (communicative, egocentric, administrative). The most effective are the types of orientation, representing the functional level professional and personal orientation (generative, self-actualization, subjective).

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NEW FORMATS OF INDEPENDENT ASSESSMENT OF COMPETENCES IN THE TEACHER TRAINING SYSTEM

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Abstract: *The article focuses on the improvement of the system of independent assessment of future elementary school teachers' qualification. It is demonstrated that the system needs uniform tools allowing objective estimation of graduate training quality. Such tools are set by The WorldSkills Standards Specifications. Mass introduction of the movement standards into training of specialists allowed to realize a pilot project of holding a demonstration examination in the WSR format. The authors of the article analyse the experience of holding a demonstration examination in the WSR competence R21 Primary School Teaching in 2017.*

Keywords: teacher training, vocational education, competences, independent assessment, demonstration examination, WorldSkills Russia.

Introduction

Despite the fact that specialties of the pedagogical profile have not entered the TOP-50 list of the most demanded and perspective professions teacher training steadily remains in the center of public attention. The relevant social order is obvious: compliance of system of teacher training to the requirements of general education dynamically changing in the context of federal standards, creation of conditions for realization of the activity professionally focused approach¹.

Improvement of the system of independent assessment of graduates' qualification is an important aspect of diagnostics of the quality of reformed teacher training as well as of readiness of young teachers for professional activity. The problem is that now quality assessment of training graduates is carried out by educational organizations. It interferes with the realization of the principle of independence of estimating procedures, which needs to be observed for the organization of quality control of professional education². Though

¹ Program for Modernization of Pedagogical Education in the Russian Federation, *The research paper on the course of the project implementation*, Moscow, MSPPU, HSE, 2015.

² A. V. Mikhaylova & A. P. Novikova, From a professional competition according to Worldskills Russia standards to initial accreditation of the expert, in *Quality management system: experience and prospects*, vol. 6, 2017, pp. 146-150.

employers formally participate in these procedures, traditionally used estimated means do not give a complete idea of formation of both general and professional competences.

The new format of independent assessment of qualifications within the movement WorldSkills is gaining popularity in our country³. Russia aims to integrate into the global community and develop its own capacities on the basis of the best international practices. Organization technologies of the competitive movement WorldSkills International directed at achievement of high standards of vocational training and education have been refined in the world for decades.

The movement WorldSkills influences the system work on future professional staff training, and it is also an independent system of qualification assessment⁴. It gives a range of benefits that accrue not only to the competitors but also to colleges, tutors and trainers, employers and industry and the wider society⁵.

The Russian Federation integrated into it quite recently - in 2012⁶. Having got a serious state support the competitive movement WorldSkills Russia captured practically all regions of our country. It is positioned as an effective instrument of secondary vocational education development allowing to unify the system of teaching and training within the standard of preparation for the National Championship.

There is still a gap between the Russian quality parameters and the top international standards. Taking into account the infrastructure and economic growth rates, educational programmes for skills development should be efficiently updated in compliance with the market demand. High-demand competencies of the nearest future are the following: ability to evolve, focus on problem solving, ability to think in complex categories, leadership, creative mind, use of new technologies, ability to work in an international context, responsibilities⁶. They have been acknowledged as the most significant elements of vocational expertise in

³ N. Zolotareva Professional education and youth employment, in *Professional Education in Russia and abroad*, no 2(10), 2013, pp. 19-23.

⁴ V. V. Kochetkov, WorldSkills Russia movement as a system of independent assessment of qualifications, in *History and pedagogy of natural sciences*, no. 1, 2016, pp. 23-25.

⁵ K. Mayhew, S. James, M. Chankseliani, A. Laczik, *Benefits of Developing Vocational Excellence through Skills Competitions*, Oxford, Research Brief, 2013.

⁶ Short collection of best skills development practices in BRICS countries, in *Agency for Strategic Initiatives*, Moscow, available at: https://www.bibb.de/dokumente/pdf/AB12_GOVET_Short_Collection_of_Best_Practices_BRICS_.pdf, 2015.

many countries⁷. Participation in international competitions allows vocational educational institutions to compare the quality and elements of their training to those of other countries and improve the skills and international competences of their students and teachers. By 2025 “the WorldSkills movement will offer and promote a more inclusive programme of regional competitions and events annually, and generate wider participation and visibility for Members’ national events”⁸.

Originally, the movement was positioned only as a competition of working professions, but with changes in labor market a number of new professions have appeared. Teaching as one of the mass professions in the Russian Federation has not remained without attention in the Championship national frame.

Though there is the requirement to the level of education in the Professional Standard of the Teacher⁹, teacher training colleges remain in the system of vocational education of the Russian Federation training specialists for one of the most important and dynamically developing sectors of economy - the social sector. The regions having institutions of vocational training under their authority give preference to the system of continuous teacher training “college of secondary vocational education - higher educational institution” where highly qualified competent specialists are trained. Teachers with secondary vocational education, in accordance with the Professional Standard, have an opportunity to receive in-service training.⁹

In the fast-changing global world, the ability to learn becomes the main professional quality which the teacher has to demonstrate constantly to his pupils. Readiness for change, mobility, ability to carry out non-standard labor actions, responsibility and independence in decision-making – all these characteristics of the successful professional activity fully concern specialists working with primary school children. A.G. Asmolov, calling primary school “school for development of the personality’s motives to knowledge and creativity”, emphasizes that

⁷ L. Pylväs & P. Nokelainen, Finnish WorldSkills achievers’ vocational talent development and school-to-work pathways, in *International Journal for Research in Vocational Education and Training (IJRVET)*, vol.4(2), 2017, pp. 95-116.

⁸ WorldSkills vision 2025. *Strategic plan. Website of Worldskills*, available at: <https://api.worldskills.org/resources/download/8337>, 2016.

⁹ Ministry of Education and Science of the Russian Federation, *Professional standard*, available at: https://минобрнауки.рф/.../12.02.15-Профстандарт_педагога_%28проект%29.pdf, 2017.

modern “school of motivation development begins with the principal and the school teacher. And today’s standard is first of all the standard of motivation induction of the teacher to training”¹⁰. Acquisition of these valuable qualities is impossible without expansion of space for pedagogical creativity.

The primary school teacher as a personality and professional provides entry of the child into the world of culture, social relations, acquaints children with spiritual heritage of the past and the latest developments of the human civilization. It exerts special impact on the pupil’s choice of an individual trajectory of moral, intellectual, emotional and social development. He is directly involved in the process of formation in the mind of the child the image of the world around him and the place of the person in it, the systems of the attitude to himself, to others, to the nature and society, life in general. At the same time, the teacher should use masterfully “all the palette of methods of motivating the pupil to independent learning”.¹¹

To replace the qualification characteristics and duty regulations containing formal requirements the Professional Standard of the Teacher is coming in 2019 which, according to one of its developers E.Ya. Yamburg, “is designed, first of all, to liberate the teacher, to give a new impulse to his development”.¹²

A future teacher should start forming at the stage of his professional training such competences as ability to make reasonable and effective decisions in professional activities, a conscious choice from different variants of decision with the subsequent responsibility for the made choice. Carrying out his professional activity a specialist in work with primary school children should have a complex of encyclopedic fundamental knowledge; abilities, skills and experience of independent activity; personal responsibility, ability to professional self-reflection and self-actualization, continuous life-long learning.

Secondary vocational education, which had become regional, needed very much uniform tools allowing to assess objectively the quality of graduates’ training, the contents and quality of educational programs, material and technical resources, the teaching staff skills level

¹⁰ A. G. Asmolov, *Education optics: sociocultural aspects*, Moscow, Prosveshcheniye, 2015.

¹¹ M. M. Potashnik & M. V. Levitte, *How to help the teacher master FSES*, Moscow, Pedagogical Society of Russia, 2015.

¹² E. Ya. Yamburg, *What the new professional standard of the teacher will bring to the teacher*, Moscow, «Prosveshcheniye», 2014.

as well as activity directions according to which it was possible to define points of growth and further development based on the best national and international practices.

Materials and methods

In 2014 in the experimental mode teacher training colleges began their integration into the movement WorldSkills Russia within which it became possible to develop general approaches to assessment of general and professional competences of students.

An important incentive for the WSR standards introduction has become the system of secondary vocational institutions rating which motivates colleges in their development based on the best national and international practice¹³.

In 2014 the Kazan teacher training college (the Republic of Tatarstan) developed the competence “Preschool Education” (R - 4) (The website of the college - <https://edu.tatar.ru/sovetski/org6264/page2231074.htm>).

The project for development of the new pedagogical competence Primary School Teaching (R 21), the second most popular specialty realized by colleges in the Russian Federation, started in 2015 initiated by the Moscow region (State University of Humanities and Technology, Orekhovo-Zuyevo - <http://www.ggtu.ru/>).

The purpose of the project was creation and approbation of tools for independent assessment of the quality of training students in specialty 44.02.02 Primary School Teaching¹⁴ within the accurately set Worldskills Standards Specification, defining knowledge, understanding and skills which are the cornerstone of the best international experience in the professional field.

The documentation package following the competence technical description (TD) format was developed with the use of empirical

¹³ Ministry of Education and Science of the Russian Federation, *Order No. 308 of 05.04.2017 "About carrying out in 2017 the monitoring of personnel training quality in educational organizations realizing secondary vocational education programs"*, available at: <https://минобрнауки.рф/документы/9884>.

¹⁴ Website of the Ministry of Education and Science of the Russian Federation, *Order No. 1353 of October 27, 2014. "About the approval of the Federal State Educational Standard of Secondary Vocational Education in specialty 44.02.02 Primary School Teaching*, available at: <https://минобрнауки.рф/документы/7668>, 2014.

research methods. It includes the document defining the competence name, the requirement to professional skills of participants, a competitive task and criteria of their assessment.

The competence documentation was developed taking into account competence-based approach of the Federal State Educational Standard of Secondary Vocational Training (FGOS SPO) in specialty 44.02.02 Primary School Teaching¹⁴.

The basis for requirements to professional skills of competition participants included the Professional Standard of the Teacher as “an instrument for realization of education strategy in the changing world”, “an instrument for improvement of education quality and achievement of the international level “, “an objective instrument for assessment of teacher qualifications”¹⁵.

When developing the competition documentation both national and international experience of teacher certification was analyzed and applied¹⁶.

Competitive tasks within 5 modules are directed at diagnostics of common cultural (A) and general professional development (B), skills of communication with participants of educational process (C) and development of methodical means (D), abilities to carry out self-education and self-development (E).

The criteria base for assessment of tasks was developed experimentally. The particular emphasis was placed on understanding by the young professional of the updated didactics of FGOS that “shifts accent from understanding of training processes (forms, methods, means, conditions, etc.) to achievement of immediate results”¹⁷.

The criteria base does not cease improvement now. The development of objective criteria for assessment of contestants’ skills was especially difficult. Competitive tasks are updated annually. The following competitive tasks were offered to participants:

- develop and give an extracurricular class with robotics elements,

¹⁵ E. Ya. Yambur, *What the new professional standard of the teacher will bring to the teacher*, Moscow, «Prosveshcheniye», 2014.

¹⁶ E. N. Yakovleva & I. Y. Krasilova (2015). From the experience of teacher certification in foreign countries, *Education and Science*, no. 9(128), 2015, pp. 147-160.

¹⁷ M. M. Potashnik & M. V. Levitte, *How to help the teacher master FSES*, Moscow, Pedagogical Society of Russia, 2015.

- prepare and carry out an interactive game (business or any other) for parents of first graders,
- develop an educational presentation for a methodological support of educational process,
- prepare and place materials for the personal website of a teacher” (purpose: to show ability to work with the personal website of a teacher);
- solve a situational pedagogical problem, etc.

Invariable is only the task in the general professional block – to prepare and give a lesson fragment (the stage of new knowledge discovery) in primary classes on one of school subjects. Emphasized is the active character of the lesson fragment, “where the pupil doesn’t not just listen and remember what the teacher tells, but gets together with the teacher and masters something new”¹⁷. In this regard, the special relevance is acquired by the following criteria for assessment of the lesson fragment: “the teacher motivates to learning activity”, “the teacher involves pupils into the process of setting goals and tasks of learning activity”, “the teacher involves pupils into organization of the lesson (through determination of the sequence of actions at a lesson), etc.

Having got mass support of the Russian Federation regions, the competence Primary School Teaching was added to the list of the main WSR competences in 2016. The experience of competence development on several territories of the Russian Federation clearly demonstrates, as the deputy prime minister for social affairs of the Russian Federation Olga Y. Golodets said, “an extreme importance of joining as many as possible educational institutions to the movement WorldSkills”. The WorldSkills Championship, which will take place in 2019 in Russia, is intended to become not only a competition of world-class young specialists, but also an open statement of our country about transition of national professional education to the high standards adopted in developed countries¹⁸.

Table 1: Dynamics of the number of participants growth in the WorldSkills Russia movement

Year	Number of the regions of the Russian Federation	Number of experts	Number of participants of regional championships
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¹⁸ A. V. Mikhaylova & A. P. Novikova, From a professional competition according to Worldskills Russia standards to initial accreditation of the expert, in *Quality management system: experience and prospects*, vol. 6, 2017, pp. 146-150.

	which supported competence R21		
2016	53	320	346
2017	57	342	384
2018	69	410	448

In 2017 the pilot project of holding demonstration examination in the WSR format started in our country. The main objective was a mass adoption of standards of the movement for training specialists in the system of secondary vocational education¹⁹.

The list the Russian President’s assignments given to the Government of the Russian Federation, to executive authorities of the RF territorial subjects (administrative units) based on the results of the meeting with the members of the national team on professional skills became the legal basis of the experiment. The main assignment concerned the introduction of demonstration examination in the WorldSkills Russia standards as the State Final Examination.²⁰

26 territorial subjects of the Russian Federation announced about their participation in the large-scale experiment. It was supposed that the regions will introduce a new form of certification of graduates in the specialties included in the TOP-50 list of the most demanded and perspective professions (WorldSkills Russia website - <https://worldskills.ru/o-nas/dokumentyi/obshhie.html>). Nevertheless, among the specialties chosen by the regions for demonstration examination there were pedagogical ones.^{21,22}

¹⁹ Website of WorldSkills Russia, Order No. PO/19 of 30.11.2016 about the pilot approbation of holding demonstration examination according to WorldSkills Russia standards in 2017, available at: <https://worldskills.ru/nashi-proektyi/demonstracionnyij-ekzamen/pilotnaya-aprobacziya-2017/dokumentyi.html>, 2017.

²⁰ Website «President of Russia, List of assignments based on the results of the meeting with the members of the national team of Russia on professional skills, available at: <http://www.kremlin.ru/acts/assignments/orders/53682>, 2016.

²¹ Website of WorldSkills Russia, Order No. PO/19 of 30.11.2016 about the pilot approbation of holding demonstration examination according to WorldSkills Russia standards in 2017, available at: <https://worldskills.ru/nashi-proektyi/demonstracionnyij-ekzamen/pilotnaya-aprobacziya-2017/dokumentyi.html>, 2017.

²² Website of WorldSkills Russia, Order about selection of Centers for holding demonstration examination according to WorldSkills Russia standards, available at: <https://worldskills.ru/nashi-proektyi/demonstracionnyij-ekzamen/pilotnaya-aprobacziya-2017/dokumentyi.html>, 2016.

The purpose of the experiment (in which 4 territorial subjects of the Russian Federation took part – the city of Moscow, Moscow, Samara and Chelyabinsk regions) was the introduction of demonstration examination as one of additional forms of the State Final Examination of middle-level specialists in specialty 44.02.02 Primary School Teaching.²³ Visually it is presented in table 2.

Table 2: Regions participated in the experiment

Region	Number of participants
Moscow	317
Moscow region	100
Samara region	72
Chelyabinsk region	30
Total number	519

The demonstration examination in 2017 was held on the basis of the Final tasks of the IV National WorldSkills Russia championship, 2016. The use of the control and measurement materials, infrastructure sheets developed by the professional community of the competence was obligatory.

Analogues of demonstration examination have always existed in the Russian education (qualification examination at the end of the program of vocational education; intermediate control on professional modules; practical work as a part of the graduation qualification thesis -VKR in the programs of training skilled workers.²⁴ Carrying out a demonstration examination in the experimental mode in 2017 did not cancel assessment of the quality of the program of training middle-level specialists acquisition in the traditional format of VKR.

²³ Website of the Ministry of Education and Science of the Russian Federation, *Order No. 1353 of October 27, 2014. "About the approval of the Federal State Educational Standard of Secondary Vocational Education in specialty 44.02.02 Primary School Teaching*, available at: <https://минобрнауки.рф/документы/7668>, 2014

²⁴ A. A. Faktorovich, *Demonstration examination – a new format of summing up training results*. Website of the Academy of professional education, available at: <https://academy-prof.ru/blog/demonstracionny-ekzamen-v-spo>, 2017.

Results

Participation of the competence in the experiment aimed at the approbation of the SFE new format became possible thanks to meeting a number of indispensable conditions:

1. The procedure of doing the demonstration examination tasks and their assessment was held in the educational organizations where material and technical resources met the requirements of the Union WorldSkills Russia. On the basis of competitive selection such colleges received the status of Demonstration Examination Centers where examinations are held according the WorldSkills Russia standards (further – DEC).²⁵

In 2017 the following educational institutions were accredited in the status of DEC: Mitino Teacher Training College No. 18 (Moscow), The Institute of Secondary Professional Education Named after K.D. Ushinsky (Moscow), The State University of Humanities and Technology (Orehovo-Zuyevo, Moscow region), The Samara Social Teacher Training College (Samara), The Tolyatti Social Teacher Training College (Tolyatti, Samara region), The Magnitogorsk Teacher Training College (Magnitogorsk, Chelyabinsk region).

2. Readiness of the territories for holding the final assessment in this format was defined by the number of the certified experts and the experts with certificates giving the right to hold regional championships and the right of participation in demonstration examinations.

Table 3: The number of experts, which took part in the experiment

Region	Number of certified experts	Number of experts with certificates giving the right to hold regional championships	Number of experts with certificates giving the right of participation in demonstration examination
Moscow	2	22	22
Moscow region	4	5	8
Samara region	1	5	14
Chelyabinsk	0	5	6

²⁵ V. V. Kochetkov, WorldSkills Russia movement as a system of independent assessment of qualifications, in *History and pedagogy of natural sciences*, no. 1, 2016, pp. 23-25.

region			
Total number	7	37	50

The created expert community of the competence made possible the organization of independent assessment during the examination. All in all, 50 experts took part in the demonstration examination of 2017. To comply with the principles of objectivity the experts who had taken part in training graduates or represented the same educational organization that examined graduates did were not allowed to participate in the State Final Examination.

3. The educational organizations performing the DEC functions carried out the registration of participants, provided them with information about the terms and procedures of the examination²⁶. The colleges which made a decision on participation of their graduates in the demonstration examination not less than in 2 months prior to the planned date of the examination sent the list of the students and graduates taking the demonstration examination according to the WorldSkills Russia standards to the address of DEC. DEC organized registration of all the participants in the eSim system and provided filling personal profiles by all participants of not later than two months prior to the examination. Processing and storage of personal data is carried out according to the Federal law “About personal data”. The registered participants of the demonstration examination were informed by the DEC on the terms and procedures of the demonstration examination.

4. The final document on the results of doing examination tasks by each participant was created automatically with the use of the CIS and eSim systems by means of which the automated processing of the scores, synchronization with the personal data from the personal profiles of participants were carried out. An electronic file with information on each participant who passed the demonstration examination was made in the form of a table and included the results of doing tasks in all examination modules. Each participant could see information about the results of doing examination tasks in his personal profile in the eSim system.

²⁶ Technique of the organization and holding demonstration examination according to WorldSkills Russia standards, in *Appendix No. 1 to the order of the WorldSkills Russia Union*, no. ПТО/19, of November 30, 2016. Website of World Skills Russia, available at: <https://worldskills.ru/nashi-proektyi/demonstratsionnyj-ekzamen/documents/>, 2016.

5. To ensure information openness and publicity when holding a demonstration examination the open entry of the audience for observation of the course of holding examination was organized meeting all the standards of safety measures and as well as the rules of holding a demonstration examination. The use of resources for organizing video online broadcastings in the premises where demonstration examinations were held was obligatory, including “Facebook Live”, services for getting feedback from the audience, and some other useful options.

6. For the purpose of identification successful practice of holding demonstration examinations and accompanying actions, the expert community WorldSkills Russia in the person of the certified WorldSkills experts and public officials of the Union WorldSkills Russia carried out an audit of examinations. During the audit the quality of organization of the events hosted by DEC, the degree of involvement of employers into the procedure of holding examinations are considered.

To provide the expert community with fuller information (due to Appendix No. 1 to the Union WorldSkills Russia order of November 30, 2016, Methodical recommendations on holding demonstration examination according to standards of WorldSkills Russia were developed for the competence Primary School Teaching (R21)²⁷.

Table 4: Results of the demonstration examination (competence R21 Primary School Teaching) in 2017

Scores	Number of participants
90-100	2
80-90	11
70-80	126
60-70	185
50-60	72
40-50	56
30-40	54
20-30	6
10-20	5
Less than 10	2
Total number	519

²⁷ Technique of the organization and holding demonstration examination according to WorldSkills Russia standards, in *Appendix No. 1 to the order of the WorldSkills Russia Union*, no. ПТО/19, of November 30, 2016. Website of World Skills Russia, available at: <https://worldskills.ru/nashi-proektyi/demonstratsionnyj-ekzamen/documents/>, 2016

The expert survey of organizers, participants and experts (including those from the number of employers), based on the results of the demonstration examination, showed positive evaluation of the new format of independent assessment of qualifications.

Table 5: Comparative characteristics of two forms of qualification assessment

In the traditional form	In the form of the WSR demonstration examination
Assessment of knowledge, skills of graduates by teachers of the same educational institution	Independent assessment of graduates' competences by experts of other educational institutions and experts employers
Control and measuring materials are developed by educational institutions	Uniform modules are developed by the expert community
Control of theoretical knowledge of graduates and lack of practice	Demonstration of graduates' skills in the conditions close to real
Lack of mechanisms of the use of SFE results	Monitoring and generation of results in the CIS (eSim) system

Conclusion

The analysis of the procedure and materials of demonstration examinations makes possible to draw the following conclusions:

- demonstration examination acts as a new standardized SFE format which is not in a conflict with the existing traditional format;
- assessment is carried out according to uniform regulations with the use of uniform estimated materials; the estimates of formation of different competences received during the examination are summarized in assessment of development of professional activity recorded in the document of a uniform format – the so-called Skills-passport;
- the total estimation of graduates in this format is organized only as “external”, independent of the institutions providing educational services;
- the principle of openness of tools and results of certification in the format of a demonstration examination is implemented for all interested parties.

Thus, the new format of the standardized assessment of graduates' competences in the sphere of secondary vocational education of teachers

has been successfully approved since 2016 and is to be reflected in the new Federal State Educational Standard. It allows to record uniformly the achievement level of training results on the whole territory of the Russian Federation. Demonstration examination in the WSR format provides an independent and objective assessment considering, among others, the needs of employers. It gives new opportunities for the use of examination results in procedures of quality control in the system of secondary vocational education.

TEACHER TRAINING FOR EDUCATIONAL ACTIVITIES ON HUMANITARIAN GROUNDS

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Abstract: *The article presents the content and ways of using the components of a teacher's professional competence, which are relevant in the current influx of information, and which provide for a humanitarian approach to the substantive content building which is focused on a text in its essence, and organizing the understanding activity of school students in regard to different texts. The authors analyze the reasons for school students' personal exclusion from the historic and cultural contexts and offer some ways to overcome it. Based on the definition of activity as an evincing and developing form of human conduct resulting from personal needs and motives, this study considers teacher training in the logic of unity of vocational education, advanced training and methodological activity which matches the strategy of lifelong learning. As a basic humanitarian reason for teacher's educational activities in this research, we define a text as a sign-oriented organization with a cultural and personal meaning which provides for a cultural dialogue. By the methods of conceptual approach and terminological method defined by analysis and synthesis of scientific-pedagogical literature and normative documents, interpretation or analysis of the results of a teacher's methodical activities methods, growing a new experience of cooperation between teachers, students, and researchers we conclude that there is a teacher's need to transform their own activity, which in demand by the circumstances of the information society and globalizing world, but in fact, it is conflicting with the motives as with their personal meanings which are caused by the established value system of the relaying and knowledge paradigm. In this study, the components of a reflexive transformation of experience in the process of teacher training had been substantiated: admitting the text as an object of cognition, a way of cognition and a tool of designing meanings, the importance of presenting a didactic unit as a text; introducing the humanitarian context of scientific knowledge as a part of preparation and source of designing meanings; realizing practice of teacher training (micro-training, explanatory lessons, designing teaching situations, etc.), which would transform general theoretical provisions into personal techniques and specific actions. In this study, we made a conclusion about overcoming the pedagogical and methodological knowledge exclusion problem by the experience of role living through the pedagogic reality in professional training. It is embodied in projecting similar activities of school students and results in products of methodological activity (transformed lessons and working programs).*

Keywords: text, theory of training activities, humanitarian approach, educational activity, professional training of teachers.

Introduction

The number, accessibility and variety of sources of information distance both the teacher and student from the conceptual essence of the school course subject. A fundamental component of subject knowledge dissolves within both the growing mass of scientific, technological developments in transdisciplinary studies and digital environments which are alternatives to a school textbook. The information revolution of the globalizing world turns out to be an intrapersonal information vacuum, increasing the knowledge exclusion problem recognized by scientists of all times (e.g. Michel de Montaigne noted in 1580, characterizing the contemporary education in his *Essays*: “Tis the custom of schoolmasters to be eternally thundering in their pupils’ ears, as they were pouring into a funnel, whilst the business of these is only to repeat what the others have said before”).¹ The didactic content exclusion given externally and structured according to themes and sections in school programs is getting more complicated. School students disengage themselves internally from the large amount of information.

Replacing meanings for the sake of awareness leads to the loss of knowledge instrumentality in a world of cognition and self-reflection: everything, including what is important and meaningful for development and education, seems to sneak by people without taking root in their long-term knowledge base. Open access to important content for search queries cultivate actions under the ‘checkup – reproduce – forget’ scheme, perpetuating it as a way of cognition. The emerging cognitive gaps² in a student’s thinking are supported by the technological development tendencies which devalue their cognitive ability (R. Kurzweil’s futurological analyses). V. N. Kutrunov, Doctor of Physical and Mathematical Sciences calls the modern tools for information processing and archiving “prosthetic functions of a human brain”: “Taking a look on a computer as on a prosthetic brain makes sense... A brain will be affected. Indeed, due to the main feature of the prosthesis, its main functions such as memory and logical thinking, as the functions being replaced with a computer today, are to start degrading (atrophying). Secondly, speech, motor skills, interpersonal

¹ M. Montaigne, *Essays*, Moscow, Alfa-kniga Publ, 2017.

² UNESCO, *Toward knowledge societies*, UNESCO World Report, Paris, UNESCO, 2005.

communication depend on memory and logical thinking. Together, all these things lead to the degradation of an individual”.³

The need for the capacity study and risks of the information world update the humanitarian vector of scientific research more relevant. Theoretical approaches and educational practices in their diversity opposed to the traditionalistic didactics of mainstream education are similar in the statement of principle that knowledge exclusion should be overcome in a dialogue (the concept of Cultural Dialogue School based by V. S. Bibler’s⁴, the model of Joint Activity School by G. N. Prozumentova⁵ and others). Knowledge is not excluded if it is proposed as one of many positions and opinions which enter into relations (contradiction, addition, negation, development, etc.) with others. This statement is refined naturally by a dialogue’s textual origin; a dialogue is an exchange of various texts.

Human sciences established a link between a text and human consciousness, which was also formulated by L. S. Vygotsky⁶ in the idea of a sign-oriented and symbolic basis of consciousness; by M.M. Bakhtin⁷ in a definition of a text as a sign-oriented expression of human spirit; by V. P. Zinchenko⁸ in his understanding of consciousness as a gathering of texts; by E. Benveniste⁹ in the idea of a text as an element and product of consciousness.

Taking a text as any sign-oriented set and as a sign-oriented organization with a cultural and personal meaning^{10,11}, it becomes possible to consider any unit of knowledge (a didactic unit, which is given to a child as a context of education, which is to be studied)

³ V. N. Kutrunov, Civilization and Prostheses. To the issue of the modern educational technologies, in *Tyumen State University Herald*, no. 9, 2014, pp. 124-135.

⁴ S. Y. Kurganov, *Child and adult in learning dialogue*, Moscow, Prosveshchenie Publ, 1989.

⁵ G. N. Prozumentova, Management of educational innovations: the humanitarian approach, in *Siberian psychological journal*, no. 50, 2013, pp. 122-131.

⁶ L. S. Vygotsky, *Speech and Thinking*, Moscow, Pedagogica Publ. 1982.

⁷ M. M. Bakhtin, *The problem of a text in linguistics, philology and other humanitarian sciences. The experience of the philosophic analysis. Literary and Critical Articles*, Moscow, Hudozhestvennaya Literatura Publ, 1986.

⁸ V. P. Zinchenko, *The psychological basis of pedagogics: psychological and pedagogical basis of building a system of developing learning of D. B. Elkonin and V. V. Dabydov*, Moscow, Gardariki Publ, 2002.

⁹ E. Benveniste, *General linguistics*, Moscow, Progress Publ, 1974.

¹⁰ M. M. Bakhtin, *Author and hero: Philosophical basis of Human Sciences*, Saint-Petersburg, Azbuka Publ, 2000.

¹¹ Y. M. Lotman, *Inside of thinking worlds*. Saint-Petersburg: Azbuka-Atticus Publ, 2015.

according to the text laws. In that regard, any unit of knowledge (concepts, theories, formulas, laws, models, interpretations of an artistic work, historical facts, and their interpretations, etc.) can be recognized as a text. It means that the text was written in certain sociocultural, historic, biographical circumstances, that is, it has a context of its creating; it has also become a subject of understanding, interpretations and a source of creating other texts (units of knowledge). Textual understanding of a didactic unit correlate positively with the concept of an implicit knowledge¹², which is personal by definition and which suggests extracting of complete understanding from the context of its creation and use. Such process of designing meanings in regard to teaching practices allows humanity to be seen as a characteristic of the way of joint human activities of a teacher and student regarding the substantive content of education.¹³

Following the monistic principle of the learning activity theory^{14,15} which is deployed on the common basis of an activity concept (“This is, in our opinion, an “activity” concept in psychology”¹⁶, a text is suggested as a basic humanitarian ground of a teacher learning activity in this study. Identification and justification of technological tools of a teacher learning activity for organizing a student learning activity with the didactic content as if it is a text (a set of texts), determine the area for this research.

Materials and methods of research

The requested methods for this research were: Theoretical methods: conceptual approach and terminological method defined by analysis and synthesis of scientific-pedagogical literature and normative documents. Empirical: humanitarian characterized by peer review of educational learning material and examination of language processes of students and school students, hermeneutic interpretation or analysis of the results of a teacher’s methodical activities methods, and experiments

¹² M. Polanyi, *Personal Knowledge: Towards a Post-Critical Philosophy*, Moscow, Progress Publ, 1985.

¹³ G. N. Prozumentova & I. Y. Malkova, The problem of the subject of a joint activity in educational designing, in *Siberian psychological journal*, no. 26, 2007, pp. 170-174.

¹⁴ S. L. Rubinstein, *The principles of general psychology*, Saint-Petersburg, Piter Publ, 2015.

¹⁵ V. V. Davydov, *The theory of developing education*, Moscow, INTOR Publ, 1996.

¹⁶ V. V. Davydov, *The theory of developing education*, Moscow, INTOR Publ, 1996.

such as designing a new content, growing a new experience of cooperation between teachers, students, and researchers, self-examination.

What does considering a knowledge unit as a text mean? It means to humanize it, to make it subjective and emotional, to give it cultural and personal meaning and include it in the contexts of its creation and use. A physics formula $E = mc^2$ can be presented, understood and comprehended by a student, provided that it is included into the historic and cultural contexts which have conditioned its entry into the physical picture of the world. At a minimum, the contexts are:

- Conceptual and terminological: semantic and etymological analysis of its components-explication, which already supposes an authorship and a background of the scientific thought (Energy, Mass, Speed of light in vacuum, etc.);

- Historic (who, when and why used it? Did they continue the scientific search or innovate radically the current scientific tradition?);

- Cultural (as a reaction to what kind of a scientific thought progress and need for practice the theory, which was translated into this formula, appeared?)

A person does not engage in dialogue with a piece of information, a person can speak to another person only. In order to engage in dialogue it is necessary to understand that there is a human being behind the knowledge unit; it is necessary to understand in what way this “living” voice interacts with other living voices in culture. Consequently, it is important for a teacher, while introducing contexts, not to only tell and show, but to overcome the tendency to “intellectual consumerism”¹⁷ by organizing children’s work with information. Ways of organizing self-guided learning activity of a student are studied enough, presented in an educational learning material, and moreover, governed by educational standards. They deploy basic skills to search for the answer to the question posed, from comparison and matching to complex logistic conclusions based on establishing the causal link, historical reconstruction, derivation of concept models (schematization, divergent maps, etc.), and reasoning (“quasi-research activity” of V. V. Davydov¹⁸). Indeed, while thinking in acting a child engages in dialogue with Albert Einstein, a physicist, who in such introduction of didactic knowledge of

¹⁷ Y. M. Lotman, *Inside of thinking worlds*. Saint-Petersburg: Azbuka-Atticus Publ, 2015.

¹⁸ V. V. Davydov, *The theory of developing education*, Moscow, INTOR Publ, 1996.

a school subject of physics is no longer an abstract character, but the author, the person with human qualities and features.

According to M. M. Bakhtin, “a spirit (ours or theirs) cannot be given as a thing, but only as a symbol”; implementation of a “human specificity of a human” is possible in a process of creating a text”.¹⁹ This is another important position which obligates educators to design the original learning material as an existent given “text – context”, but also to understand that the contextual information learned by a student becomes his subjective text. The transformation takes place: a text which gets its textual characteristic or a source of the meaning, with a contextual given turns into the context for a student who reflects on it and creates their own texts on the basis of the contextual information. The mutuality of the links in understanding and designing meanings reveals itself in a judgment, in an answer, at which a teacher is aimed. Student’s comprehensive written response as evidence of his intellectual work and logical building of the content is one of the possible options for introducing results of his textual activity which was understood by him; in this option the metaphoric expression “Manuscripts don’t burn.” (M. Bulgakov) is confirmed.

Therefore, introducing a didactic unit as a text allows it to be viewed from a few aspects:

- as a logic and semantic construction which explicates intellectual activity of an author and a form of introducing a fragment of knowledge about reality;
- as a form of explication of an author’s axiological position, their worldview, methodology, strategies of research (what way they got this knowledge; what in the worldview and scientific picture of their time let them make the discovery (a law, a formula) or to implement such interpretation of an artistic work);
- as the process of designing meanings and texts; a text as a source of other texts;
- as the startle-stimulus of the process of designing meaning, self-understanding and self-creating for a student as an understanding subject (the reflection on what this knowledge gives the student – in

¹⁹ M. M. Bakhtin, *The problem of a text in linguistics, philology and other humanitarian sciences. The experience of the philosophic analysis. Literary and Critical Articles*, Moscow, Hudozhestvennaya Literatura Publ, 1986.

what ways it changes, complements, deepens their views of the world, of a human, of themselves).

A child’s “self-activity” which is fundamentally different from implementing impersonal, implicit in logic and targeted tasks, deploys continuously regarding an object of cognition with following the logic of a given algorithm of a learning activity. A consistently organized learning activity allows the child to overcome an overload of learning materials and, at the same time, to see a textbook as a source of information along with others. In this case, the “infoworld” (the information-laden world²⁰) in which a modern child lives and develops is received in a pedagogically appropriate way. Information surfing while looking for the answers posed transforms into the culture of working with information which gets characteristics of a unified text due to conserving its internal connectedness: informative deploying of a contextual knowledge around the given didactic text unit. Appropriate learning material selection during lessons constituting identification of opportunities of its sign-oriented and symbolic transformation by a student is another demanded methodical skill for a teacher, which becomes their technological tool for organizing learning activity on humanitarian grounds.

In that regard, there is a need to define the content and the ways of using the components of a teacher’s professional competence. Such ways provide a humanitarian approach to the substantive content building which is focused on a text in its essence. The most significant factor of teacher training is to learn ways of helping students to implement their understanding activity in regard to different texts (scientific, literary, musical texts, film text, etc.)

In this study, it was concluded that a teacher’s need to transform their own activity is in demand by the circumstances of the information society and globalizing world, but in fact, it is conflicting with the motives as with their personal meanings. These meanings are caused by the established value system of the relaying and knowledge paradigm. The lack of certain content to motivate actions, such as “what to change?” and “how to change?” is compensated by extrapolating the experience from past to future, which provides for an external match on innovations (formal replacing lesson notes with a technology card, organizing project work, etc.).

²⁰ V. S. Meskov, Philosophy of education: models and methods, in *Electronic scientific edition Almanac Space and Time*, vol. 8, 2015, pp 57-62.

To confirm the thesis, scholars can look to the experience of the study of the problem of a school textbook which was seemingly designed to be a carrier of a new developing individual-centered perspective in education. Presenting the results of the humanitarian expert studies of about 3,500 pages from school textbooks, O. N. Zhuravleva in her thesis “The didactic concept of humanitarization of a modern school textbook” concludes that “there’s a tendency of extending humanitarian element in content and especially in the methodical component of the textbooks used today. Nevertheless, solving the problem of textbook humanitarization is not predominantly targeted or systematic but episodic”.²¹ The tasks aimed at taking actions to understand through presenting facts, the tasks aimed at use of applying a received knowledge and aimed at identifying values and attitudes, creating one’s own educational component, and the process of reconstruction, etc, are far below tasks of a reproductive type: in some textbooks the reproductive informative model of learning is implemented by more than 80 percent.²² Despite active modifications of textbooks in the past five years, it is needed to be noted that this tendency remains in many ways: this conclusion students make during practical classes on analyzing the current teaching materials on Literature, the Russian Language and History.

Referring to our own practice of pedagogue training, this study notes the following. During the survey of a teaching staff in five general education schools in different districts of Tyumen Region (2015-2017, 240 respondents) from 75 to 92 percent of the respondents noted that, unlike a lesson plan, a technology roadmap defines the students’ activity. However, analyzing their own technology roadmaps, about 80 percent of the pedagogues had to admit that such student activities as “listening to the teacher”, “looking at the presentation”, “watching the experiment”, “writing down”, “working in a team” take precedence. A task to “describe a child’s learning activity during the lesson” cause difficulty or confusion of more than 65 percent of the pedagogues, since answers such as “participates in a dialogue”, “solves problems”, “completes tasks” do not reflect substantive work and its results in regard to the particular student. In addition, 79 percent of the teachers confessed that

²¹ O. N. Zhuravleva, *The didactic concept of humanitarization of the modern school textbook*: Doctoral Dissertation, Saint-Petersburg, Peter, 2013.

²² O. N. Zhuravleva, *The didactic concept of humanitarization of the modern school textbook*: Doctoral Dissertation, Saint-Petersburg, Peter, 2013.

while preparing a technology roadmap they, in preparing a lesson plan, consider their own activity; the activity of their group of students (not a particular student) they see only in response to their own. This data testifies to the maintenance of traditions of frontal reproductive organizing a lesson and also to the unrealized potential of individual-centered perspective in education.

Similar to the pedagogues at the beginning of preparing a lesson, the students (96 university students of the 2nd, 3rd, and 4th years of study participated in the survey) who study in programs with a specialization in “Pedagogic educations with two specialties: a) The Russian language b) The Russian Literature”, reproduce inadvertently their habitual ways of working with a text which they learned at school students. Examining the original ideas behind lessons, which is carried out by the students on an introductory course on methodology in their third year, allows for conclusions about the most sustainable activity elements which are brought from the past experience of the knowledge paradigm.

For example, while discussing the lesson plan on *Christmas Eve* by N. V. Gogol, it turned out that the students do not distinguish between the author and the narrator, and therefore, do not take into account the difference of their perceptions into account while reading. None of 26 fourth-year students remembered that it is one of the short stories from the collection *Evenings on a Farm Near Dikanka* which was written by a fictional storyteller Rudy Panko. The task was preceded by the homework to reread the short story and familiarize themselves with the relevant paragraph of any textbook. But according to the answers, the students were planning to discuss with children what N. V. Gogol wanted us to learn; the author shows what we should do... etc. (By the way, in the textbook ed. by T. Y. Korovina for the 5th grade there is also no reference to the narrator's characteristics). Therefore, the author's intention was defined as a direct educational effect in replying and instructive logics: a text contains knowledge about the proper life, and it is needed to be extracted and used. The work of literature was proposed as an instruction about how to be a good person, and was not comprehended as one of the ways to understand life, one of the “angles”, from which a fragment of the reality is presented. We conclude that for students, who participated in working on the lesson, the concept of a speech carrier and an artistic conciseness carrier are not significant; therefore, a personal value system and a specificity of a person who

speaks about life, good and evil, right and wrong, are also not recognized. However, if we read in the collection context (including the foreword), in which Rudy Panko introduces himself, the short story turns out to be a reconstructing of a special perception of the world, in which the real, the pagan and the Christian form an amazing alloy. The assessments of the characters' actions, their behavior and personalities are given from understanding the world as multi-dimensional, mythological, in which everything that happens to people is conditioned by actions of evil forces, which, in turn, also have their own personalities and interests. Without understanding the specificity of the conciseness of this kind, the change of mind in the second half of the 19th century, when the problems of an individual choice, free will, freedom and disobeying, traditions and natural rights, will remain unclear.

Observation in the process of discussions with school students (the students of the gymnasium of Tyumen State University, the participants of regional humanitarian vacation camps over the last three years, in total about 200 students) lead to the conclusion that in the teaching of literature subjectivity as a pattern of perception, the inevitability of existence of a point of view from which a perception and assessment of a fragment of knowledge about reality take place, do not form while reading neither pieces of literature, nor critical texts and paragraphs from a textbook. One of the reasons for exclusion in literary education is that in school a subjective position (of a critic, literary scholar, textbook author, etc.) is portrayed as objective or the right one. Imposing a position, assessment which for any reason is unclear or alien for a child causes resentment of the piece of literature, and the literature in whole, which as it is seen by the child, is to be understood in only the chosen interpretation. Basing on general observation, students show large dislike for school-based literary reading.

Important observations were also made about the absence of the focus of the modern education on a personal emotional impact of literature. In particular, it is reflected in the absent of attention to reflecting genres such as diaries, memoirs, letters, essays in school mass practice. Today, an attempt of actualization of a personal perception in teaching Literature is made through one of the questions (number 17) in the EGE (Unified State Exam): e.g., a given topic “Who of Tolstoy's character do you like and why?” in 2018.

Due to the absence of data it is not possible yet to estimate neither the degree of interest in this type of an essay, nor the quality of writing it.

However, our observations let us make disappointing predictions for possible success of this type of an essay. During classes with students of 8-11 grades in holiday schools (more than 200 students in 2016-2018) we do regular exercises of reflection of a personal attitude to a work of literature and its author. The assignment itself is to think of three words to describe the feelings and emotions which are caused by reading a favorite piece of literature or the work of a favorite author or poet. Generally, the students think of a row: admiration, interest, and great. Isolated incidents are when the students suggested words: bitterness, pain, deafening, feels like choking, burns my chest, stabs in my nose, that indicates, in our view, about predominantly conceptual and intellectual comprehending literature. Answering the question “what is important for you in the author’s work, in his or her perception of life, points of view” the school students experience insurmountable difficulties. The answers such as “I like his ability to see the beauty in every moment” (about A. Fet) or “The combination of external greatness and rudeness and any kind of teen intolerance and delicacy of emotions in his character”, “a butterfly of a poet’s heart” (about V. Mayakovsky) are very rare.

Results

Based on the definition of activity as an evincing and developing form of human conduct resulting from personal needs and motives (S. L. Rubinshtein), this study considers teacher training in the logic of unity of vocational education, advanced training and methodological activity which matches the strategy of lifelong learning.

New motives are formed as the result of a reflexive transformation of the process of teacher training which involves

- admitting the text as an object of cognition, a way of cognition and a tool of designing meanings; therefore, presenting a didactic unit as a text,

- introducing the humanitarian context of scientific knowledge as a part of preparation and source of designing meanings. For example, a paradigm shift in the global picture, forms of life and activities, in pedagogy and education; interdisciplinary, contextuality, the w of dialogues dialogueness,

- realizing practice of teacher training (micro-training, explanatory lessons, designing teaching situations, etc), which would transform

general theoretical provisions into personal techniques and specific actions.

The study draws attention to the experience gained by practicing teachers of the particular teaching staff of Municipal Autonomous Educational Institute Kiyovskaya State School (Yalutorovsky District, Tyumen Region) in organizing such form of advanced training for teaching staff as a methodological pass, which was implemented in a number of schools in Tyumen Region in 2017. The problem-oriented analysis with members of the teaching staff showed that the teachers experienced the following deficits of methodological competency: organizing work with educational texts (methodological ideas and target achievements), preparing the environment for subjective development, organizing a child's learning activity (realization of a child's self-activity and inclusion of everyone through predicting the outcome of educational productivity). In accordance with the deficits, the school authorities determined the topic for one academic year (125 audit hours): Organizing the educational environment as a factor in achieving high-quality education. At an early stage of interaction with the teaching staff, the analysis showed the need to speak not in lectures and seminars, but directly on the basis of the particular substantive content and its realization during the lesson with the particular group of students. And that began the idea of methodological lessons, which was extended in the programs of methodological passes in other schools in 2018.

The technology of a “methodological lesson” contains of viewing an open lesson, its analysis in terms of the locally given problem (e.g., organizing work with an educational text, forming a conceptual and terminological structure), making changes to the structure and content of the lesson, “replaying” separate components of the changed lesson, repeating the lesson with pedagogues playing the roles of the students. At first such form of interaction in the lecturer's study plans was identified as “a diving seminar”, and then it was renamed to a “methodological lesson”. Teachers effectively appreciate such method of organizing advanced training as “micro teaching”, that is, a workshop on practicing a particular methodological skill (e.g., organizing work with the workbook during the integrated lesson, or extracting the knowledge support system in the topic context). Summing it up, it is worth noting that the experience of ‘staying’ within the pedagogical reality (‘teacher’ – ‘student’) on substantive and disciplinary field of cooperation with use of conceptual and terminological framework overcomes the exclusion of

pedagogical (methodological) knowledge in professional activity. A new model of educational activity is embodied into designing school students' similar activities, which take the form of a reformed component of a working substantive program. These components are:

- the unified (adopted by all the members of the teaching staff and consolidates by the teaching council as a teacher's working paper) form of a technological roadmap of a lesson which allows designing the context and organization of the learning activity in the context of the topic (there are three invariant components in it; they are “stage of lesson”, “learning objective” and “the result of a student's activity”), to focus the teacher's attention on the result of the learning activity of each child (what immediately makes the problem of a student's workbook relevant) and logics of deploying the substantive content and the cohesion of a textual activities;

- teachers' producing their own didactic methods which are aimed at introducing humanitarian grounds to the organization of education such as “a living book” (a product, a book or a notebook, created by a child during the process of studying a large didactic unit (in an interdisciplinary field; e.g. in elementary school during integrating a content of three subjects “Reading”, “World around us”, “Art”) or during studying the topic “Area of a polygon” on Geometry lesson in grade 8), “my rule” comparison and analysis of the presentation of one and the same rule (e.g. a grammatical rule) in different sources, attributing authorship of a scientist who introduced this law to science, and creating one's own text of the rule with the algorithm of its application), “multi-textbook” (using some sources of information (textbooks of previous and coming years which show the continuity of the content used), dictionaries and handbooks;

- changes in the thematic planning of working programs on subjects (e.g., having analyzed the context of the topic “Cellular structures” which is studied on Biology lessons in grade 5, the teachers integrated the subjective interdisciplinary content and included the separately identified topic “Magnifying instruments” into contents of the following topics. This fact allowed allocating an extra hour for studying a complicated topic “Biological processes in a cell, its division and growth”.

The examples of the practical results of interacting with teachers in terms of advanced training programs (realizing “methodological passes” in three schools in Tyumen Region) are submitted on the website of

State Autonomous Educational Institute of Tyumen region for Supplementary Vocational Training “Tyumen Regional State Institute for Regional Education Development (TOGIRRO)
http://togirro.ru/aktualno_segodn/institute_news/metodabonement_kievskaya.html;
http://togirro.ru/aktualno_segodn/institute_news/metodabonement_kazanskaya.html,
http://togirro.ru/aktualno_segodn/institute_news/metodabonement_zavodoukovsk.html).

It should be noted that the experience of innovative educational activity of Municipal Autonomous Educational Institute Zavodoukovsk State School 1, which allowed the author to live through the material contained in the article and based on the theme *Didactic and methodological interaction of teachers in terms of elaborating unified perspectives in education* was evaluated by the Organizing Committee of International Forum “Innovations and Development” (2014-2017) where the school became a winner of the All-Russian Competition “The top 100 companies and organizations” in the nomination “The best Russian school”.

For the purpose of orienting the future educational activity of students to dialogization and text in the aspects outlined above, there were amendments introduced in their training:

the courses on methodological concept were supplemented by discussions of the problem of relationship of scientific picture of the world, the concept of human, the evolution of educational models in a historic and cultural process, and special features of literature problems, characters, an author’s concept of the human, author’s ideals (e.g. through comparing ideals of the Enlightenment which are reflected, among others in *The Minor* by D. I. Fonvizin and ideals of building socialism which are presented in *The Pedagogical Poem* by A. Makarenko, and the special features of educational system in the novel *Brave New World* by A. Huxley); discussions of the modern situations and the new anthropological revolution and the idea of modern human as an autoproject, about self-reflection of modern human as his main and exciting activity²³;

designing lessons of the unified character (e.g., on the analysis of poems about the prophet in the Russian Literature (from *The Prophet* by

²³ G. M. Brevde, L. M. Gabdullina, G. L. Tulchinsky, *Widening a personal potential: theory, hypothesis, experiment*, Saint-Petersburg, Tsentr istorii idey, 2002.

A. S. Pushkin to *Poetry!* by a modern poet T. Kibirov), in the process of which cross-cutting metanarrative lines in the space of Literature as a whole, “self-developing plots” are found²⁴. Such work allows to present Literature as a constantly developing living creature, as a whole which is pierced with meaningful connections through centuries and worlds, and which allows students (and then their students) to recognize themselves as parts of a chain of reflecting and thinking, as a heir of the thought that was born in an inexhaustible eternal talk;

designing debate lessons on two or more works of the Russian Literature (e.g., the students offered the idea of a debate lesson “What is to be done? How to change the society?” based on the novel *Crime and Punishment* by F. Dostoevsky and the poem *Who Is Happy in Russia?* by N. Nekrasov) encourage students, on the one hand, to think of the understanding activity of school students, methods of identifying an author’s worldview in a work of literature; and on the other hand they encourage to predict the school students’ behavior while debates, the ways of their thinking activities and designing the ways of correcting and changing this behavior).

The following form of work became a way to overcome students’ own exclusive attitude to methodological knowledge. During pedagogic practice students undertake mini researches of school students’ attitude towards pieces of literature from the school program, study current researches on this topic (e.g., Borusyak), conduct online surveys and surveys of various categories of readers from their community. Basing on this data, they create a top list of least favorite works of literature and then design lessons on them in groups. The task is also to analyze teaching materials in order to understand and estimate the efficiency of the ways which are used today to bring them to the readers - school students’ attention. All the following work is built as a search for methods and ways to complete the task – to make studying a piece of literature “living”, personally meaningful and emotional for school students. Thanks to that, acquaintance with non-traditional methods and technologies, studying an author’s experience of outstanding teachers and philologists, analysis of competitive lessons (e.g., “Pedagogue of the Year” competition), observations of a teacher activity during pedagogic practice become personally meaningful for the students. Actually, a

²⁴ S. G. Bocharov, *The Plots of the Russian Literature*, Moscow, Yazyki Russkoi Kultury Publ, 1999.

“fitting” of methodological knowledge into the particular material takes place. A lesson is written as an author’s text which has a clear intention and programs a particular effect. All this allows resolving the problem of downloading lessons from the Internet: students are permitted to use any source provided that the inclusion is meaningful and useful. The lesson is created as a living text. The evidence of efficiency of this method of organizing students’ learning methodological activity is that out of 40 lessons, which were presented by the fourth-year students as their coursework’s for the last two years, a half deserves appreciation against the criteria of originality, appealing to school students’ feelings and concerns, orienting to an emotional impact. Ten lessons demonstrate the sustainable tendency of looking for ready models of activity. Another ten projects show the move toward students’ identifying themselves as creators, but also the lack of individual initiative, the lower level of learning methodological knowledge and skills.

The condition for discussing a text and designing a lesson which is aimed at a personal impact is a teacher’s having their own experience of living through the material. And students need to live through it since such experience cannot be passed down, cannot be told and learnt. In this regard, we included writing essay in the course of methods of teaching Literature. The first essays on the topic “My favorite author” (the topic was formulated in a scholastic way on purpose) written by student demonstrated their unpreparedness for substantive reflection of their attitude towards the work of one or another author. It was surprising that the third year students (of the philological, in its essence, course) had difficulties choosing their favorite author or poet. Only three papers out of 25 met general requirements.

The task was refined. After a preliminary discussion of a few literary essays (*Ivan Bunin* by K. Paustovsky, *My Pushkin* by M. Tsvetaeva and a number of others) with a detailed analysis of an author’s attitude, emotions, principles of their choosing biographical, autobiographical, cultural, historical material in order to create an image of the author or poet, identifying emotional charge of the pieces of literature and ways of its expression, a task on reflective reading was given: reading with recording own emotional states and related notes on the margins and writing an essay “My experience of reading *Youth* by L. Tolstoy”. In the result of such reading interested and acute observations were made. Anastasia T., a student, admitted that she wrote many notes such as “Haha, I can recognize myself in it, how funny I was, how accurate

‘Tolstoy has described me!’ Other students also made a lot of similar observations comparing themselves with the text. All of them were reflected in the essays which despite common topic and the piece of literature were different in their individual stylistic, metaphorical, ideological essence. It was textual identity which became a criterion for having lived through the text, and this criterion was met by 17 essays out of 26.

Conclusion

Having framed the situation of school students’ exclusion from knowledge, which threatens full development of a personality, as one of the key problems of modern education in Russia, the authors offer the ways to overcome it by introducing an approach which is focused on a text to the widespread practice, and taking a text as a common humanitarian ground for different subject disciplines.

Based on philosophic, semiotic, psychologic and anthropologic studies, a didactic unit which is introduced as a text becomes the subject matter as a logic and semantic construction, as a form of explication of an author’s axiological position, as a mechanism of designing meanings and texts.

In order to identify students studying pedagogy and practicing teachers’ preparedness for organizing school students’ educational activities on humanitarian grounds, and to substantiate components of a reflexive transformation of experience in the process of professional training, we conducted a study which proved the existence of a gap in a modern teacher’s professional competency between the demands of the circumstances of the information society and globalizing world, and the established value system of the relaying (impersonal) and knowledge paradigm. The objective difficulties are also caused by persistence of complete confidence in a textbook and educational learning materials included in the content of current teaching materials. Fragmented perception of the substantive content, which is divided into a number of lessons, does not allow a teacher to create a complete continuing picture of increasing its substantive content in the horizontal (a year of studying) and vertical (a level of education over the period of school education) dimensions. In this regard, we can make a conclusion about a similar child’s fragmented perception of the substantive content. A teacher’s appealing to the Internet and its variety of sources exacerbate the gap,

increasing redundancy of informational and distancing a child from getting independent theoretical knowledge.

As the ways to overcome it the following components of professional training had been tested and proven effective:

a) in teachers' professional training:

- introducing a humanitarian context of scientific knowledge,
- event practicing: micro-training, explanatory lessons, designing teaching situations, etc.

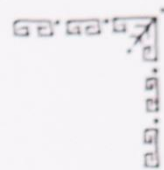
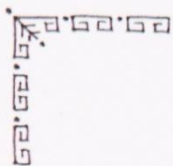
The results of introducing such content and educational forms were:

- designing a unified form of a technological roadmap of a lesson which allows focusing on the result of a child's learning activity in the logic of unity of deploying the substantive content and textual activities,
- teacher's designing their own didactic methods which are aimed at introducing humanitarian grounds to the organization of education,
- qualitative changing the thematic planning of working programs of subjects.

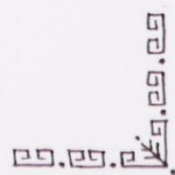
b) in students' training:

- expanding the problematic methodological field through discussing methodological questions in conjunction with different scientific pictures of the world, concepts of human, the evolution of educational models in a historic and cultural process,
- designing lessons on the cross-cutting for the Russian Literature plots,
- using different methods of including in the process of designing lessons and completing tasks of emotional and personal character which dictates the attitude to any product of its and others' activity as an author's text.

We consider studies in this directional relevant in light of an active moving of a mankind to developing artificial intelligence which is supposed to replace a human in the sphere of accumulation and producing new knowledge. We see the preservation of the specificity of a human thinking in a personal, involved, participating and individual attitude towards the world.



Educational Technologies



EMOTIONAL EXCHANGE IN APPLICATION OF INTERACTIVE METHODS AS MEANS OF PEDAGOGICAL INTERACTION

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Abstract: *Emotional teacher-student exchange is seen as an important part of pedagogical communication and a determining element in the use of interactive teaching methods in secondary school. In order to verify the correlation between teacher's willingness to interact emotionally with students and effectiveness of the interactive teaching methods a correlation analysis has been performed. It establishes a strong direct proportionality between these two criteria. The research demonstrates in a categorical way that the exchange of emotions between teachers and pupils is crucial to achieving pedagogical goals and is an essential component of pedagogical communication.*

Keywords: pedagogical communication, pedagogical interaction, emotional exchange, interactive learning methods.

Introduction

Secondary education has a significant impact on both public life and the dissemination and development of skills concerning working with information. Dynamic changes in society pose a number of challenges to modern teachers and educators¹. One of these is the use of interactive learning methods. The aim of the article is to examine how many teachers are willing to overcome their front-line approach when working with students and actively interacting with them. An important condition for achieving the pedagogical goal is the proper use of the method selected. The study considers willingness of teachers to engage in emotional exchange with their students, frequency of application of interactive teaching methods, and assessment of the effectiveness of their use in achieving pedagogical purposes.

Problem Statement

Pedagogical interaction: function and structure

¹ O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

Communication is a part of the social essence of a person. There are a number of studies unambiguously confirming its importance for cognitive, personal and social development. According to M. Ilieva (2014)², pedagogical communication and interaction is closely related to social and economic life of an individual. Pedagogical interaction takes a central part in pedagogy. It determines the whole pedagogical process and is a prerequisite for achieving pedagogical goals. At the same time, the nature of the ‘teacher-student’ communication as a form of interaction between individuals puts it in the field of social psychology of the personality. Moreover, in the process of communication people change³.

Interaction between people includes three separate components:

- Communicative – exchange of information between communicators;
- Perceptive – mutual perception of communicators;
- Interactive – all forms of interaction between communicators (physical, social, psychological)⁴.

Each of the communication elements can be defragmented in accordance to its content. The current study focuses on the third component of communication – an interactive one, particularly on emotional interaction and emotional exchange between teacher and student as a part of their psychological interaction.

For communication to be meaningful and effective, it needs to include all the three elements. Perhaps, this is the case for pedagogical communication.

Classification of interactive methods in secondary education

Interactive methods in education are based on active interaction both amongst students and between students and the teacher. Applying these methods does not underestimate the other two aspects of communication, but rather integrates them by turning the interaction into a dominant one.

² M. Ilieva, Game technologies in work with Romani young children, in *Aktualnayeproblemy gumanitarnayh i estestvennyh nauk*, no. 4(63), 2014, pp. 252-267.

³ D. Todorina, *Kultura na pedagogicheskoto obshtuvane*, Blagoevgrad, Globus, 2005.

⁴ S. Dzhonev, *Sotsialna psihologiya. Obshtuvane. Lichnost*, Sofiya, Sofia, 1996.

It is difficult to distinguish unambiguously and categorically all interactive methods in educational practice. For the purposes of this study, a meaningful approach to definition is applied. Yakovleva N. & Yakovlev E. (2014)⁵ offer a classification of interactive methods in secondary education. According to the authors, they are:

- Training – a method for developing skills and knowledge in all spheres by solving specific tasks, games and other collaborative activities;
- Case study – training that is conducted with a clearly defined purpose and in a specific context – a case, a situation usually borrowed from practice;
- Behavioral modeling – oriented toward skills-building through reinforced behavioral patterns related to specific skills;
- Peer feedback – feedback is given not by the teacher but by the pupils themselves;
- Project based learning – a training method, which is based on solving specific problems;
- Metaphoric games – interactive learning method oriented towards orientation in new situations and overcoming stereotypical attitudes;
- Storytelling – all means associated with the method are oriented towards updating or building new causal links;
- Basket method consists of the joint work of a teacher and a student, as the teacher gradually distances himself/herself and leaves student or pupils to cope alone⁴.

Research questions

In the book ‘Emotional Intelligence’, Daniel Goleman (2011, p.153)⁶ writes that ‘managing others’ emotions is at the heart of the successful ties’. This sums up the role of emotions in communication. ‘The concept of emotional intelligence is consistent with research that shows the connection between communication, the general social competence of people, and their ability to read the non-verbal expression

⁵ N. O. Yakovleva, & E. V. Yakovlev, Interactive teaching methods in contemporary higher education, in *Pacific Science Review*, 16(2), 2014, pp. 75-80.

⁶ D. Goleman, *Emotional intelligence*, Sofiya, Albatros, 2006.

of emotions from others⁷. When it comes to pedagogical communication, emotions can be extremely important. Returning to the three-dimensional model of communication, we can easily find the place of emotional exchange at the level of interaction. It falls into the social and psychic interaction between the communicators. In the process of interaction, participants exchange thoughts, ideas, impressions, knowledge and a number of other constructs, including emotions. In a more global context, emotional exchange is fundamental to empathy development. From the disposition of interactive learning, the emotional interaction between the teacher and students is only a part of the exchange. But to what extent is this part crucial to the effectiveness of interactive methods application in secondary schools? How many teachers are willing to dedicate and accept emotions to and from their students? These questions provoked the research in this current study.

Purpose of the study

The aim of this study is to investigate the significance of emotional interaction between teachers and students for the effective application of interactive teaching methods in secondary education. The research is based on the assumption that the higher the teachers' willingness to engage in emotional interaction with its students, the higher the effectiveness of applying interactive methods.

Research methods

A survey card is used to collect information. Questions covered the following problematic areas:

1. Teacher's readiness to engage in emotional exchange with students;
2. Frequency of application of interactive teaching methods;
3. Assessing the effectiveness of interactive methods in relations to pedagogical goals.

Twelve questions were included in the questionnaire – four for each of the problem areas. The study included 215 in-service teachers in

⁷ V. Kirova, P. Glatnikova, & D. Delcheva, Positive interactions in pedagogical practice, St. Zagora: KUE, 2006.

Bulgaria. The requirement for the participants in the survey was to be working in the secondary education system.

Findings

Frequency of interactive training methods application

The questionnaire includes four questions covering the ‘Frequency of application of interactive teaching methods’ aspect of the survey. The distribution of the answers is presented in Figure 1.

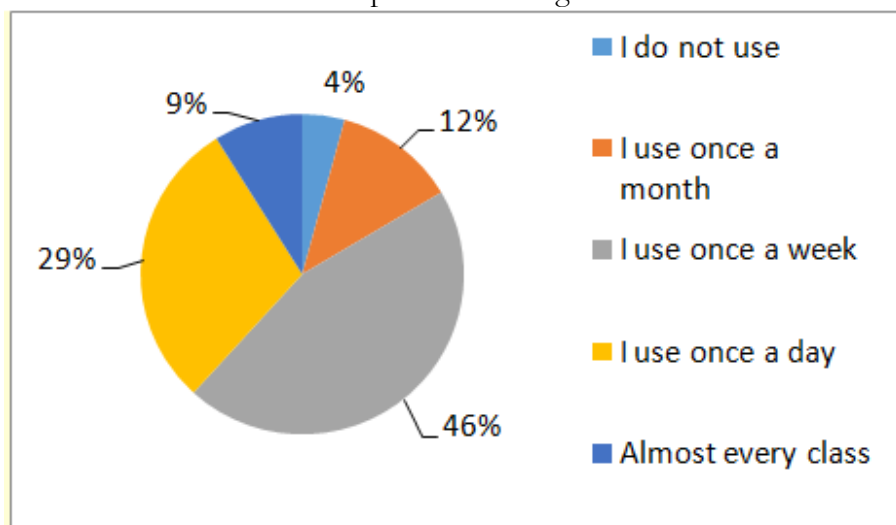
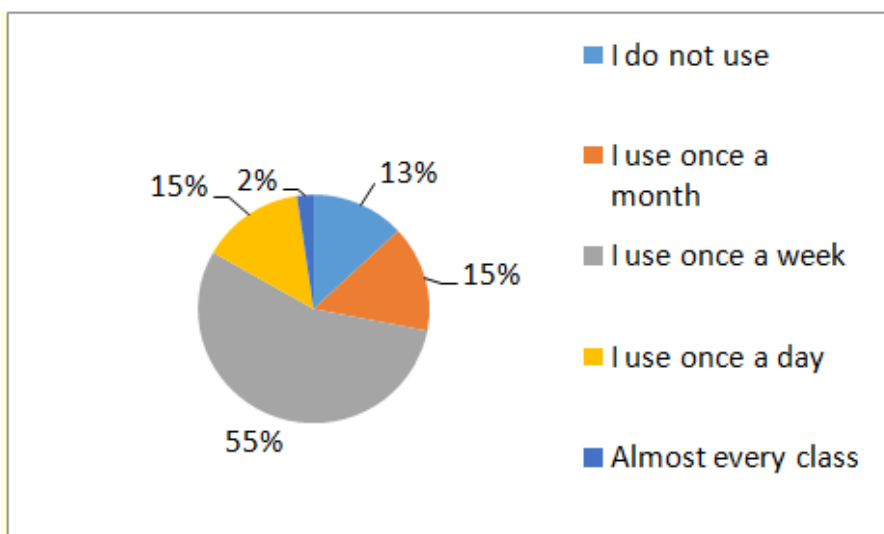


Figure 1: ‘How often do you use interactive methods to work with students?’

This question gives an idea of the frequency of teachers’ perceived use of interactive methods in their practice. The other three questions in the first part of the questionnaire are control questions and require the participants to determine how often they use specific interactive methods (training, role-playing, storytelling). The aim is to highlight the data by specifying the content of the concept of an interactive learning method.

For each respondent, an arithmetic mean is calculated reflecting the sum of values on all questions divided by four. The distribution of the mean values is presented in Figure 2.



**Figure 2: Arithmetic mean on issues of the problem area
'Frequency of Application of Interactive Training Methods'**

According to the average distribution, it appears that 4% and 13% of respondents do not use interactive methods in their work. More than half of the respondents (55%) include interactive methods in teaching students once a week.

Such a result may mean that teachers are not sufficiently familiar with interactive methods. The comparative analysis of the first question results and the average assessments of the four questions is a reason to assume that many respondents apply other methods that they associate with interactive ones.

Effectiveness of interactive methods application in relation to pedagogical goals

There are four questions that focus on the effectiveness of interactive methods application in questionnaire. The first is: 'To what extent, according to your observations, interactive learning methods contribute to achieving the lesson's pedagogical goal?' The other three questions are identical to the first, but 'interactive methods are replaced by 'training', 'role-playing' and 'storytelling'. Figure 3 presents distribution of the answers to the first question'.

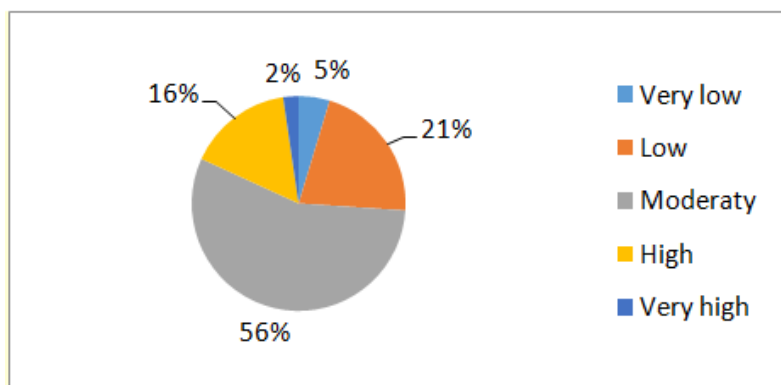


Figure 3: Degree of relevance of interactive methods in relation to pedagogical goals

It is clear from the data that 26% of surveyed teachers consider interactive training methods to be ineffective. More than half (56%) define them as moderately effective. Only 18% of educators believe that interactive learning methods can, to a large or a very large extent, contribute to achievement of the set pedagogical goals.

After averaging the four questions in this section of the questionnaire, we can see even more clearly the tendency for the interactive methods to be evaluated by the teachers as low effective. The distribution is shown in Figure 4.

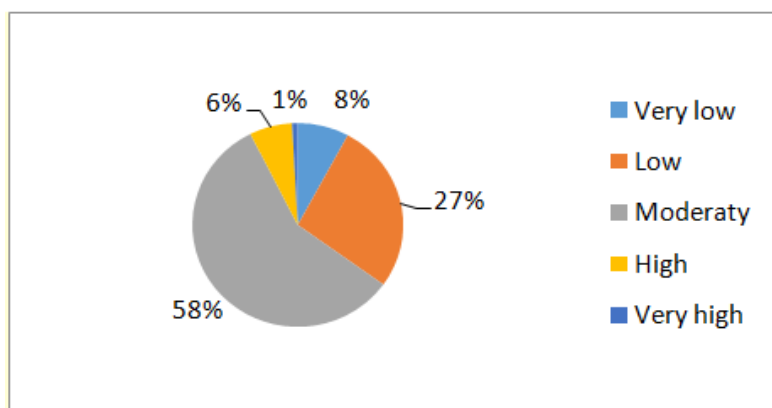


Figure 4: Distribution of the average estimates on the effective implementation of interactive methods in meeting the pedagogical objectives

After evaluating the effectiveness of specific interactive methods, it appears that only 7% of teachers are in the high to very high intervals. This is 11% less than the answers given to the first question in this poll. The number of responses matching the median of the Moderate scale remained unchanged at only 2%. There is a significant increase in the number of teachers evaluating specific interactive methods as very low and low effective. Their percentage is 35%, in contrast to the distribution of answers on the first question from the problem area which is 26%.

Teachers’ readiness to engage in emotional exchanges with their students

The third section of the questionnaire examines the problem of teachers’ willingness to exchange emotions with their pupils – in other words, to engage in emotional interaction with them.

Four questions concerning the frequency of emotional openness in pedagogical interaction are included in order to evaluate teachers’ willingness. The more often the teacher allows students to express their emotional states and sets a personal example, the higher their readiness to engage in emotional interaction with them.

For each question, respondents choose either ‘never’, or ‘seldom’, or ‘sometimes’, or ‘often’, or ‘always’. Following the logic that the frequency of emotional appearances is directly proportional to the teachers’ willingness to engage in emotional interaction with their students, the scale’s indications can also be viewed as very low readiness, low readiness, moderate readiness, high readiness, or very high readiness. The distribution of the average results on the four issues of this section of the questionnaire is presented in Figure 5.

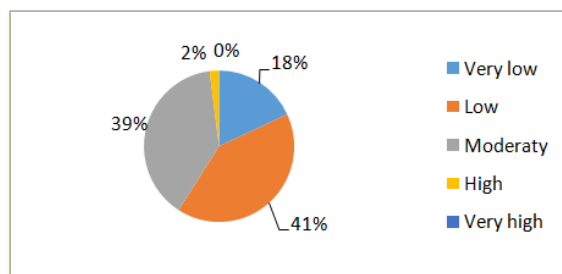


Figure 5: Teachers’ readiness to engage in emotional exchange with their students – average results from the four questions.

The results clearly show that teachers are generally not willing to share their emotions and encourage their students to do so. 41% of respondents reported a low degree of willingness to participate in emotional exchange with their pupils. This means that they rarely allow themselves to express or discuss school emotions. A further 18% of teachers have expressed the view that they never express their emotions to students by encouraging them to do the same.

The proportion of the teachers who express a moderate degree of emotional exchange with students is 39%. They say they are sometimes willing to express their current emotions or to talk with students about emotionally sensitive topics. Only 2% of respondents say they often participate in emotional interactions with students. None of the participants in the study demonstrated a very high degree of readiness for emotional exchange with students.

Relationship between the willingness for emotional exchange and the effectiveness of interactive learning methods application

Although prerequisites for the existence of such a relationship could be found in the presentation of results, similar types of relationships are established by correlation analysis. Considering the fact that both criteria were evaluated by symmetric interval and comparable (five-level) scales, Pearson's method was used to calculate the correlation coefficient. It is thus established $r = +0,84$.

According to the standard for determining the correlation coefficient, this means that there is a very strong link between the willingness of teachers to engage in emotional exchange with their students and the perceived effectiveness of interactive learning methods application in relation to achieving pedagogical goals. The resulting correlation coefficient has a positive sign that is interpreted as a direct relation between the two variables. The higher the level of teachers' readiness to engage in emotional interactions with their pupils, the more effective their interactive methods are.

The results of the study and the established correlation coefficient allow us to draw the following conclusions:

- Teachers find it difficult to navigate themselves in interactive teaching methods in secondary education;
- Pedagogical interaction is dominated by the communicative component, at the expense of the interactive one;

- Respondents are not prepared to carry out emotional exchanges with their students and prefer to maintain an emotional distance;
- Interactive teaching methods in secondary school are perceived by teachers as relatively low efficient;
- There is a significant direct link between teachers’ willingness to engage in emotional exchange with their pupils and the effectiveness of applied interactive learning methods.

Conclusion

Interactive teaching methods in secondary school are gaining increasing popularity and are becoming an effective way of teaching. On the other hand, teachers are not prepared to use the methods in the most effective way. This puts a barrier between the pupils’ needs and teachers’ capabilities. The presented study is not intended to solve this problem, but only to outline a specific aspect of it – emotional exchange in the context of pedagogical interaction. The hypothesis, that there is a connection between teachers’ willingness to interact with students at the emotional level and the effectiveness of the applied interactive methods, was confirmed. This main conclusion poses a number of challenges not only to modern teachers but also to the whole educational system.

Obviously, society expectations with regard to teachers’ role are changing. From the, Teachers changes their status from being just knowledge bearer to a trainer, coach, consultant. This means that teachers have to be prepared to raise the level of pedagogical training from the level necessary for implementation of the frontal approach to the next, at which they could achieve a complete interaction with students.

DIDACTIC MODEL FOR MANAGEMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES APPLICATION IN TEACHER TRAINING AND QUALIFICATION IN BULGARIA

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Abstract: *Fast development of informational and communicational technologies (ICT) poses many challenges and problems to education. It is necessary to adapt the existing training models according to different technologies. It also creates the necessity for an adequate qualification of teachers and proper teacher training. The purpose of this paper is to present the comprehensive Didactic Model for classroom management with the help of the application of specialized software Mythware Classroom Management and the summarized outcomes from its application in the field of teacher training and qualification. A training experiment was conducted to establish the effectiveness of the implementation of specialized software for classroom management in the learning process. The training was attended by teachers from different disciplines who were participating at the time in a qualification training to become certified as a ‘teacher of Informatics and Information Technologies’ for junior and high schools in DIIT (Department for Information and In-service Teacher Training) at Trakia University for qualification. There were two groups (experimental and control) participating in the training. For the training of the experimental group I used specialized classroom management software and for the training of the control group – some traditional training methods. The development and adaptation of the model supports in-service teacher training and, therefore, more effective work on the implementation of information and communication technologies in the training process.*

Keywords: ICT, model, teachers training, classroom management.

Introduction

We are witnessing a rapid development of Information and Communication Technology (ICT) in all areas of life. To a great extend the increased technological capabilities of computer technology successfully cover the information needs of society and, in particular, education. A number of international and national policies aim at developing a unified modern ICT environment for education, science and innovation, introducing integrated digital governance and automating the administrative work of the teacher, prioritizing the development of universal and compliant electronic content, etc.

There are a number of serious problems in the process of informatization such as the lack of a single information and

communication environment, rapid depreciation of computer and terminal equipment and the lack of a national ICT infrastructure for storing and processing educational and scientific information for the development of effective education and research. At the same time, Bulgarian teachers need an effective qualification for the application of ICT. The use of computer technologies in education directly influences and modifies the didactic system of objectives, learning content, methods, forms and means of learning, and material basis. An important element in this direction is the management of the learning process with the application of ICT and the related training models.

Problem Statement

A process of introducing ICT in schools is under way in Bulgaria, which leads to necessitate changes in the organization of the educational process. Some of the changes are related to the adequate integration of ICT in education. Therefore, very good knowledge of both the pedagogical and the technological aspects of the application of technology is necessary.

The two main trends in ICT-related research in education are technological and pedagogical, though they do not always have common visions. *The technological approach* focuses on ICT tools and *the pedagogical approach* focuses on the didactic and psychological aspects of e-learning.

The technological solution is a means, the shell of a lesson, and the didactic model is the core around which this lesson is built. Technological and didactic approaches for organizing ICT training should not be opposed, but should be considered as the possibilities for cooperation.

The use of ICT in education directly influences and modifies the didactic system of objectives, learning content, methods, forms and means of learning and learning material. ICT used as basic or additional means in the learning process can rationalize it completely or partially, depending on how it is used. The underlying assumptions are that the use of ICT in learning intensifies the learning process, increases student interest in the learning content and the learning process, actively solves various learning tasks, learning becomes effective, increases the scientific value of individual subjects in secondary school, and the student becomes more autonomous, has the opportunity to reach scientific

truths on an individual basis through research and research in a virtual environment.

These prerequisites are related to the organization and management of the ICT training process. They have directed me to search further for technological and didactic aspects of the problem of ICT management in education.

Research Questions

Learning process management with ICT application. The concepts of ‘educational management’ and ‘classroom management’ in the scientific literature

In the scientific literature, the terms ‘management’ and ‘governing’ are discussed. They are usually used interchangeably. Georgieva and Nikolova defined management as ‘a type of governing whose main function is to care for the improvement of the activity within the organization, i.e. governing with higher goals’¹. When studying management in the field of education, we can define the concept of ‘educational management’ as a type of management practiced in the educational sphere – planning, organizing, managing, controlling education’¹.

In general, education management can be defined as a type of management practiced in the field of education, i.e. ‘Educational management as a theory and practice covers the management of the education system, educational institutions and services for children and adult education and of the children and adult educational process’².

For the purpose of the current research the concept being used is classroom management. Classroom management includes ‘actions taken by the teacher to establish order, engage students or ensure their collaboration, including all organizational and cultural measures to control the process in the classroom’³.

According to Slavin, ‘classroom management is a set of diverse approaches and methods that teachers apply to create an effective learning environment – a positive, productive experience for children

¹ V. Gyurova, *Educational management issues*, Gabrovo, Eks-Pres, 2009.

² V. Gyurova, School management as a type of educational management, in *Pedagogicheski forum*, no. 3, 2015, pp. 36-42.

³ I. Ivanov, *Student class management. 'Episkop Konstantin Preslavski'*, Shumen: Noda, 2005

and themselves in the classroom”³. It includes organizing classroom activities, teaching, physical organization of the environment, efficient time utilization, a relaxed and productive learning environment and minimizing behavioral problems and disorganization.

Already actively involved in people’s lives, ICT can also be used to effectively organize the learning environment. The computer and ICT are key factors in learning; they define the learning environment as an informational and educational environment⁴.

Structure and Content of a Comprehensive Learning Management Model with the Application of ICT

In the theoretical studies there are summarized didactic models for the use of ICT in education⁵. The presented model was developed on the basis of a theoretical study on pedagogical and technological aspects of student class management; a comprehensive study of the opportunities, approaches and methods of applying information and communication technologies in the learning process; analysis of state educational requirements; study of pedagogical practice; exploration of constructivist approaches and training methods.

The model functions as a system in which interaction between the different components – the state educational standards that determine the content of the subject-matter; the training methods needed to achieve the goals and learning content; the technical means that support the training; the didactic basis of the learning process. They aim at unifying different competences – digital, social, teaching and learning skills in an interactive learning environment, etc. Its structure and connections between the individual components are presented in Figure 1.

The knowledge and successful realization of the essential characteristic of each component contributes to the effective

⁴ G. Kozhuharova, & D. Branekova, The sessions of information screening of the syllabus of mathematics in the sphere of IT migration in the image processing, in *Discussia*, no. 5, 2010, pp. 63-70.

⁵ G. Kozhuharova, & D. Ivanova, Didactic model for the application of ICT in education, in *Pedagogicheski forum*, no. 4, 2015, pp. 362-375; Galina N. Ostrikova, Marina R. Zheltukhina, Irina A. Zyubina, Irina G. Sidorova, “Learning via visualization at the present stage of teaching a foreign language”, in *Astra Salvensis*, VI (2018), Supplement no. 1, p. 603.

management of the learning process and allows it to be successfully adapted to the constantly changing determinants of the training.

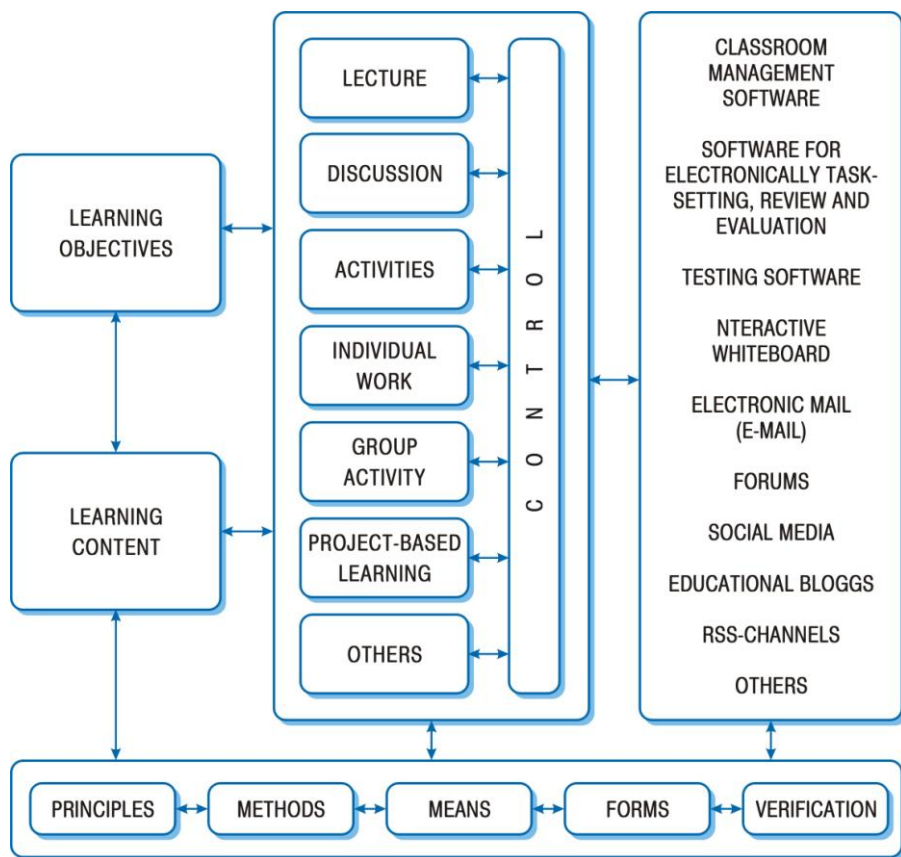


Figure 1: Model of ICT management learning process

Features of the Mythware Classroom Management program

To implement the model, the classroom management softwares available in Bulgarian schools were explored, analyzing by their advantages and disadvantages⁶. Mythware Classroom Management was found to be the best fit for the needs of the current research.

⁶ D. Ivanova, *Information and communication technologies in class management*, Sofia, IPF-Sliven, 2017.

The main purpose of Mythware Classroom Management software is teaching and learning in an interactive environment. Serving as a platform for multimedia interactive learning, this classroom management software allows the teacher to control and manage the class efficiently, to guide student activities and to maintain good classroom leadership, to manage learning, communication and collaboration between students and between groups. A different set of the program is provided for the teacher and for the pupils, with devices connecting to each other via a wired or wireless network. Teacher's software includes a wide range of functions to support effective teaching and learning. The software supports interactive and collaborative work, and provides tools for organizing lessons and assessing student progress.

The software enables the teacher to:

- spread his/her screen and voice to the students;
- allow the student to demonstrate their work to the teacher and the other students;
- monitor and controls the work of all pupils remotely;
- play various video files and photos from the students' camera;
- save the file to a computer and sends it back to the students;
- turn off students' computers remotely;
- send a file to the students;
- send a message to the students;
- manage the students' computers remotely;
- disseminate interactive tests and etc.

Features of the Mythware Classroom Management program

The following methods were used in the study: theoretical analysis of scientific literature; analysis of educational documentation; expert evaluation; pedagogical experiment; monitoring; testing; mathematical-statistical methods, quantitative and qualitative analysis; summary.

Experimental basis of the study

The study was conducted at the Department for Information and Teacher Training (DIITT) of the Thrakia University in Stara Zagora, Bulgaria.

Inquiries in the field of research were conducted in four stages. In the first stage planning and preparation of the experiment, the scientific literature and pedagogical practices were studied. In the second stage the specialized classroom management software model was constructed to enhance the learning process. In the third stage the study was carried out, i.e. the constructed model was tested and the knowledge acquired by the trainees after the training was evaluated. At the final stage the results were analyzed and evaluated.

Finding stage

Two comparative surveys were carried out – in 2012 and 2016 with teachers participating in different training courses at DIPKU – Stara Zagora. It included 200 teachers each year. The more important results of the two surveys are summarized by Ivanova (2017).

Respondents in the survey showed that the number of teachers who apply different ICTs in their classes is increasing. The number of teachers who have undergone training for ICT implementation in the learning process has also increased. The majority of respondents declared that they would be involved in various courses to increase their computer literacy and digital competence.

Formation stage

The pedagogical experiment was conducted in 2015 with teachers participating in the training program ‘Informatics and Information Technologies’. The training experiment was conducted in a computer graphics module that lasted 30 hours, in accordance with the training curriculum. The sessions were held in a computer lab where all computers had the Mythware Classroom Management class management software installed and the two Adobe Photoshop softwares for creating and processing raster graphics and Corel Draw for vector graphics.

The training was implemented in two options. Traditional methods and learning tools were used in the control group (CG). The Classroom Management was used in the Experimental Group (EG). Teachers in both groups had similar digital competences and similar test results from previous disciplines in the training.

During the process of the pedagogical experiment the following requirements were observed: Creation of an active learning environment;

recognition of each the trainees' computer skills; collection of the necessary data for the level of knowledge acquired in each module.

The training in the control group (CG) was conducted traditionally, using a multimedia projector, an interactive whiteboard (IWB) and a presentation. Basic methods that were used were explanation and discussion.

In the experimental group (EG), Classroom Management classroom management software was used to conduct classroom sessions. The introduction to computer graphics was done through a presentation that was displayed on the trainees' screen with the Screen Broadcast lecturer's content distribution feature. After completing the section, the Survey module provided trainees with pre-developed questions to verify the extent of the module's theoretical construct before proceeding with studying the specifics of graphic editors for raster and vector graphics.

Following the introduction, the main features of the Adobe Photoshop and Corel Draw editors were presented in sequence. This was done by distributing the content of the teacher's screen through Screen Broadcast. By doing so, the trainees observed on their screens the capabilities, the demonstration of the different tools and functions of the programs while at the same time their access to all computer peripherals was blocked. The capabilities of each tool or feature were illustrated by a specific example.

After the presentation of each basic function or tool, the instructor presented a feedback task. Every trainee performed the task on his/her computer. The instructor monitored the performance of each trainee's tasks through the Classroom Manager's Monitor & Control function and had the ability to provide assistance in case of difficulties.

Control stage

The evaluation of the acquired knowledge and skills of the trainees in the two groups was carried out with a non-standardized test. The purpose of the control experiment was to check the effectiveness of the developed training methodology by using the specialized class management software. The comparison of the results of the trainees in the control and experimental group helped to analyze and summarize

conclusions related to the effectiveness of the two training methods. Reporting results were based on defined criteria and metrics⁷.

Features of the Mythware Classroom Management program

In order to achieve the set goals, a mathematical apparatus for statistical processing of the results was used as follows:

- Methods for determining the characteristics of the test – averaging, dispersion, standard deviation, test scores for test reliability, etc.

- Methods for determining test task characteristics – calculating difficulty test scores, assignment strength, task compatibility with other test tasks, and more.

- Determination of confidence interval – based on calculations under normal distribution.

- Prove of hypotheses, including the formulation of hypotheses, determination of the critical confidence level, determination of the method of verification, provision of information from the two independent samples, calculation of the empirical characteristic of the Z_{em} hypothesis, determination of the empirical characteristic of the Z_T hypothesis and decision-based comparison of the two characteristics.

The main task in the use of mathematical-statistical methods is the formation of proper conclusions for the general population based on the empirical data from its sample.

The basic frequency characteristics of EG and CG obtained from the test are presented in Table 1. In this case, the assessment categories are $k = 5$, the number of persons tested is $n = 32$ for each group.

Table 1: Frequency characteristics of the results of EG and CG

x_i	EG					CG				
	f_i	\tilde{f}_i	F_i	\tilde{F}_i	$P_i[\%]$	f_i	\tilde{f}_i	F_i	\tilde{F}_i	$P_i[\%]$
$x_1 = 2$	0	0	0	0	0%	0	0	0	0	0%
$x_2 = 3$	0	0	0	0	0%	4	4	4/32	4/32	12%

⁷ D. Ivanova, *Information and communication technologies in class management*, Sofia, IPF-Sliven, 2017.

$x_3 = 4$	7	7	7/32	7/32	22%	9	13	9/32	13/32	41%
$x_4 = 5$	11	18	11/32	18/32	56%	11	24	11/32	24/32	75%
$x_5 = 6$	14	32	14/32	1	100%	8	32	8/32	1	100%

f_i – Absolute frequency – expressed in the number of the same data from i -s values category;

\tilde{f}_i – accumulated absolute frequency;

F_i – relative frequency (statistical probability);

\tilde{F}_i – accumulated absolute frequency; P_i – accumulated percentage.

Table 2 presents the results from statistical variables for EG and CG. For the correlation between two metric scaled values, Pearson's correlation coefficient was used, and for the both groups CG and EG is $R = 0.89$, which shows that there is a very large dependence between the results of EG and CG. Validity of the test was performed by expert judgment. Validity of the test is very good and equals 0.84.

Table 2: Outcomes of statistical values for EG and CG

	EG	KG
Average – \bar{X}	5,22	4,72
Analysis of variance - S^2	0,628	0,982
Std. deviation – S	0,792	0,991
Coefficient of variation- CV	$\approx 15\%$	$\approx 21\%$
Median	57	50
Mode	6	5

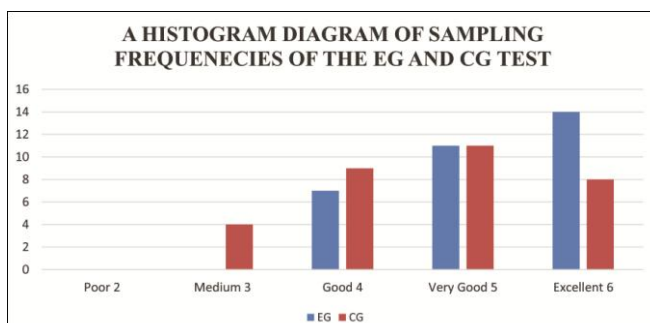


Figure 2: Sampling Frequencies of the results of the EG and CG test

Purpose of the Study

The purpose of this inquiry is to present the comprehensive Didactic Model for classroom management through the application of specialized software Mythware Classroom Management and the summarized outcomes from the application for teacher training and qualification.

Research Methods

The following methods were used in the study: theoretical analysis and scientific literature synthesis; educational documentation analysis; using class management software to sample and develop a training model; expert judgment to determine the validity of the test; pedagogical experiment in author's model application; monitoring in the implementation stage; testing to check the level of impact that the specialized classroom management software had on teachers' newly acquired knowledge and skills at the end of the training; mathematical-statistical methods for processing the results obtained and the corresponding quantitative and qualitative analysis; a summary of the findings of the empirical studies.

Findings

With the development of ICT, information applications for education are also developing. The conceptual theoretical model for the use of specialized software for management of educational process and didactic system for its application in the continuous teacher training is based on the tendencies of the modern development of the information technologies. The model follows the ideas of connectivity and constructivism, personally oriented, activity, competence, and technological approaches. The created model combines scientific knowledge into a unified system and makes a logical interrelation between the different situations in theory and practice.

Based on the outcomes of the research, the following conclusions can be drawn:

1. The developed and implemented innovative model for the use of specialized learning management software has increased the quality of learning among trainees. This achievement is due to the management

decisions taken in the development of the model, based on the latest developments in pedagogical and methodological science related to the design of the learning process and the development of information technologies.

2. The empirically established facts in applying the model are grounds for confirming its effectiveness. The quality of the innovative model is based on the efficient, effective and cost-effective technology of the professional-pedagogical activities:

- an appropriate concept of learning content is chosen;
- a training strategy is used in which the high level of trainees’ knowledge and skills is achieved through the clear criteria established, easily and systematically;
- Activities for trainees are selected in which they play an active role, interact with different resources and as a result acquire competencies.

Conclusion

The described ICT-based learning management model, and in particular the classroom management software, is applicable both in teacher training and in classroom organization with school pupils. As the methodology for ICT implementation in training is not sufficiently developed and very rapidly changing and developing the technologies themselves, research is needed on the effectiveness of specific training methods in dealing with different ICTs, the organization of training, the application of electronic platforms and applications and appropriate teacher qualifications and the development of their digital competences.

BLOGGING AS A TOOL FOR ORGANIZING STUDENTS' INDEPENDENT WORK

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Abstract: *ICT and blogging, in particular, are the tools that are not fully described in the scientific and pedagogical literature on foreign language learning. Due to the need for competent technical university graduates it is important to increase the quality of foreign language training in a technical university. To do this, it is necessary to solve the problem of stimulating students' independent work. This study suggests that blogging as an ICT tool is especially useful in addressing this challenge. Based on the past and present academic research we have developed the model focused on organizing students' independent work via blogging and forming their professional foreign language competence, i.e. their ability to communicate on a professional topic using a foreign language. This model involves a number of well-known methodological approaches, such as competence-based, learner-focused and thesaurus approaches; to evaluate the results of students' independent work the method of group expert evaluation is used. In order to test the efficiency of the model in question, a pedagogical experiment was conducted with second-year students of M.T. Kalashnikov ISTU. The results of this experiment indicate the effectiveness of the applied model. The recommendations on how to apply this model in a technical university, possible challenges with its use and the ways to address them are provided.*

Keywords: independent student work, blog, professional foreign language competence, model, English language.

Introduction

The importance of the issue

Organization of students' independent work is one of the most pressing problems of today's education¹. The ongoing reduction of the number of classroom hours and growth of the amount of students'

¹ R. A. Valeeva, I. R. Gafurov. 2017. Initial teacher education in Russia: connecting theory, practice and research, in *European Journal of Teacher Education*, no. 40(3), 2017, pp. 342-360.

independent work force scholars and higher education teachers to look for new ways of stimulating learners' activity².

This issue becomes especially relevant in foreign language teaching in technical universities. English language, widely recognized as the language of international communication³, in most of the bachelor's programs is studied just for the first two academic years (professional foreign language is studied for half a year) with only one class per week⁴. Such amount of classroom activity is evidently not enough for the high-quality training of future bachelors who must be able to communicate in a professional realm using English language, whether by reading and writing technical manuals or by discussing current scientific problems at international conferences⁵. Therefore, in the context of profession-based foreign language training of technical university students, it is absolutely necessary to stimulate their independent work.

Given that the modern generation of students who converse regularly via social networks and instant messaging possesses the basic skills of online communication, we can assume that the introduction of information and communication technologies (ICT) and systematically organized students' learning based on them will solve the problem of stimulating their independent work. The scientific and pedagogical literature review we have conducted as a part of this research showed that blogging technology is the most suitable ICT tool with respect to foreign language learning. However, there are no models and techniques of students' independent work in the literature that involves student blogging and is focused on forming professional foreign language competence in students, i.e. their ability to communicate on a professional topic using a foreign language.

² I. Menter, R. Valeeva, A. Kalimullin. A tale of two countries—forty years on: politics and teacher education in Russia and England. in *European Journal of Teacher Education*, no. 40(5), 2017, pp. 616-629.

³ O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

⁴ J. Bírová, D. G. Vasbieva, & A.R. Masalimova. Communication in French foreign language learning by implementing the aspects of interculturality. in *Communications – Scientific Letters of the University of Zilina*, no. 19(4), 2017, pp. 95-104.

⁵ A. V. Kazakov, V. G. Zakirova & J. Bírová. Modeling the Process of Forming Social and Cultural Competence among Students of Linguistics Faculty, in *Man In India*, no. 97(14), 2017, pp. 291-305.

Research objective and aims

The main objective of this study is to develop a model of organization of technical university students' independent work based on their blogging that is focused on forming professional foreign language competence in them. The following aims were determined as critical for this research project: 1) to conduct a scientific and pedagogical literature review on the problem of using ICT in foreign language learning, 2) to reveal the structure of the professional foreign language competence of technical university students and the ways of its efficient development, 3) to develop a model and technology focused on the development of practical skills of professional communication in a foreign language and considering each student's personal traits.

The status of the issue

1. The demand of labour market for competent technical university graduates able to communicate in a foreign language (interact in an international team, read technical documents in English, analyze global information sources) is not met due to the lack of their professional language competence.

2. A high educational potential of ICT is not fully unlocked leaving a room for the development of new techniques to organize students' independent work with these technologies.

3. There is a strong need to stimulate undergraduates' independent work focused on the development of their professional qualities, self-learning abilities, self-fulfillment, however, variative education is poorly used for this purposes.

Theoretical and practical contribution

4. We have determined, with reliable evaluation techniques, the structure of professional foreign language competence in future technical university graduates, which includes communicative, cognitive and domain-specific components.

5. We are offering an original pedagogical model aimed at forming this competence in students by their independent profession-oriented blogging in English.

6. We have determined teaching and didactical conditions and recommendations to use this model, which involves ICT, is practice-based and considers students' personal traits, as a part of a foreign language training program.

7. We have tested the suggested model and the corresponding educational technology in M.T. Kalashnikov ISTU in the 2016-2017 academic year with Radio Engineering second-year students.

Literature Review

Russian academic literature review

The name «blog» is typically used to describe a website consisting of regularly updated text, audio and/or video content. Initially, blogs, that are widely spread since 1996, were designed to simplify the web search and included a number of hyperlinks to the most relevant web resources with their descriptions. Today the functions and topics of blogs vary from travel stories to news updates of large international corporations.

In Russian academic literature, the issue of using blogs in foreign language learning is mostly discussed. This issue was studied in works by P. Sysoev⁶, O. Pustovalova⁷ and E. Mikhailova⁸.

P. Sysoev⁶ has determined the didactic qualities of a blog: the availability of authentic web sources, the ability to organize information-linguistic environment effectively, the ease of usage and the freedom of expression. These qualities enable us to unlock students' creative potential and develop their verbal skills (reading and writing via text blogs, speaking and listening via audio and video blogs).

The algorithm of foreign language writing skill development through blogging, offered by Sysoev, comprises three stages. At the

⁶ P. Sysoev, Blogs in foreign language teaching, in *Language and Culture*, no. 4(20), 2012, pp. 115-127.

⁷ O. Pustovalova, Students' communicative writing skills as a teaching tool in Twitter-education, in *Tambov University Herald. The Humanities*, no. 8(112), 2012, pp. 151-155.

⁸ E. Mikhailova, Formation of Professional Language Competence in Engineering Students within the Conditions of Education Informatization, in *Herald of Russian's People Friendship University. Informatization of Education*, no. 3, 2010, pp. 13–20; Aleksandra E. Massalova, Julia V. Rzhnikova, Elena V. Dziuba, “Formation of motivation for studying Russian as a foreign language in cadets of a Military Engineering University through audiovisual visibility”, in *Astra Salvensis*, VI (2018), Supplement no. 1, pp. 683-689.

preparation stage, students learn how websites work, how to sign up for a blogging service and publish entries, discuss possible topics for their blogging projects and rules of web information security. After that, they regularly update their blogs with written professional domain-specific content, study other bloggers' entries and discuss them in comments as well as reply to their readers' comments. At the final stage, self-evaluation procedures take place where students assess how well they studied their topic, and the teacher evaluates the results of their work according to the pre-arranged set of criteria.

O. Pustovalova offers the model for writing skill development via Twitter microblogging service. The author notes the following necessary conditions for successful model use:

1. Students must have an already-developed ICT competence and motivation to have an online discussion;
2. Students must be provided with the tasks focused on improving the structure, content and language correctness of their entries;
3. The learning algorithm must include learning the project's goals, the basics of Twitter as a blogging service, assessment criteria and a step-by-step guide to solve the problems in learning.

E. Mikhailova's work is devoted to the modeling process of professional language competence development in future engineers. The theoretical basis of her model consists of a number of methodological approaches (learner-focused, context, interdisciplinary approaches, etc.) and principles (of activity, independence, professional orientation). Profession-based nature of learning is reflected by adding to the English language program the professional communication tasks related to their domain-specific subjects (mechanics, electrical engineering, etc.). In Mikhailova's work various ICT tools, e.g. blogs, web services like online dictionaries and search engines, are combined systematically.

International academic literature review

The first international research in using blogs for education purposes was published in the early 2000s. K. Kennedy⁹ presents an empirical study of writing and online discussing skill development in

⁹ K. Kennedy, Writing with web logs, in *Technology and Learning Magazine*, 2003. URL: <http://web2play.pbworks.com/f/Post+Writing+with+Web+Logs+copy.pdf>.

journalist undergraduates. The findings showed that blogging increases students' motivation and responsibility for the written content.

In his scientific review of blogging techniques, A. Bartlett-Bragg¹⁰ presents the algorithm of introducing blogging into the educational process with blog creation and critical analysis stages, the latter being implemented through comments feature.

The researchers also emphasize the improvement of students in analyzing large volumes of information. It is worth noting the works by J. Bloch¹¹ who demonstrated that regular publication of essays and reviews online helps to develop not only linguistic skills, but also the ability to critically evaluate the importance of certain information, summarize facts and support one's viewpoint.

The studies in blogging for language learning, English language learning, in particular, were conducted also in non-English-speaking countries. For instance, foreign language teachers from the Polytechnic University of Valencia B. Montero-Fleta and C. Pérez-Sabater¹² organized students' group work with blogging, consulted the students on writing and managed each student's activity. They have found that students' motivation to publish entries in a blog and their language skills increased significantly due to their desire to look competent when presenting new information to the readers.

The study by R.S. Arslan and A. Şahin-Kızıl¹³ is also insightful in the use of blogging for English writing skill development. In their experiment students were asked to visit specifically-designed websites, read their content and did the individually suggested writing exercises. Blogging meant not only to create written content (essays, film and book reviews, cultural phenomena descriptions), but also a free exchange of opinions about current events which increased students' motivation to learn.

Thus, both Russian and international studies point out the relevant and practical significance of blogging use in the learning process.

¹⁰ A. Bartlett-Bragg, Blogging to learn, in *The Knowledge Tree*, no. 4, 2003, pp. 1-12.

¹¹ J. Bloch, Technology and ESP, in *The handbook of English for specific purposes*, no. 1, 2013, pp. 385-401.

¹² C. Pérez-Sabater, & B. Montero-Fleta, ESP vocabulary and social networking: The case of Twitter, in *Ibérica*, no. 29, 2015, pp. 129-153.

¹³ R. Arslan, & A. Şahin-Kızıl, How can the use of blog software facilitate the writing process of English language learners? in *Computer Assisted Language Learning*, no. 23(3), 2010, pp. 183-197.

However, despite a bulk of research on separate aspects of the problem, there is no methodology of systematic use of blogs in higher education theory and practice.

Materials and Methods

Research objective

In the course of this study we were focused on the following items:

- 1) to define the structure of professional foreign language competence in technical university students and the methods of its components' evaluation;
- 2) to develop the model for the organization of students' independent work based on their blogging and focused on professional foreign language competence formation;
- 3) to conduct a pedagogical experiment that determines the efficiency of this model and enables us to define its shortcomings with the further correcting of its components.

Theoretical and empirical methods

In order to test our hypothesis we have used a range of following methods that complement each other:

- theoretical – the analysis of the works of Russian and international teaching researchers related to the study's objective; finding out, as a result of this analysis, the optimal techniques of the organization of students' independent work and their professional language competence formation; modeling the process of organization of their independent work using ICT;
- empirical – participant observation, conducting a pedagogical experiment, surveys and tests, calculating quantitative parameters of the study and the analysis of the findings.

Research base

The research was conducted in the 2016-2017 academic year with Radio Engineering second-year students of M.T. Kalashnikov ISTU (46 people) who were to keep a professional blog in English.

Research stages

The research project can be divided into two main stages.

The first stage involved the review of the scientific and pedagogical literature on the problems of organization of independent work in a technical university and development of professional foreign language competence with ICT. The result of this stage is the model for organization of students' independent work with their blogging in English.

The next stage involved the testing of this model as a part of the pedagogical experiment conducted with second-year undergraduates who were to write domain-specific content in English during the year, and after that—to show their findings in a final presentation.

Research methods

In the course of the modeling process and the model's testing, one of the key methods in pedagogical qualimetry was used — the method of group expert evaluation¹⁴. Also, when developing the model, such methodological approaches were taken into account as competence-based¹⁵, learner-focused and thesaurus approaches¹⁶.

Results

The results of the theoretical part of the research

The expert evaluation showed that the structure of students' professional foreign language competence can be represented by three components: communicative, cognitive and domain-specific.

The communicative component is characterized by student's ability to comprehend foreign language texts and apply suitable lexical-grammatical constructions. It evaluates how accurate the used linguistic structures are: in entries and comments of a blog, in the final

¹⁴ Yu. Krasavina, & O. Shikhova, An approach to managing university students' self-study based on interdisciplinary e-projects, in *The Education and Science Journal*, no. 1(19), 2017, pp. 160-176.

¹⁵ O. Podolskiy, & D. Popov, The First Assessment of Adult Competencies in Russia, in *The Educational Studies*, no. 2, 2014, pp. 82-108.

¹⁶ L. Turbovich, Information-Semantic Teaching Model, Moscow, Znamiye, 1970.

presentation, in professionally oriented tasks, where the quality of translation is also measured.

The cognitive component reflects student's ability to learn independently, search, analyze and synthesize professionally oriented information, including one in English. The frequency of publications, logical coherence and independence of thinking in a blog (e.g., no plagiarism) and the final presentation, the results of professionally oriented tasks (summarizing, searching, analyzing and logically formulating the information) are evaluated.

The domain-specific component points out to student's ability to apply his or her professional knowledge to solving communicative tasks. The completeness and adequacy of a professional thesaurus (the combination of professional terms and the links between them) in a blog, the degree to which the blog's content is relevant to the current problems in engineering, the ability to use professional terms when performing professionally oriented tasks are evaluated.

Based on the evaluation of each component the conclusion about the level of student's professional language competence is made. Four of the following competence levels were established: 1) insufficient (student is unable to use the foreign language in professional communication), 2) elementary (student is able to use simple linguistic structures to communicate in a narrow spectrum of professional topics), 3) professional (student is able to use complex linguistic structures to communicate in a set of professional topics, search and analyze web information presented in the foreign language), 4) advanced (student is able to use complex linguistic structures to communicate on any professional topic, search, analyze and critically evaluate web information presented in the foreign language).

For effective professional language competence formation a number of methodological approaches are used:

- competence-based, which is focused on specifying competence-oriented goals of students' independent work with their blogging;

- learner-centered, which presupposes designing and implementing individual educational trajectories for independent work where the conditions for accomplishing personally valuable goals and critical thinking are provided;

- thesaurus, which is aimed at outlining the professional conceptual base used by a student in his/her blog and characterized by the quality of his professional lexicon (includes at least 50 professional terms);

qualimetric, which gives a quantitative measurement of the quality of blogs, professional thesaurus and final presentations as well as professional foreign language competence.

A more detailed account of the suggested model and theoretical-methodological features of organization process with student blogging is given in the paper¹⁷.

The results of the experimental stage

According to the suggested model, the process of student blogging includes four steps: preparation, activity, reflexion and evaluation.

At the preparation step, a student is asked to choose a topic (from a list or another topic that is particularly interesting to this student) that would form a problematic situation for keeping a blog. The individual educational trajectory, a personal training program that includes the regular view of web sources (news, blogs, YouTube channels, etc.), publication schedule and best practices to use when blogging, is then designed by the teacher with each student. At this step and afterwards professionally oriented tasks are performed by each student and include translation, summarizing and a creative task on a given text with searching and analyzing web sources.

At the activity step, each of the student participants at least once a week must post a blog entry according to the specified requirements (minimum length of the entry, the number of web sources studied, comments made, etc.). The independent student blogging comprises different procedures: sorting out the necessary information while reading or listening, studying the authentic content on the Internet, analyzing the findings and writing a blog entry. The activity performed by students while blogging stimulates their self-learning and peer-learning and makes their work more interactive. We should emphasize that as an extra activity students focused on applying for master's program are offered to write and publish a scientific paper in English after they finish their blogging project.

The objective of the reflexion step is to point out and correct the mistakes made while blogging. The teacher here plays a role of a

¹⁷ A. Gareyev, Developing a model for technical university undergraduates' self-learning with the help of profession-oriented blogging, in *Multilinguism in educational environment*, no. 9, 2017, pp. 108-116.

consultant who helps to successfully implement and adjust the educational trajectory.

At the evaluation step, pedagogical evaluation of student blogs is conducted based on the pre-arranged set of criteria. Also, the results of professionally oriented tasks are taken into account. Based on experts' evaluations and the results of professional task performance the conclusion about the current competence level is made.

Throughout the 2016-2017 academic year, 23 students from experimental group (EG) kept a professionally oriented blog in English. In control group (CG) independent work was conducted in a traditional manner according to the curriculum.

The results of EG students' performance in professional tasks were higher than that of CG students. This means the use of professionally oriented blogs in a language training program has a generally positive impact on students' performance. In figure 1 the parameters CG1 and CG2 determine the numbers of students in the control group who performed the tasks at a given competence level (before and after the pedagogical experiment correspondingly); the parameters EG1 and EG2 are the numbers of students in the experimental group who performed the tasks at a given competence level (before and after the pedagogical experiment correspondingly).

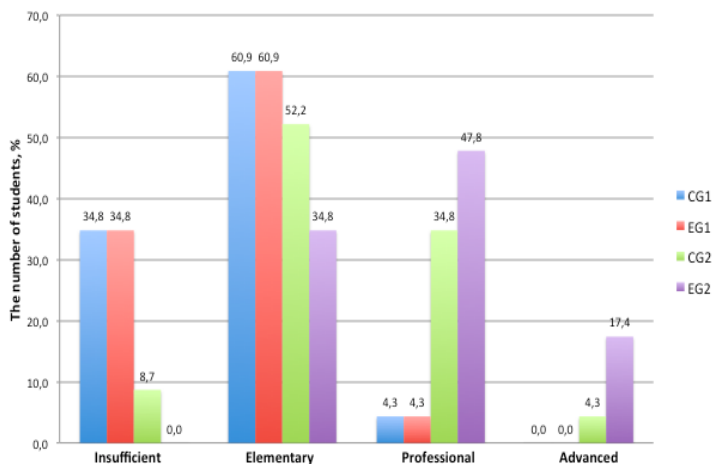


Figure 1: Results of professionally oriented task performance

Discussions

Given that professionally oriented blogging in English is interesting not for every student, it should be viewed as one of the forms of students' independent work with the final presentation as an examination.

However, in general, the student reviews lead to a conclusion that blogging stimulates their independent work, motivates them to search for profession-specific information, lays the foundation for professional contracts. For example, the students characterized the process of blogging in English as follows: «generally interesting, although in the beginning it was difficult to find the content [for the blog], but the work itself is exciting», «the comments [to the blog entries] motivate a lot, so I wanted to write more», «in the beginning it seemed that blogging is really difficult, but then, when you've found the engaging topic, it becomes much easier».

Describing the knowledge and skills developed while blogging students noted: «... I've learnt a lot about the field of my future profession», «I've become much better at summarizing valuable data from a large amount of content», «I've learned to sort the information out, so that it is interesting to read, to share my own thoughts and react to criticism adequately».

It is worth mentioning that by the end of their blogging projects students offered a number of steps that would help others to increase the efficiency of this work. It was suggested: to discuss more the topics mentioned in blogs in a classroom; to emphasize more the listening and watching videos while blogging; to introduce in the blogging procedure the preparation of videos by students so they can «practice their pronunciation and work with the camera while learning more and more new words»; the introduction of rating system where every publication or comment brings the specific score and each student can track and compare this rating with his/her peers, thus being motivated to develop skills he or she lacks.

Conclusion

One important caveat must be made: during the whole experiment, students did not have any written guide or rulebook on how to keep a blog. However, looking at the results, we can say confidently

that independent blogging encourages students to develop professional foreign language competence. Hence, having methodical recommendations to keeping a profession-specific blog in English might attract more students to such form of independent work and guide their work effectively.

As a disadvantage of such form of independent work, we should note a large amount of time investment, both from students and the teacher. Students had to search for additional information at English-speaking websites and then clarify the unknown terms and phenomena at Russian web sources. The teacher spent a lot of time on analyzing students' blogs and providing the recommendations for their further blogging that students also needed to read and implement in their work. To solve this problem it is suggested to use special software that could automate a part of this work. As an example, applications such as Grammarly and Hemingway enable us to automatically point out the grammar and lexical mistakes in a text and provide recommendations to their correcting. For a more effective use of this software, the separate research must be conducted to find out the most suitable ways of using them in the context of the ongoing study, and adjust the model accordingly.

Based on the suggested model the technology for organizing students' independent work with blogging should be developed as well as the corresponding methodological guidelines both for students and teachers, taking into account the results of this study.

Recommendations

The materials presented in this article can be effectively used by foreign language teachers from technical or other non-linguistic universities to optimize and stimulate independent students' work. It is presumed that the range of possible programs to which the ideas of this study are applicable can be extended to all non-technical topics.

PEDAGOGICAL BLOCK MODULE TECHNOLOGY AS A WAY FOR MORAL VALUES EDUCATION OF SECONDARY SCHOOL STUDENTS

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Abstract: *The problem of moral values education is one of the most important in the history of development of psychological and pedagogical knowledge. The school biology course is mostly focused on development of value orientations, including understanding the value of life and an inherent worth. The importance of research of this problem is explained by the fact that the school biology course has undisclosed opportunities to solve the problem of moral values' education among students. Therefore, this article is aimed at developing of methods of moral education on biology lessons in the fifth grade at secondary general school. The leading method in the study of this problem was the method of questioning hold among 98 students. That made possible to reveal the effectiveness of the developed method of moral education. The article consists of effective methods and conditions that lead to the realization of moral education and proves the effectiveness of block-modular pedagogical technology in pedagogical experiment. The materials presented in the article allow organizing biology lessons in the 5th grade with the strengthening of moral education.*

Keywords: moral education, block-module technology, biology, 5th form, secondary general school.

Introduction **The importance of the issue**

Socio-economic changes taking place at present stage of Russian society development have significantly changed its socio-cultural life, affected people's standard of living, changed the value orientations of the younger generation, led to some devaluation of moral values and alienation of youth from educational institutions. Thus, in the midst of modern Russian society, there is a strong necessity for upbringing of moral values among the younger generation, which is based on the humane attitude of people to themselves, to other people, as well as to society and nature. Moral values have common to all mankind character. They are accepted and developed by all people in the context of socio-historical changes of civilization. Moral values do not exist in isolation from other value relationships. They correlate with all types of values, ennobling them, giving a humanistic meaning and an emotional saturation to man's activity.

A key role in the spiritual and moral cohesion of society is assigned to education. The Constitution of the Russian Federation, recognizing the supreme value of man, his rights and freedoms, proclaims right to education as one of the integral ones. It corresponds to the principle stated in the UN Declaration of the Rights of the Child: “He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society”.

Therefore, the process of education should be not only the process of assimilation of knowledge system, skills and competencies that make up the instrumental basis of student’s educational and cognitive activity, but also the process of personal development, the adoption of spiritual, moral, social, family and other values. Upbringing should organically complement the education process¹.

The learning of biology at school is designed to form among students a scientific worldview based on knowledge about wildlife, to allow them mastering knowledge about structure, vital activity, diversity and environment-forming role of living organisms, methods of cognition of living nature and skills of using them. In addition, a continuous upbringing of value attitude to living nature, to one’s own health and the health of others, a culture of behavior in the environment (i.e. hygiene, genetic and environmental literacy) is taking place during biology lessons. Biology as a school subject has great opportunities for that. The task of a biology teacher is to identify these opportunities and successfully implement them in the learning process. The importance of research of this problem is explained by the fact that the school biology course has undisclosed opportunities to solve the problem of moral values’ education among students.³⁶

Research objective and aims

¹ Z. N. Vasilyeva, *Moral Education of Students in Learning Activity*, Moscow, AN SSSR, 1978.

³⁶ Gladiola Mrejeru, “Methodological Aspects Regarding Religious Education for the YoungSchool”, in *Astra Salvensis*, V (2017), no. 9, p. 65; Irina Petrea-Sullivan, “The Role of Religious Education in the Formation of Children’s Character”, in *Astra Salvensis*, V (2017), no. 9, pp. 75-81.

The purpose of this research is to theoretically explain and develop methods of moral education on biology lessons in the fifth grade at secondary general school. The following tasks were formulated to achieve this purpose: to study the current state of moral education's issue on the basis of the analysis of pedagogical and methodological literature; to identify and demonstrate effective conditions and methods of moral values education among schoolchildren; to explore the possibilities of biology course in the 5th grade for the realization of the moral education among schoolchildren; to determine the main aspects of the pedagogical experiment; to develop biology lessons' methods with the strengthening of moral education; to check the effectiveness of developed methods in the pedagogical experiment.

The status of the issue

The purpose of spiritual and moral education of an individual acquires a significant importance in the context of comprehension of the modern world's problems, its deep systemic crisis, and social instability.

Moral education is a purposeful process of shaping the humane attitude of a student to himself and to other people, to society, to nature, and of formation moral values system, which give rise to good qualities, highly moral needs and acts towards themselves, other people, society and nature.

The objectives of moral education: children's development based on the principles of humanism; development of spiritual and moral values and their approval in the minds and behavior of schoolchildren; creation of conditions for moral self-expression of an individual; building relationships based on kindness, justice, humanity and recognition of the individuality of each student.

The study of biology at school is designed to form a scientific outlook on the basis of knowledge about living nature; to allow one to master knowledge about the structure, vital activity, diversity and environment-forming role of living organisms, methods of cognition of living nature and the skills of their use in practice. In addition, in the lessons of biology, a continuous upbringing of the value attitude to living nature, to one's own health and the health of others a culture of behavior in the environment (i.e. hygiene, genetic and environmental literacy) is taking place during biology lessons.

The learning of biology at school is designed to form among students a scientific worldview based on knowledge about wildlife, to allow them mastering knowledge about the structure, vital activity, diversity and environment-forming role of living organisms, methods of cognition of living nature and skills of using them on practice. In addition, a continuous upbringing of value attitude to living nature, to one's own health and the health of others, a culture of behavior in the environment (i.e. hygiene, genetic and environmental literacy) is taking place during biology lessons.

Cognitive values are especially important in biology course because it is included in the group of cognitive subjects. Among them - scientific knowledge and scientific methods of cognition. While learning biology students develop value orientations that are manifested in recognizing the value of scientific knowledge, its authenticity, practical significance, the value of biological methods of studying wildlife objects, understanding the complexity and contradictory nature of the process of cognition as aspiration for the truth.

The biology course is aimed at forming respectful attitude to creative activity; awareness of need to lead a healthy lifestyle, to follow hygiene rules and to determine future professional activities.

Among the communicative values formed during the biology course are the process of communication, literate speech, the ability to use correctly biological terminology and symbols, to conduct a dialogue, to listen to opponent's opinion, to participate in discussion as well as openly express and defend one's position.

However, to the greatest extent in comparison with other school courses, the biology course is focused on formation of value orientations in relation to one of the key categories of moral values - the value of Life in all its manifestations, including an understanding of inherent worth, uniqueness of all living objects, including Man.

Theoretical and practical contribution of the research is that the definition, objectives and aims of moral education have been clarified, effective methods and conditions promoting the realization of moral education have been revealed, and the effectiveness of block-modular pedagogical technology in the pedagogical experiment has been proved.

The materials presented in the article allow developing biology lessons in the 5th grade with the strengthening of moral education.

Literature Review

Being at the latest stage of its own development technological determinism pushes the boundaries of technicism in the context of social philosophy. In doing so, it compares the category of “technology” with such basic definitions of philosophical reflection as culture, civilization, identification, progress and values. It is necessary to note that there are opposite views on use of “technologies” in the field of spiritual and moral upbringing and personality development: from the absolute negation of technologization in spiritual and moral field to unconditional approval and justification of using of one or another technological approach. However, socio-pedagogical practice has accumulated quite significant amount of relevant technologies, among which socio-pedagogical technologies of spiritual and moral upbringing and personality development occupy a significant role.

Innovatively educational and socio-pedagogical technologies can provide a person with an invaluable assistance in the process of self-development, creation of holistic thinking, intellectual abilities, creative imagination, and that is, the life potential of an individual.

In recent years, pedagogical science has developed a special field - pedagogical technology. In practical terms, pedagogical technologies have a number of advantages over methods²: the existence of a clearly stated ultimate aim of educational activity; objective methods of interim and final control; certainty in the choice of means to achieve the ultimate aim of educational activity; stability of students’ successes through a reproducible, realistic, effective and well-founded teacher’s activity. Pedagogical technology should conform to the following requirements: it should be conceptual, systematic, controlled, efficient and reproducible.

Technology is a systematic method of creation, use and defining the whole process of teaching and learning, that takes into account the technical and human resources as well as their interaction, and which seeks to optimize the forms of education (UNESCO).

Teaching technology is a way to implement the content of learning process provided by the curriculum, which represents the system of

² I. V. Bogdanov, & S. V. Lazarev *Psychology and Pedagogy*. URL: <http://www.ido.edu.ru/ff-ec/psych/>

forms, methods and means of teaching, and which ensures the most effective achievement of the set aims³.

Now there are many different pedagogical technologies developed mostly in accordance with a particular theoretical concept. Designing new technologies is a complex process, and includes several levels, such as conceptual, methodological, operational, analytical, monitoring, evaluative, and effective. That's why there is a problem of complete system of means for describing pedagogical technologies. According to the ideas of this or that psychologically-pedagogical theory, it is possible to determine, for example, the modern lesson technology, the technology of teaching way (problematic, programmed and computer-based teaching), the technology of collective cognitive activity, the technology of gaming activity, technology of studying and description of advanced pedagogical experience, etc.⁴.

Block-modular educational technology is a special form of organization of cognitive and communicative activity where students are involved in the process of cognition, having the opportunity to understand and reflect on what they know and think⁵.

A block-module educational trajectory is a complex general concept, implying the presence of the idea of some movement and a trace from it.

Block-modular educational technology is considered the most suitable for ongoing education because it combines both new teaching approaches and the traditions accumulated since the emergence of a usual combined lesson. The use of this technology is useful for the teacher due to its gradualness, which makes it easier for students to work on the stage of mastering it.

The technology has integrated much of what is accumulated in pedagogical theory and practice. Students' clear actions in a certain logic, constant reinforcement of the actions based on self-control, an individualized rate of educational and cognitive activity relate to the theory of programmed teaching influence. An individual technology is connected with the theory of developing teaching by the idea of gradual development of intellectual activities.

³ E. S. Polat, *New pedagogical and informative technologies*, Moscow, Academia, 1999.

⁴ L. K Grebenkina, & N. S. Antsiperova, *Management Technology of Subprincipal of Secondary School*, Moscow, Znaniye, 2000.

⁵ I. B. Sennovsky *Module pedagogical technology in secondary school: analysis and results*, Moscow, Academia, 1995.

The technology has a wide range of internal self-development, therefore, it contains the energy of constant developing system. The use of technologies inevitably leads to competence increase of both teachers and students⁶.

Block-modular educational technology is widely used in institutions of higher education in order to improve the effectiveness of students' educational training. A number of authors such as Galochkina A.I, Bazarnova N.G, Markina V.I, Kasko N.S have devoted their articles to aspects of its development in institutions of higher education. The elements of technology and their concrete realization in the students' work as well as facts that prove a high efficiency of this technology are examined in the articles⁷.

The main task of this technology is a proper teaching, I mean diagnostic, that is expressed in setting the goal of an activity and its subsequent achievement. The issues of correct goals setting are also touched upon in M.V. Clarin's works⁸.

The system of block-modular educational trajectories is based on research teaching, because any research can be organized only in the atmosphere of full amiability, sociability, inner freedom of an individual through communication of students with each other. Communication is the most important factor in personality development, therefore, using of communication during educational activities can help not only stir them up but also has a significant impact on the development of student's personality.

The system of block-modular educational trajectories provides a profound learning of theoretical knowledge course and at the same time it equips with the skills of their practical use, as well as allows all students to learn the full school material and, in addition, to engage them in independent creative and cognitive activity⁹.

If an individual work is systematically and properly organized, it contributes to obtaining a deep and more solid knowledge by students in

⁶ L. K. Grebenkina, & N. S. Antsiperova, *Management Technology of Subprincipal of Secondary School*, Moscow, Nauka, 2000.

⁷ G. K. Selevko, *Technologies of Developing Learning*, Moscow, AST, 2005.

⁸ M. V. Clarin, *Innovation in Education: metaphors and models, Analysis of Foreign Experience*, Moscow, Academia, 1997.

⁹ V. A. Vyalykh, *Philosophical measurement of educational system (conceptual, technological, didactical levels)*, Moscow, Academia, 1995.

comparison with those ones they acquire when the teacher gives ready-made information.

Effective management of students' classroom activities through a system of individual work develops their self-control skills that leads to improving the quality of knowledge among the majority of students. A student has an opportunity to plan his learning process, which is one of the factors of his development as a self-organized personality.

If students hold individual works with a broad range of didactic aims and contents it helps them to develop their mental activity as well as cognitive and creative abilities.

Carefully thought-out method of holding of an individual work accelerates the rates of practical skills' formation among students, and this in turn has a positive effect on cognitive skills' training.

Systematic organization of individual work during lessons combined with various types of homework on the subject develops strong skills of individual work among students.

Obtained self-control skills allow children to reveal himself as an individual, preventing from having “loser” complex. Everyone has the right to learn as much as he can, which stimulates students who haven't high school results to show better ones. This approach does not wound a student, allowing to increase his self-esteem.

When holding an individual work with the use of block-modular educational trajectories the time devoted to learning of some theme is used more rationally.

In case of the organization of autonomous work with application of bloc-module educational technology and basic tables the time to study a topic is using more rationally.

Materials and Methods

In the course of this study we were predominantly focused on the following items: to study theory (pedagogical technology analysis, modelling, prognostic data, comparative analysis) and diagnostic (interview, test), empirical (pedagogical experiment).

Theoretical and empirical methods

In order to test our hypothesis we have used a range of methods that complement each other:

- theoretical – the analysis of the works of pedagogical scientists who developed/are developing this issue; the analysis of methodological and educational literature (based on these works we formulated our hypothesis); empirical – participant observation, reporting and formative pedagogical experiment, surveys, tests, the analysis of the findings.

Research base

The research involved students of the secondary school of the Multanovo village and students of the secondary school №45 of Astrakhan.

Research stages

Our research project was conducted in three stages:

The first stage involved studying of the moral education problem in modern conditions using pedagogical literature, comparative analysis of syllabus, designing research methods. At the second stage we found designing experimental platform at Kazan Federal University where we observed the process of tolerance formation in students; where we conducted the surveys, assessed student tolerance levels and narrowed down our research focus. At the second stage we were working on forming the conceptual framework, organizing large-scale educational experiment among the 1 year students of Institute of Psychology and Education. The third stage involved the analysis and systematization of findings.

Results

The results of the reporting stage

Our theoretical literature analysis has given to clarify the concept of moral education. As moral education we understand a purposeful, organized, pedagogically managed process of moral education of a person in a social group, this process has an essential role in moral conscience formation and achieving its union to behavior. Specific traits of moral education are the following: human relations to a person, to nature; condition creation for moral self-expression.

In moral education we can show up interrelated elements: moral intelligence formation (intellectual sphere); social behavior and

experience relations formation (motivation sphere); behavior development (emotional sphere); principles, norms and ethic rules formation (volition sphere); dilemma and reflection development (existential sphere).

The main aim of moral education is moral values formation of secondary school students. To get this aim it is necessary to solve educational tasks: child development on the basis of human principles, development of moral values and its consolidation in student's conscience and behavior; conditions creation of moral self-expression; moral norms acquisition; relations formation based on goodness, justice, humanism; recognition of individuality for every student.

Thanks to the methodical literature analysis we can distinguish the mostly efficacious methods allowed to realize moral education:

methods of moral conscience formation (conviction, self-conviction, talk); methods of social behaviour and relations formation (compulsion, stimulation and motivation); methods of behavior correction (encouragement, punishment, suggestion, self-suggestion); methods of principles and ethic norms concretization (personal example, correction, autocorrection); dilemma and reflection methods (self-education, self-knowledge).

Our analysis of syllabus and of student books shows that opportunities aren't completely realized to solve moral education. Between the 20 most important moral aspects, in analyzing a student book for fifth form “Biology” only 10 (50%) moral aspects are represented in the study program.

So, it's necessary to introduce supplementary materials corresponding to syllabus oriented to moral education. As result we consider moral values formation to students: humanism principles, spirituality, moral self-expression, ethic norms, justice comprehension. Such materials can be adopted from belles lettres, folklore literature, historical facts, scientists' biographies.

The second stage: analysis and description

To reveal moral values we have used testing, questioning, observation, essays analysis. The developed approach to teaching of biology with reinforced moral education supposes using of bloc-module technology based on education process to achieve close aims (knowledge, competences and skills), middle aims (study skills) and long

terms aims (individual skills development) intending creation of positive motivations thanks to new content of syllabus, organization of teaching, stemming cognitive difficulties.

In developing bloc-module technology the following actions have been realized:

- complex aim formulation for students (“As result of bloc-module technology the student must define biological concepts, can compare objects, whereupon student’s moral education will go on”)

- selection of syllabus content and of didactic methods

- distribution of lessons

- selection of required and supplementary literature for students¹⁰.

The question about the block-module opportunities for the education content in secondary schools has been resolved on the assumption of the students’ age, on the assumption of the level of their skills and competences to organize autonomic work by introducing elements of bloc-module education: simplified modules which is focused on management and auto management of education activities, control and self-control of their knowledge.

The control stage

The efficacy of the moral education technology was defined evaluating the level of moral principles of students (humanism principles, spiritual principles, personal self-expression, moral standards, goodness understanding) at the begin-ning and at the end of a school year, based on the analysis of observations, of talks with students, of questionnaire and tests results. The evaluation is done by four levels on the basis of element approach: level IV –judgement argumentation, using of moral knowledge for point of view developing; level III –judgement not always argued, but emotional; personal relations not always fortified by knowledge, episodically moral norms respects; level II –judgement miss, prag-matism towards to people, poor sensibility; level I – negative attitude towards to others’ opinions, non-understanding of moral values. The difference between the beginning and the end of school year is 19% that shows an important rising of formedness of moral values of students, during the pedagogical experiment.

¹⁰ M. V. Klarin, *Innovation in Education: metaphors and models, Analysis of Foreign Experience*, Moscow, Academia, 1997.

Quantitative analysis of moral education is showed on the Table 1.

Table 1: Quantitative analysis of moral education

Moral values	Timing	Quantity	% by levels			
			IV	III	II	I
1. Principles of humanism	B	46	30	25	25	10
	E	42	50	27,5	22,5	-
2. Spirituel and moral values	B	46	30	20	40	10
	E	42	57	27	18	-
3. Moral self-expression	B	46	25	30	30	15
	E	42	42	40	18	-
4. Moral norms	B	46	25	35	40	-
	E	42	45	40	15	-
5. Comprehension of justice	B	46	17,5	28	40,5	14
	E	42	31,2	26,8	42	-
Total	B	230	26	28	36	10
	E	210	45	32	23	-

(B- beginning of the academical year. E – end of the academical year)

The difference by the highest level of moral value between the beginning and the end of the academic year is following: $D=E-B=45-26=19$

This fact attests important rise of students' moral values formation during the pedagogical experiment.

So, the results of the pedagogical experiment show the efficacy of our method for moral education on the lessons in fifth form in secondary school.

Discussions

The review of psychological and pedagogical literature allows to state the deficiency of special research devoted to module technology in secondary school on the lessons of Biology for formation of moral values. However, thanks to principles of research education technology with reflection which are integrated in block-module technology, we can implement it in secondary schools. This technology is applicable on the lessons of Biology to accelerate the process of practical skills and knowledge formation.

Conclusion

We have analyzed the actual state of the moral education problem on basis of pedagogical and didactical literature. We have revealed effective conditions, methods of moral education for students of fifth form in secondary school. Thanks to bloc-module technology on lessons of Biology we can intensify moral education, extending learning materials by introducing new supplement data, in creating positive motivation with new content. The results of the pedagogical experiment prove the efficacy of this technology.

Recommendations

The materials presented in this article can be effectively used by secondary school teachers who are engaged in developing students' moral values education on the lessons of Biology.

MIND MAPPING IN EDUCATION: ITS USAGE IN PSYCHOLOGISTS’ TRAINING AS EXEMPLIFIED BY THE EDUCATIONAL MODULE «ATTENTION CHARACTERISTICS»

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Abstract: *Timeliness of this work is determined by the necessity to improve the educational process, to introduce to students and researchers a methodology of effective processing and systematization of text based content. Taking into consideration the vast bulk of accumulated theoretical and empirical knowledge on the psychology of attention, the timeliness of this work is determined also by the need to reconsider this material, to bring in adequate corrective amendments as well as to refine the taxonomy of attentional characteristics. One of the best methods for handling such problems is the practice of mind mapping (MMing), which is an effective way of presentation, connection and compression of thoughts and information. Our research target is the usage of MMing for the content analysis of psychological texts as exemplified by the educational module «Attention characteristics». Our dominant approach to the investigation into this problem is mind mapping. The results of the research presented in the paper enable us, on one hand, to take a fresh look at the issue of the classification of the attentional characteristics and, on the other hand, to provide students and researchers with an example of correct analysis, synthesis and systematization of abundant textual information flow. The main outcomes of our research are the following: (1) the classification of the attentional characteristics upon the criterion of the number of the objects of attention and its focusing on the different number of the objects of attention, (2) the classification upon the criteria of temporality and static/dynamic character of attention, as well as (3) the classification upon the criterion of the possibility of the voluntary regulation of the attentional characteristics. Practical relevance of the research results presented in the paper, lies (1) in the demonstration of the mind mapping potential for the content-analysis of textual material (as exemplified with the classification of the attentional characteristics), (2) in the introducing of the template, which can help the educator not only make easier the explanation of the topics of the educational module “Cognitive processes” in the course of General psychology, but also provide students with clear instruction as to the material for their self-studying.*

Keywords: mind map, psychologists’ training, lecture presentation, attention characteristics, classification.

In modern educational conditions, when the major bulk of the learning material has to be mastered through self-studying, the issue of methods, which let the educator provide students with the main notions of this or that educational module in a condensed form, becomes very

relevant. The same issue is relevant on account of the abundant information flow faced by students having to not only take notes and revise information from different sources, but also organize and store it in mind. In our opinion, one of the best methods for handling this problem is the practice of mind mapping, which is an effective way of presentation and connection of thoughts and information.

The basic principles of mind mapping (MMing) were introduced by D. Novak, who proceeded from the theory of advanced organizers by D. P. Ausubel. Later T. Buzan and B. Buzan reinterpreted these ideas in the method of Mind Maps¹ based on the principles of the human mind functioning: associative (non-linear) thinking, imagery ability, perceptual unity (Gestalt)^{Error! Bookmark not defined.,2}.

Research subject

Our research subject is the technology of the advancement of learning, our research target is the usage of MMing for the content analysis of psychological texts as exemplified by the educational module «Attention characteristics».

Methodological bases

MMing methodology is in detail enunciated in the literature^{Error! Bookmark not defined.,Error! Bookmark not defined.}, we provide its algorithm in Figure 1.

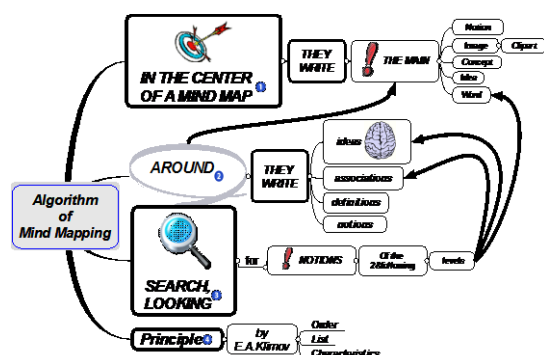


Figure 1: Algorithm of a mind map creation

¹ T. Buzan & B. Buzan, *The mind map book*, London, BBC Books, 2000.

² E. Yu. Brunner, Application of mind mapping in Psychology classes, in *Problemi suchasnoyi pedagogichnoyi osviti - Problems of modern pedagogical education*, no. 20(2), 2008, p. 17-20.

Analysis of literature

MMing works really well in the process of content analysis of theoretical material. Let us consider an exemplary building of a mind map (MM) to classify attention characteristics.

Distinguished by the researchers attention characteristics define it, despite the debatable issue of its existence/non-existence, as an independent psychological or psychophysiological category. That is why, to our opinion, the correct interpretation of the attention phenomenon is possible only through understanding of the essence of all its characteristics taken separately or in the complex of their interrelations.

In psychology multiple attempts have been undertaken to create classifications of attention characteristics based on these or those criteria according to the specific essence of the each of them, character of their interrelations and disorders. However, in spite of the utmost elaboration namely of the issue of attention characteristics, actually we face a rather poor elaboration of the problem of their classification and systematization.

A unified classification of attention characteristics is difficult to create, according to K.M. Samushchenko, due to several aspects. Firstly, due to the uncertainty as to which factors characterize attention: the factors of the structure of the external stimuli or the factors of the subject's activity. Secondly, due to the ambiguity in the estimation of the attention span, which is closely connected to the perceptual and memory span. Thirdly, due to the controversy over the existence of such a characteristic as the distribution (division) of attention. And, finally, due to the great number of adjectives (synonyms) used to define the characteristics of attention, which leads to the confusion in the methods of identifying their nature³.

Attentional characteristics are classified by the following criteria: functions and effects, genesis and mechanisms, levels of development, reasons, conditions and characteristics, objects and associated feelings. The choice between the criteria for a classification is often determined by the theoretical position of a scientist as well as by the research, experimental or applied problem.

³ K. M. Samushchenko, *Psychometrics of the main attention characteristics*: PhD Thesis. Leningrad, 1985.

One of the first classifications of attentional characteristics were introduced by A.F. Lazursky (1906)⁴, S.V. Kravkov (1924)⁴, T.A. Ribot (1892)⁵, E. Meumann (1911)⁶, N.F. Dobrynin (1928)¹¹, S.L. Rubinstein (1934)¹².

Thus, T. A. Ribot noted that such features are characteristic for attention: intensity, duration, intermission^{4,5}. A.F. Lazursky described the following attentional characteristics: ease of attention arousal (excitability), intensity of attention concentration, voluntariness of attention (active or passive attention), stability or instability of attention, attention span (its breadth or narrowness)^{Error! Bookmark not defined.}.

E. Meumann noted that attention characteristics are to be divided (1) in regards to their individualization, (2) by their tendency to limitation and allocation, (3) by static/dynamic character. Attention can appear as preparatory (fixing the target) and executive, as sensuous and mental. According to E. Meumann, attention possesses such characteristics as (1) concentration (*Konzentration*), meaning either a) limitation of the attention to a small number of impressions (*Beschränkung*) or b) intensity of the attention focusing (*Konzentration*); (2) distribution (*Verteilung, Distribution*), having tendency to broaden attention, simultaneously bringing into the consciousness the greatest possible number of impressions; (3) span (*Umfang*) — large or small; (4) intensity (*Intensität*), showing itself either in the concentration on a small number of impressions or in the distribution into their large number; (5) weakness (*Schwäche*) of the distribution or concentration; (6) constancy and evenness (*Konstanz und Gleichmäßigkeit*) (7) inconstancy and unevenness, lability (*Inkonstanz und Ungleichmäßigkeit, Labilität*). He also discussed individual attentional features⁶.

S.V. Kravkov, considering attention characteristics, distinguished (1) intensity, which can be of different degrees; (2) span; (3) distribution; (4) distractibility; (5) static and dynamic character, manifesting in different attention stability and constancy; (6) temporal features: adjustability speed, speed of attention switching over objects and attention fluctuations; (7) alternation of moments of clear perception and periods of perception of lower clarity^{Error! Bookmark not defined.} (Figure 2).

⁴ Yu. B. Gippenreiter, & V. Y. Romanova. *The psychology of attention*, Moscow, CheRo, 2005.

⁵ Th. Ribot, *The psychology of attention*, Chicago, Open Court Publishing Co, 1890.

⁶ E. Meumann, *Vorlesungen zur Einführung in die experimentelle Pädagogik und ihre psychologischen Grundlagen*, Leipzig, Verlag von Wilhelm Engelmann, 1911.

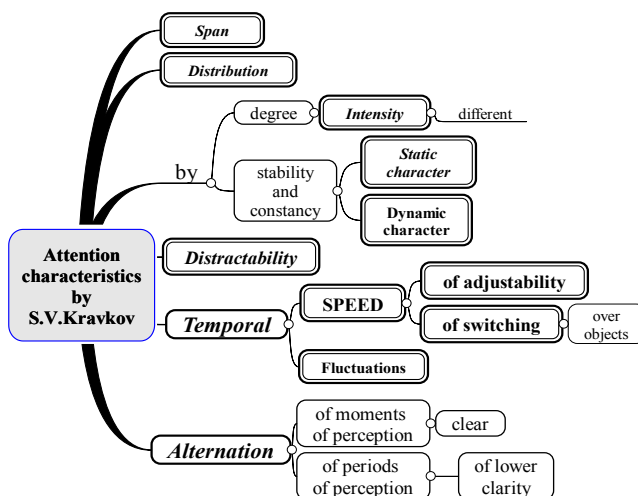


Figure 2: Mind map of attention characteristics by S. V. Kravkov Error! Bookmark not defined.

The Swiss psychiatrist E. Bleuler in his main work “Lehrbuch der Psychiatrie” (1916, Textbook of Psychiatry) specified such attention characteristics as concentration influenced by the intensity of interest, extent of attention connected with the number of useful associations put in operation, tenacity, which was his term for the ability to continuously keep one’s attention fixed on a certain object, vigility, which was regarded by the scientist as the ability to direct attention to a new object (in modern terms vigility of attention corresponds to the notions of attention shifting/switching), distraction, association readiness as an unconscious attitude towards certain direction⁷.

N. F. Dobrynin in his works about attention characteristics describes stability, span, distribution, fluctuation and shiftability^{8,9,10,11}.

⁷ E. Bleuler, *Textbook of Psychiatry*, New York, The Macmillan company, 1934.

⁸ N. A. Semashko, *Great Medical Encyclopedia*, Moscow, Mospoligraf, 1928.

⁹ *Great Soviet Encyclopedia*, Moscow, Sovetskaya entsiklopediya, no. 5, 1971.

¹⁰ N. F. Dobrynin, Study of attention properties, in *Voprosy psibologii vnimaniya - Questions of the psychology of attention*, no. 4, 1972, pp. 3-17.

¹¹ N. F. Dobrynin, *Fluctuations of attention. Experimental-psychological research*, Moscow, RANION, 1928.

S.L. Rubinstein dealing with attention outlined the following features of it: (1) according to the attention span: wide or narrow; (2) by the criterion of distribution: well or badly distributable; (3) by the criterion of shiftability: fast or slowly switching; (4) by the level of concentration: concentrated or fluctuating attention; (5) by the level of stability: sustained or unstable^{12,13} (Figure 3).

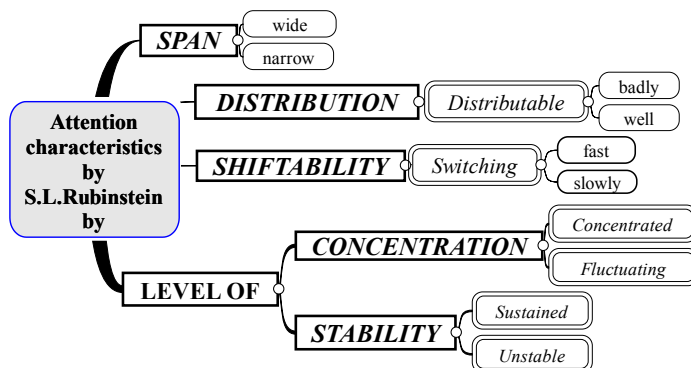


Figure 3: Mind map of attention characteristics by S.L. Rubinstein Error! Bookmark not defined.,12

Close to S.L. Rubinstein’s point of view is the one of M.V. Gamezo and colleagues, who add that S.L. Rubinstein’s classification is built according to the combination of the listed characteristics in this or that person¹⁴.

In light of the empirical data of the research into the basic attentional characteristics A.V. Zatvornytskaya (1955)¹⁵ distinguished four groups of attention characteristics, which correspond to the four main types of the higher nervous activity:

(1) Strong and impetuous type: high intensity, stability, good shiftability and limited distribution of attention.

(2) Strong equilibrated and quiet type: high intensity, stability, significant distribution of attention and low-grade shiftability due to the inertness of the processes of excitation and inhibition.

¹² S. L. Rubinstein, 'The problem of psychology in K. Marx's works, in *Sovetskaya psihotekhnika - Soviet Psychotechnics*, no. 1, 1934, pp. 3-20.

¹³ S. L. Rubinstein, *Fundamentals of General psychology*, Saint-Petersburg, Piter, 1998.

¹⁴ M. V. Gamezo, *General psychology*, Moscow, Os-89, 2007.

(3) Strong equilibrated and lively type: high intensity, good shiftability and distribution and low-grade stability of attention due to the high motility of nervous processes.

(4) Weak type: low intensity, low-grade stability, weak distribution and bad shiftability of attention due to the inertness of the excitation and inhibition¹⁵ (Figure 4).

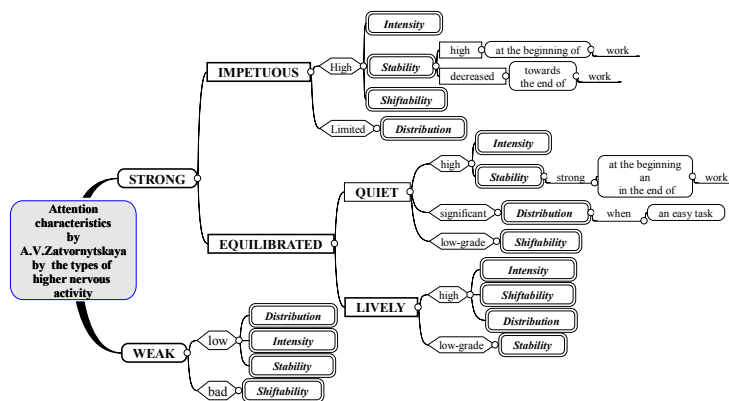


Figure 4: Mind map of attention characteristics by A. V. Zatzornyskaya according to the types of the higher nervous activity

In the work by I.V. Strakhov, published in 1958, originally three complexes of attention characteristics were outlined: (1) attention concentration; (2) attention span and distribution; (3) stability, agility, fluctuation, distraction and conscious switching in its different types¹⁶. In 10 years the complexes of attention characteristics have already been named by I.V. Strakhov groups, each of which fulfils corresponding functions: (1) intensity of concentration; (2) width of concentration (span and distribution); (3) stability and dynamic characteristics¹⁷. In another year I.V. Strakhov simply lists out the attentional characteristics without grouping them and points out that to attentional characteristics belong span, intensity, distribution, stability, shiftability, distractibility,

¹⁵ A. V. Zatzornyskaya, *Individual features of attention in the light of I. P. Pavlov's theory of the types of higher nervous activity*. PhD Thesis, Odessa, 1955.

¹⁶ I. V. Strakhov, *Education of the attention in schoolchildren*, Moscow: Uchpedgiz, 1958.

¹⁷ I. V. Strakhov, *Psychology of attention*, Saratov, Saratov teaching Institute, 1968.

absentmindedness (difficulty concentrating) and mobility¹⁸. The described classifications are schematized in Figure 5.

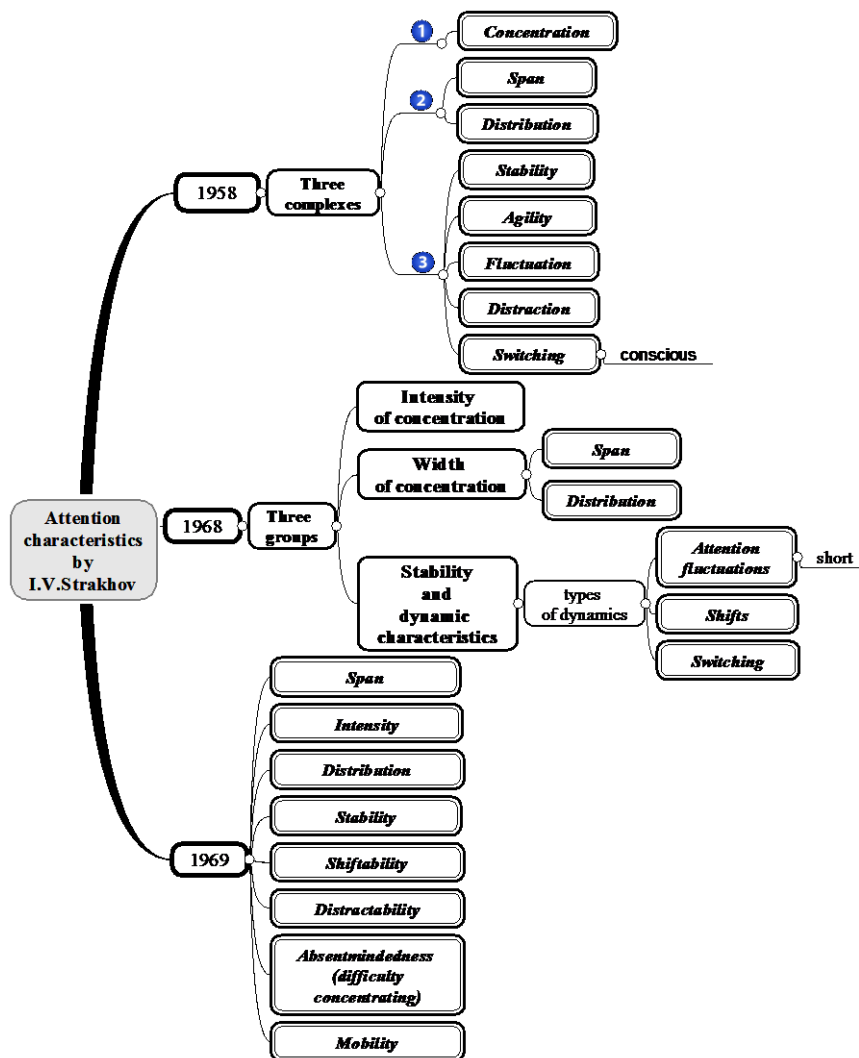


Figure 5: Mind map of attention

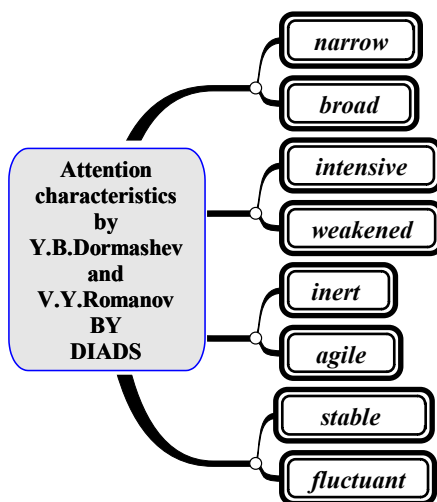
¹⁸ I. V. Strakhov, Psychological theory of attention, in *Voprosy psibologii vnimaniya - Questions of the psychology of attention*. Saratov: Saratov teaching Institute, no. 1, 1969, pp. 3-15.

characteristics by I.V. Strakhov Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.

A. R. Luria, drawing upon the main function of attention, — selectivity, — distinguishes two groups of factors providing for it. In the first group he listed the factors, which characterize the structure of extrinsic stimuli, reaching a person (external field structure) and determining the focusing, span and stability of attention, which close in with the factors of the perception structure: intensity (force) of the irritant, its novelty, differentiation from the others. In the second group the scientist included the factors, related to the activity of the actor him/herself (internal field structure): needs, interests and subject’s attitude towards the perception and the process of its activity¹⁹.

According to D.N. Uznadze, the attention has such characteristics as intensity, span and duration as well as a number of temporal characteristics-constancy and lability, fast and slow adaptation²⁰.

In the classification by Y.B. Dormashev, V.Y. Romanov (1955) the attentional characteristics are described as differently directed diads: narrow and broad, weakened and intensive, inert and agile, stable and fluctuant²¹ (Figure 6).



¹⁹ A. R. Luria, *Lectures on general psychology*, Saint-Petersburg, Piter, 2006.

²⁰ D. N. Uznadze, *General Psychology*, Saint-Petersburg, Piter, 2004.

²¹ Y. B. Dormashev, & V. Y. Romanov, *Psychology of attention*, Moscow, Trivola, 1995.

Figure 6: Mind map of attention characteristics by Y.B. Dormashev, V. Y. Romanov
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Upon the criterion of the possibility of voluntary regulation L. M. Vekker (1988) came up with the classification consisting of three groups of attention characteristics: quantitative-spatial (basal), operational and intermediate (Figure 7). In the first group of characteristics L.M. Vekker includes such a feature of attention as its span, which is a basal quantitative parameter of attention efficiency. The span is measured by the number of the objects of attention and is not subjected to direct voluntary regulation. Beside quantitative-spatial character, the attention span has also spatial-temporal one. In the second group the scientist lists such attention characteristics as its distribution and switching, which represent similar as to their operational nature and responsive to voluntary regulation actions. In the third, intermediate, group L.M. Vekker placed concentration²².

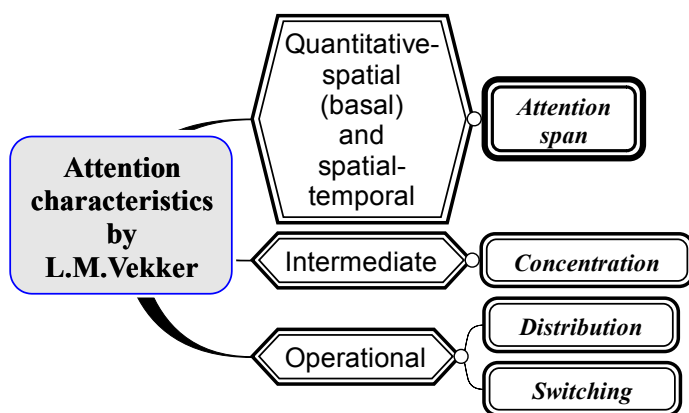


Figure 7: Mind map of attention characteristics by L. M. Vekker
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An interesting in our opinion classification is the one offered by M. I. Enikeev (2001), in which he distinguishes such characteristics as activity, focusing, span, breadth, distribution, concentration, stability and shiftability²³ (Figure 8).

²² L. M. Vekker, *Mind and reality: a unified theory of mental processes*. Moscow, Smysl, 1998.

²³ M. I. Enikeev, *History of development of Psychology*. Moscow, PRIOR, 2001.

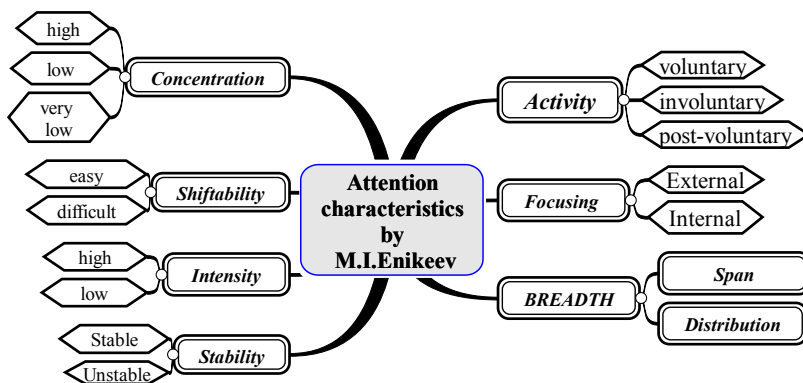


Figure 8: Mind map of attention characteristics by M. I. Enikeev

T. K. Komarova (2002)²⁴ suggests that all the attention characteristics should be divided in primary (span and stability) and secondary (shiftability and distribution) ones (Figure 9).

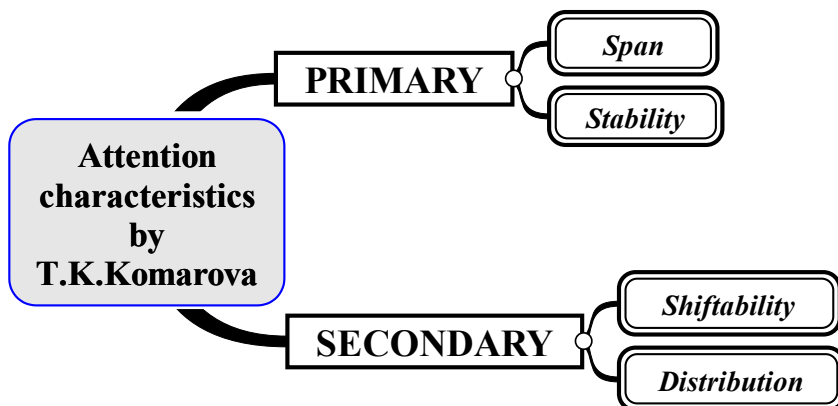


Figure 9: Mind map of attention characteristics by T. K. Komarova

N. V. Perezhigina (2002) counts as the main attention characteristics the following ones: span, selectivity, stability,

²⁴ T. K. Komarova, *The psychology of attention*, Grodno: GrGU, 2002.

concentration, shiftability and distribution. In addition, the scientist, classifying the attentional characteristics as to the static/dynamic character of the attention process, divides them into two categories: attention as a process and attention as a state²⁵ (Figure 10).

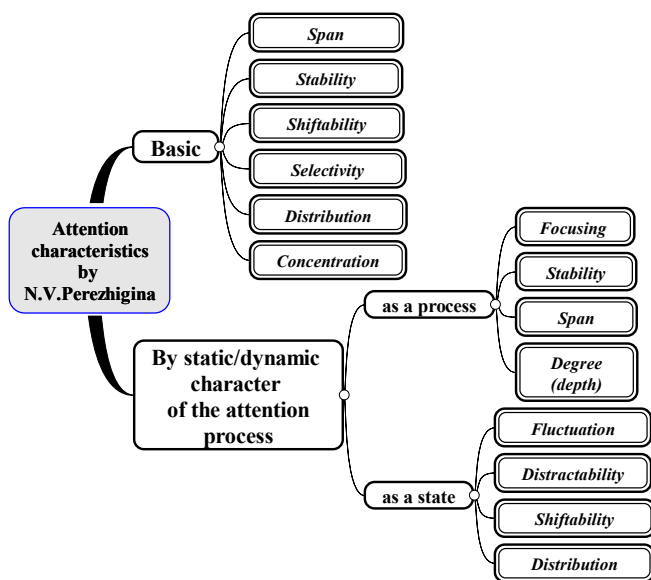


Figure 10: Mind map of attention characteristics by N. V. Perezhigina

Upon the basis of I.V. Strakhov's and L.M. Vekker's classifications I. A. Moskalik (2005) divided the characteristics of visual attention into three groups: quantitative-spatial, operational and intensity-quantitative. According to her, the first group includes the span and field of visual attention, identical to field of vision and comparable to the field of visual perception. To the group of the operational characteristics of visual attention I.A. Moskalik refers focusing and switching of attention and in the third group-of intensity-quantitative characteristics-the scientist includes concentration and distribution²⁶ (Figure 11).

²⁵ N. V. Perezhigina, *Ontogenesis of attention*. Yaroslavl, Yaroslavl: Yaroslavl State University, 2002.

²⁶ I. A. Moskalik, *Dynamic pattern of attention in deaf schoolchildren in the process of visual perception*. PhD Thesis, Saint-Petersburg, 2005.

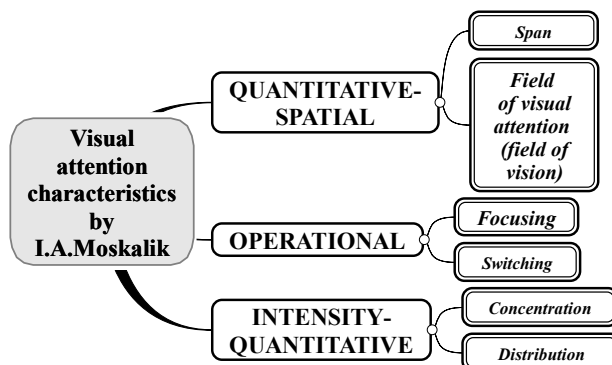


Figure 11: Classification of the characteristics of visual attention by I. A. Moskalik Error! Bookmark not defined.

In the classification, offered by M.V. Falikman (2006), the attention characteristics, in accordance with the Spotlight metaphor, are divided upon the criterion of static/dynamic character. Among static attention characteristics the scientist lists focusing, grade (intensity), span and concentration, while shiftability and stability fall under the dynamic characteristics²⁷ (Figure 12).

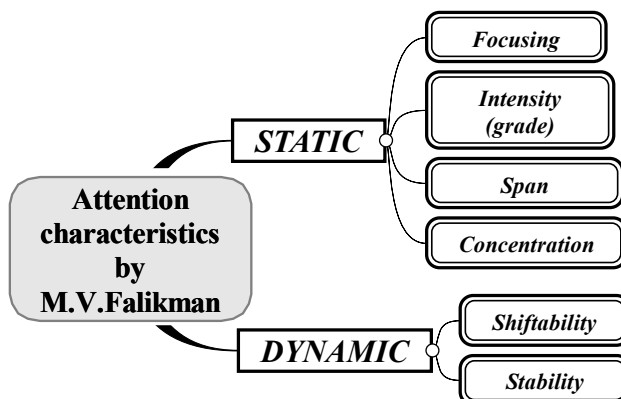


Figure 12: Mind map of attention characteristics by M.V. Falikman Error! Bookmark not defined.

²⁷ M. V. Falikman, *General Psychology*, Moscow: Academy, 2006.

Yu. V. Shcherbatykh (2008) founded his classification upon the criterion of the attention focusing upon one or several objects. As can be seen in the presented icon (Figure 13), if concentration and stability are associated with the focus upon one object, and distribution, span and shiftability with the focus upon several objects, selectivity can be directed towards one or several objects alike²⁸.

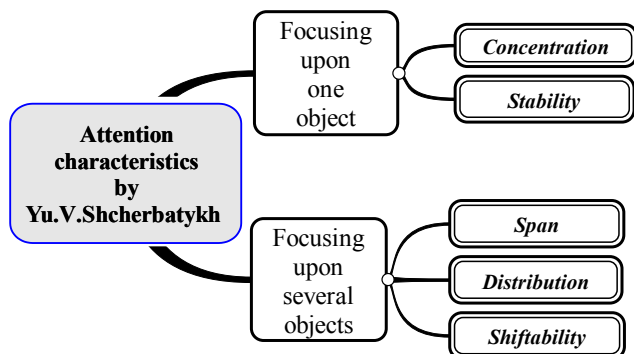


Figure 13: Mind map of attention characteristics by YuV. Shcherbatykh Error! Bookmark not defined.

Virtually all the displayed classifications of soviet and post-soviet period are of predominantly theoretical character. A somewhat different situation is observed in West European and American psychology, directed predominantly towards applicability of the conducted research into practice. An example of that can present a typology suggested by an American sport psychologist R.M. Nidiffer^{29,30}, which is dedicated to the practical aspect of a trainer’s knowledge of the peculiarities of sportsmen’s attentional characteristics. In his classification the scientist distinguishes two main criteria of the attention assessment: span (broad and narrow focus) and concentration described as external and internal focusing of attention. As a whole, R.M. Nidiffer’s classification can be depicted as it is shown in Figure 14.

²⁸ Yu. V. Shcherbatykh, *General psychology*. Saint-Petersburg: Piter, 2008.

²⁹ R. M. Nidiffer, *The Inner Athlete: Mind Plus Muscle for Winning*, Moscow: Fizkul'tura i sport, 1979.

³⁰ R. M. Nidiffer, Test of attentional and inter personal style, in *Journal of Personality and Social Psychology*, np. 34(3), 1976, pp. 394-404.

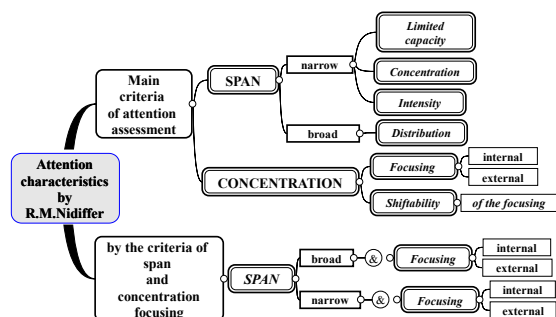


Figure 14: Mind map of attention characteristics by R. M. Nidiffer^{Error! Bookmark not defined.,29}

Characterizing attention features, D. Kahneman points out, firstly, the limitation of attention capacity, which can vary at every moment; secondly, the fact, that the amount of the required for attention mental efforts depends upon the demands of the current activity; thirdly, attention can be distributed (divided), but with the load increase becomes more and more unidirectional; fourthly, attention is selective, and is focused either on the processing of the perceptive information or on the performing of activity³¹. In other words, if we use terms, traditional in soviet and post-soviet psychology, he is referring to such characteristics as span fluctuation, intensivity, distribution (division), selectivity and focusing.

A. Mirsky, employing factor analytic statistical methods to the neuropsychological parameters of the tests thought to be sensitive to attention, identified the following five factors (characteristics): (1) encoding, (2) focusing, (3) executive, (4) sustaining and (5) shifting³².

The German scientist R.D. Oades, considering the matter of attention types, distinguishes two its forms: selective attention and sustained attention. Selective attention, further on, can be focused and

³¹ D. Kahneman, *Attention and effort.*, New York, Prentice Hal, 1973.

³² A. Mirsky, *Neuropsychology of attention: Elements of a complex behavior*, in *Integrating Theory and Practice in Clinical Neuropsychology*, Hillsdale, Lawrence Erlbaum Associates, 1989.

divided, while sustained attention in its turn can be concentrated or reveal itself as vigilance³³.

According to J.T. Coull's conception, attention can be subdivided into four types: (1) orienting attention, directed to a certain stimulus; (2) selective (or focused) attention, providing for the determination of priority in the stimuli perception; (3) divided attention – attention divided between several simultaneous stimuli; (4) sustained attention, which is present in the long-lasting absence of a stimulus or while expecting it. That said, the researcher, pointing out one more variety of attention: spatial attention, refers to it as to a variety of every distinguished by her types of attention³⁴.

M. Cardwell³⁵ divides attention into focused, processing only one signal, and divided, processing all the incoming stimuli. The focused attention, in its turn, the author divides into audial and visual, and the divided attention is classified according to the related tasks – by task similarity, task difficulty and degree of processing automation. The latter is associated by the author with the person's experience^{Error! Bookmark not defined.}.

It is evident from the above typologies suggested by R.D. Oades, J.T. Coull and M. Cardwell they are actually based not on the types but on the characteristics of attention, which can be also referred to as attention varieties.

The nearest equivalent to the views of the soviet and post-soviet scientists can be found in the Greek psychology, where the psychologists include in the attention characteristics intensivity, span, duration and activity³⁶.

³³ R. D. Oades, Connections between studies of the neurobiology of attention, psychotic processes and event-related potentials, in *Perspectives of Event-Related Potential Research*, Amsterdam: Elsevier, no. 3, 1995, pp. 428–438.

³⁴ J. T. Coull, Neural correlates of attention and arousal insights from electrophysiology, functional neuroimaging and psychopharmacology, in *Progress in neurobiology*, no. 55, 1998, pp. 343–361

³⁵ M. Cardwell, *Dictionary of psychology. The complete A-Z psychology handbook*. Moscow, FAIR-PRESS, 2000.

³⁶ *Leksiko tis kinis neoellinikis [Dictionary of Modern Greek]*. Thessaloniki: Instituto neoellinikov spoudon, Idrima Manoli Triandafillidi, Aristotelio Panepistimio Thessalonikis, 2006.

C.D. Wickens and J.S. McCarley point out that in the psychology of attention it is common practice to consider five varieties of attention: focused, selective, switched, divided, and sustained³⁷.

M.M. Chun, J.D. Golomb and N.B. Turk-Browne, discussing the taxonomy of the external and internal attention, distinguish such attention characteristics as its limited capacity, selection, modulation and vigilance. It is worth mentioning that in soviet and post-soviet psychology the term “attention modulation” is not taken into consideration. With this term the authors describe what happens to an element chosen by the selective attention from a number of others and in such a way relieved on their background³⁸. Actually, modulation is associated with the processing of the chosen object by the attention, but in the conditions of the absence of open competition with other objects.

R. A. Cohen offered and described an alternative, although somewhat similar to A. Mirsky’s, structure based on the analysis of neuropsychological factors. The scientist distinguished the following four main components of attention: (1) sensory selective attention; (2) executive attention; (3) focused attention and its capacity; (4) sustained attention³⁹.

The classifications described above are depicted in Figure 15.

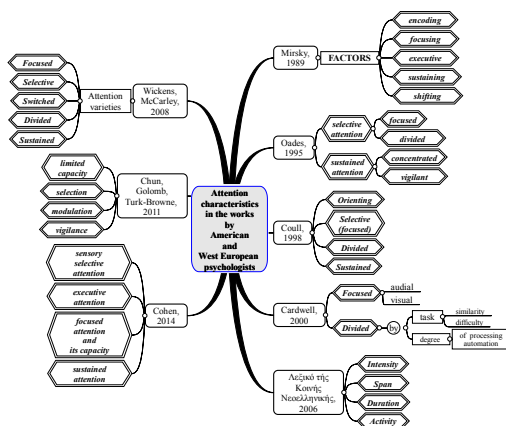


Figure 15: Classification of the attention characteristics in the works of American and West European researchers

³⁷ C. D. Wickens, J. S. McCarley *Applied attention theory*. Boca-Raton, Taylor & Francis, 2008.

³⁸ M. M. Chun, J. D. Golomb, & N. B. Turk-Browne, A Taxonomy of External and Internal Attention, in *Annual Review of Psychology*, no. 62, 2011, pp. 73-101.

³⁹ R. A. Cohen, Attention, in *Encyclopedia of the Neurological Sciences. Second edition*, Oxford, Elsevier, Inc., no. 1, 2014, pp. 303-313.

It should be noted that the analysis of a significant number of existing scientific publications, which do not discuss separately the taxonomy of attention, gives evidence that the key attentional characteristic in the traditions of American and West European psychology is selectivity.

Results

Our analysis of the above described classifications resulted in the classification of the attentional characteristics upon the criterion of the number of the objects of attention and its focusing on the different number of the objects of attention, the classification upon the criteria of temporality and static/dynamic character of attention as well as the classification upon the criterion of the possibility of the voluntary regulation of the attentional characteristics.

In Figure 16 we present the classification of the attentional characteristics upon the criterion of the number of the objects of attention and its focusing on (1) one object (one modality), (2) one or more objects (modalities), (3) more than one objects (modalities). It is based on the idea of the classification by Yu.V. Shcherbatykh

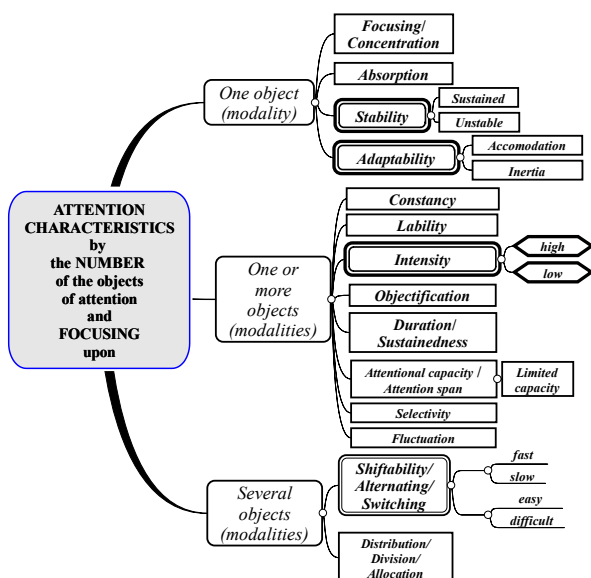


Figure 16: Mind map of the attentional characteristics upon the criterion of the focusing depending on the number of objects of attention

The classification upon the criteria of temporality and static/dynamic character of attention is presented in Figure 17. It is based upon the ideas by E. Meumann^{Error! Bookmark not defined.}, S.V. Kravkov^{Error! Bookmark not defined.} and M. V. Falikman^{Error! Bookmark not defined.}.

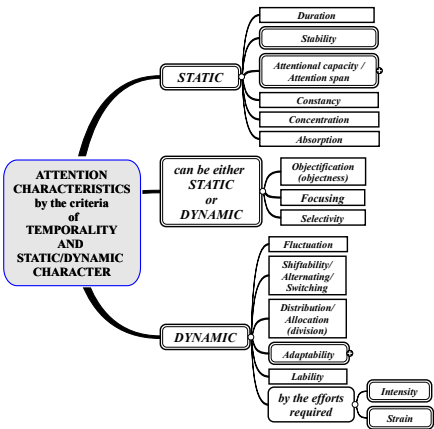


Figure 17: Mind map of the attentional characteristics upon the criteria of the temporality and static/dynamic character of attention

In Figure 18 we present the classification of the attentional characteristics upon the criterion of the possibility of the voluntary regulation of the attentional characteristics. It is based upon the ideas by L.M. Vekker^{Error! Bookmark not defined.}.

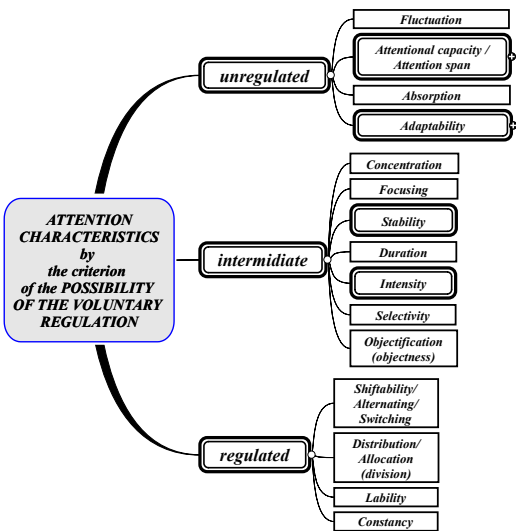


Figure 18: Mind map of the attentional characteristics upon the criterion of the possibility of the voluntary regulation of the attentional characteristics

Discussions

Reviewing of the quoted classifications and descriptions of the attentional characteristics shows that the overwhelming majority of the researchers from soviet school of psychological thought recognizes as the main experimentally identifiable attentional characteristics such basic ones as stability (constancy, sustainedness), shiftability (switching), concentration (undistracted, undivided attention), span and distribution^{Error! Bookmark not defined.,8,9,10,Error! Bookmark not defined.,12,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,40,41,42,43}. According to I.V. Dubrovina and A.M. Prikhodzhan these characteristics can be present in any type of attention^{Error! Bookmark not defined.}.

Along with the basic ones, some authors also distinguish such characteristics of attention as selectivity^{Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,Error! Bookmark not defined.,44,45}, focusing^{42,46}, intensity (strain, grade, depth)^{Error! Bookmark not defined.,42,Error! Bookmark not defined.}, objectness (object-based attention)^{44,47,48}, absorption^{Error! Bookmark not defined.,Error! Bookmark}

⁴⁰ I. V. Dubrovina, E. E. Danilova, & A. M. Prikhodzhan *Psychology*. Moscow: Academy, 1999.

⁴¹ H. H. Bykova *Practical course of Psychology*, Lviv, Vishcha shkola, 1975.

⁴² D. M. Ramendik, *General psychology and psychological workshop*. Moscow, Forum, 2011.

⁴³ A. L. Tertel, *Psychology. A course of lectures: textbook*. Moscow, TK Velbi, Publishing house the Prospectus, 2006.

⁴⁴ N. V. Repina, D. V. Vorontsov, & I. I. Yumatova, *Fundamentals of clinical psychology*. Rostov-on-Donu: Feniks, 2003.

⁴⁵ J. Duncan, Selective attention and the organization of visual information, in *Journal of Experimental Psychology: General*, no. 113(4), 1984, pp. 501-517.

⁴⁶ A. O. Bukhanovsky, Yu. A. Kutyavin, & M. E. Litvak, *General psychopathology*. Rostov-on-Don: Feniks, 2003.

⁴⁷ G. C. Baylis, & J. S. Driver, Visual attention and objects: evidence for hierarchical coding of locations, in *Journal of Experimental Psychology: Human Perception and Performance*, no. 19, 1993, pp. 451-470.

⁴⁸ M. Behrmann, R. S. Zemel, & M. C. Mozer, Object-based attention and occlusion: Evidence from normal participants and a computational model, in *Journal of Experimental Psychology: Human Perception and Performance*, no. 24(4), 1998, pp. 1011-1036.

not defined.⁴¹, accommodation and inertia⁴⁹, constancy, lability, adaptation speed^{Error! Bookmark not defined.}, elasticity^{Error! Bookmark not defined.}, immersion (preoccupation in activity, self-absorption)^{Error! Bookmark not defined.,Error! Bookmark not defined.}, mobility^{Error! Bookmark not defined.,Error! Bookmark not defined.,}⁵⁰ or maneuverability^{Error! Bookmark not defined.}.

In spite of the high elaboration of the issue of attention characteristics, actually the issue of the estimation criteria for this or that characteristic remains open. Another issue also has not been properly covered: what the wide attention is, where its limits are and what criteria (qualitative and quantitative) should be applied to determine its broadness or narrowness.

Conclusion

According to the soviet-rooted scientific tradition, the basic components of attention include the following: stability, shiftability, concentration (undistracted, undivided attention), span and distribution (division). However, reviewing of a whole range of domestic and foreign sources and their analyzing with the help of MMing show that alongside with the basic ones (stability, concentration, distribution, span, shiftability), a variety of other attentional characteristics can be distinguished. The MM analysis of 18 classification shows that nowadays scientists discuss such components of attention not connected with its disorder as absorption, adaptivity, accomodation, selectivity, inertia, intensity (high and low), constancy, lability, objectification (objectness), duration, distribution (division, allocation), fluctuation.

Recommendations

Our experience of MM building for the content analysis of literature enabled us to implement it into teaching practice. Thus, for instance, to illustrate the educational module «Cognitive processes» during the lecture on general psychology we use the template shown in Figure 19.

⁴⁹ E. D. Titchener, *A Text-Book of Psychology*. New York: The Macmillan Company, 1910.

⁵⁰ L. E. Tarasova, *Development of collective attention in junior schoolchildren: a general educational aspect*. PhD Thesis. Saratov, 1999.

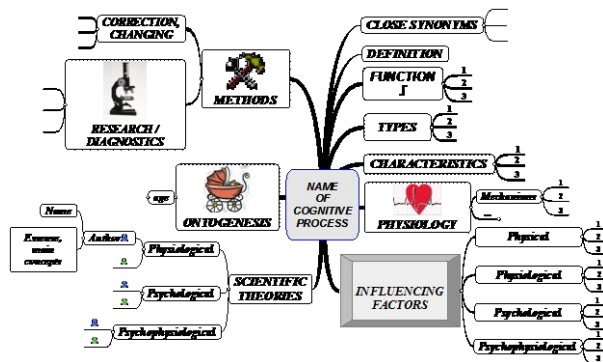


Figure 19: A template MM in General Psychology to the topics of the educational module «Cognitive processes»

After the lecture students get the task to complete the MM with material for self-studying. This methodology not only cuts the presentation time multifold, but also provides the students with the opportunity to revise before exams just one page of their notes on every topic instead of 10-15 pages.

Application of this template is not limited to the courses of general and developmental psychology. Later on in the process of studying this MM can be updated with the corrective methods, studied by a student within the frames of the courses on correction, counseling, psychotherapy. It can also be brought up to date with the psychodiagnostic methods during the course of psychodiagnostics as well as with different deviations and pathologies studied within the courses on clinical psychology, pathopsychology, psychogenetics.

In future we are going to continue applying MMing for the classification of the forms and types of attention as well as for the creation of the templates for different courses taught in the institutions of higher education.

Acknowledgements: Sincere grateful acknowledgements are due to T. Buzan and B. Buzan thanks to whom I can now in a different way read books, analyze and acquire information, represent and tell down my thoughts, as well as to all those researchers, who contributed to the systematization and classifications of the attention characteristics.

NEW RESOURCE SOLUTIONS IN THE DEVELOPMENT OF FUTURE TEACHER DIGITAL LITERACY

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Abstract: *The article actualizes the problem of future teacher digital literacy development by providing new resource support of this process in the conditions of the university – educational cluster, according to social challenges and social order formulated for all levels of the Russian education system. There are named crisis phenomena that inhibit the development of educational system, including professional pedagogical education. The experience of “State University of Humanities and Technology” (GGTU) (Orekhovo-Zuevo) on creation of a modern educational cluster with involvement of infrastructural, organizational, managerial, informative, teaching, methodological and personnel resources is considered. The main positions for updating the contents and methodological components of the University education are determined, namely: adjusting curricula and programs; development of the information educational environment with the use of software for students with special health needs; creation of innovative infrastructure through the formation of IT-space, the creation of content zones and multifunctional information centre. The project includes an IT-Park of a teacher, whose strategic purpose is the implementation of innovative educational practices involving students and schoolchildren. Opportunities for updating the technological organization of the educational process and a new format for upgrading the teaching staff are revealed. Real possibilities for comprehension and practical application of the GGTU experience on creation of its innovation infrastructure, built-up dynamic digital education system by means of attracting a wide range of resources are offered. New resource solutions are aimed at forming the digital literacy of the future teacher as a priority of the Russian educational policy.*

Keywords: teacher, education, university, digital literacy, resources.

Introduction

The printing press introduced by Gutenberg 500 years ago revolutionarily reoriented education from verbal to printed one. Currently, the world is rapidly transforming education from the printed to the digital one, because digital education is the key to building another reality, the foundation of a new social life^{1,2}.

Since modern education is the most important tool of the socio-economic, political and cultural development of the society, it must certainly be outstripping in nature³, relying on the forecasted requirements of the country's economy and social sphere at least for the 10-15-year period⁴.

President of Russia V.V. Putin at the St. Petersburg International Economic Forum – 2017 appealed to the progressive community: "... we have to solve a broader task, the task of the national level, to achieve universal digital literacy. To do this, it is necessary to seriously improve the education system at all levels: from school to higher education. And, of course, to develop training programs for people of all ages"

of the leader of our state determined strategic priorities and formulated social challenges and social order for all levels of the Russian education system⁵, emphasizing the transition to digitalization and the development of digital literacy, by which we will understand digital skills that provide readiness and the ability of a person to apply digital technologies confidently, effectively, critically and safely in all spheres of life².

Materials and methods

It is becoming increasingly clear that the "digitalization" of life in general and education, in particular, entails the most radical changes,

¹ G. N. Skudareva, T. N. Osinina, Social'nyj zakaz na nepreryvnoe pedagogicheskoe obrazovanie, in *Problemy sovremennogo pedagogicheskogo obrazovaniya, Ser: Pedagogikai psihologiya*, Jalta, RIO GPA, 2017, pp. 57-1.

² O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

³ O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

⁴ A. M. Kondakov, Sistemnoe myshlenie v tsifrovoy ekonomike. Soderzhanie shkol'nogo obrazovaniya: vchera, segodnya, zavtra, in *Uchitel'skaya gazeta*, 2017, pp. 39.

⁵ G. N. Skudareva, & O. G. Pavlova, Digital education: from theoretical comprehension to realization of the social order., in *Sovremennyye zdorov'esberegayushchiye tekhnologii*, no. 4, 2017, pp. 150-157.

which, undoubtedly, first of all, should concern the system of professional teacher education. Only a competent teacher is able to satisfy comprehensive educational needs and ensure free and equal access of everybody to a new education, a very important and science-intensive process, conditioned by new technological solutions and assuming a lot of educational innovations.

Unfortunately, while modern educational practice is such that the outdated methods and technologies of teaching in a pedagogical university, low practical orientation of the basic educational programs of higher education, their isolation from the realities of general education, weak involvement of employers in the university educational process hamper development².

The formulated thesis is appropriate to justify the information of the National Center for Social and Professional Accreditation, the Guild of Experts in the field of vocational education, which for 5 years has been implementing the project “The Best Educational Programs of Innovative Russia” in order to identify the most successful domestic educational programs of higher professional education. Unfortunately, the results of recent years show that the most trusted are the specialties in the field of health, physics and mathematics, aviation, rocket and space technology / 32.4%, 27.6%, and 22.1% of the programs implemented are the best named accordingly. However, out of 3,073 programs of the UGS “Education and Pedagogics” the best experts recognized only 4.1%⁶.

It becomes obvious that the identified factors formulate new strategic initiatives and design a reset of the domestic professional pedagogical education, including the world’s crisis educational trends, which undoubtedly have a negative impact on education in Russia⁷.

Research questions: It seems expedient and timely in the format of this article to consider the experience of “State University of Humanities and Technology” (GGTU) (Orekhovo-Zuevo) on the creation of the innovative infrastructure of a modern educational cluster in which a dynamic system of digital education is built through the attraction of all

⁶ V. A. Bolotov, V. G. Navodnov, G. N. Motova, T. V. Sarycheva, O proekte "Luchshie obrazovatel'nye programmy innovatsionnoy Rossii", in *Vyshe obrazovanie segodnya*, no. 4, 2013, pp. 5-13.

⁷ P. Brown, H. Lauder, & D. Ashton, *Forthcoming: the global auction: the broken promises of education, jobs, and incomes*, Oxford, Oxford University Press, 2011.

kinds of resources: infrastructural, organizational-administrative, personnel, substantial, educational-methodological, etc.

Accordingly, describing our experience, we update the following aspects:

- dramatic changes in the contents and methodological components of education;
- development of information educational environment of the University;
- creation of innovative infrastructure for an educational cluster;
- a new technological organization of the educational process;
- renewal of training and retraining of teaching staff.

The purpose of the research: actualization of the formulated problem, definition of the main positions of professional pedagogical educationrenewal, solving the topical problem of qualitative change in modern teachertraining, and generalization of practical experience on the basis of “State University of Humanities and Technology”(GGTU)(Orehovo-Zuevo) activity analysis to create an innovative infrastructure for a modern educational cluster in which a dynamic system of digital education is developed by stimulating and attracting all kinds of resources.

Research methods: dynamic and contextual analysis of GGTU activity on creation of innovative infrastructure of modern educational cluster in conditions of digitalization with attraction of every possible resource; sociometric (analysis of documents and materials in the context of the indicated problem, direct and indirect observation, surveys and questioning of subjects of education).

Results

At the present stage of the formation of new skills and competences of a 21st- centuryteacher, it seems relevant to create and develop an information educational environment that allows a teacher to be trained and retrained in innovative conditions for new education.

In the implementation of contemporary educational technologies, the leading role belongs to the Universityinnovative infrastructure. The transformation of the educational space implies the IT-spaceformation, the creation of content zones, a multifunctional information centre.

A breakthrough project in 2017 in GGTU was the IT-Park project of a teacher, whose strategic purpose is the implementation of innovative educational practices involving students and schoolchildren. The main tasks of IT-Park functioning are the following ones:

- improving IT literacy level of future teachers;
- providing additional education services in the sphere of IT-technologies;
- conducting webinars, seminars, conferences, workshops, participation in scientific projects, organization of international internships for students in the sphere of IT-technologies;
- training students for participation in competitions of professional skills, including World Skills and Junior Skills on the competence of IT-sphere.

In the laboratories of the IT-Park, students learn how to create personal websites, presentations, animated films of educational orientation, learn to work with interactive equipment, master additional programs for mobile robotics.

In addition to the above mentioned, the basis of the information infrastructure of the University is a vast park of computer and telecommunication equipment. About 70% of computers are used directly in the educational process, the rest – in management and for scientific research. Computers in all the computer classes at the University and colleges are integrated into local networks, which, in turn, are connected to the Internet. The deans' offices and departments are also connected to the Internet, which allows a more efficient use of information resources, organize electronic document flow between departments and through secure communication channels with the Ministry of Education of Moscow region. To support the learning process, licensed software has been introduced and is in use.

In the context of digital educational field development of the university's innovative infrastructure it is appropriate to mention the software availability in GGTU, which makes it possible to organize work with students with special health needs. It is the program for reading from computerscreen, intended for visually impaired people. JAWS for Windows version 16.0 Pro. provides the possibility of verbal access to the most diverse contents, allows one to display information on the updated Braille display; screen magnifier MAGic 13.0 Pro with voice support - screen magnification program that helps blind and visually impaired people to master a computer, use various Office applications,

navigate the Internet; NVDA is a free screen access program for Windows operating systems that allows blind and visually impaired users to work on a computer.

In the mobile application of EBS “Lan” there is an integrated service for blind students – a speech synthesizer, which allows one to work effectively with the system.

Using this service, blind students can:

- carry out navigation both in the catalog and in the text of the book;
- listen to audiobooks on a mobile device;
- adjust the speed of speech playback;
- move on sentences, paragraphs or chapters of the book.

In addition, the updated information environment of the University provides a lot of new opportunities in the application of innovative teaching methods. Their diversity allows to meet the individual needs of students, their information interests, that is, to implement pedagogical digital development. General and private teaching methods were enriched with new powerful visual teaching aids. Multimedia projector, interactive whiteboard, graphic tablet, document camera, digital linguistic microscope allow not only to strengthen the visual range of the subject, especially when working with tables, video materials, using a slide show, but also to implement a frontal demonstration of fine motor skills alive: motility manipulations with illustrations, demonstration of research observation, small presentations on the course being studied.

The digital education of future teachers does not involve the acquisition of ready-made knowledge, but primarily their independent search and the independent formation of their own educational trajectory. One cannot fail to note new methods for developing students’ digital competence through the use of interactive technologies, search systems, databases that allow the search and research work of students to be equipped with new information arrays, including the collection, analysis and processing of information selected or independently prepared by students.

In view of the tasks set, the contents component of the university education significantly changes in the part of curriculum and program adjustments. New curricula have been introduced to increase the level of digital teacher training. Such disciplines as “Digital educational environment”, “Professional communication technologies”, “Distance

technologies in education”, “Digital educational space” allow developing digital literacy of future teachers.

It is characteristic that the contents component of students’ preparation is actively changing with the support of partners: 100% of PLO are coordinated with employers and pass the strictest examination, having been highly appreciated by teachers-practitioners, thereby confirming the reorientation of the contents of higher education to the formation of future competent teacher digital literacy.

At the same time, it is necessary to take into account that “studies conducted in Europe did not reveal an increase in the quality of knowledge depending on the time spent at the computer, or the equipping of an educational institution with information technology tools ... Only if the introduction of information technology is aimed at developing abilities and competencies of students, we can expect to improve the quality of training”⁸.

It is recognized that the guarantor of improving the digital education quality is the identity of new university professor. Today, students, being in a digital environment, easily master software, with great desire use information technologies that help to master the educational material. These realities require an appropriate information culture and from teachers, the ability not only to have an excellent audience, but also, if necessary, feel free in the constantly updated information environment of the university.

It is important that the pedagogical community in the renewed educational process perceive information innovations in education not as a spectator, but as a creative community of like-minded creators. At the same time, there is a risk factor - the staff readiness (unreadiness) of teachers to introduce digital education. And this factor can both increase the pace, and can be seriously retarded.

First of all, the faculty that possesses a sufficient level of methodological competence and concentrates professional efforts in the development of digital literacy can fully realize the possibilities of a modern information educational environment.

For the development of the university professors’ pro competence, it is necessary to use a variety of tools for improving their qualifications. In GGTU the format of continual qualification of scientific and

⁸ K. N. Ross, & L. Mahlck, *Planning the quality of education. The collection and use of data for informed decision-making*, UNESCO, Pergamon Press, 1990.

pedagogical staff has been completely revised. The reform of education cannot be carried out by people with old thinking and an outdated approach, that is why GGTU has been optimized through the introduction of an effective contract indicators, rating, rejuvenation, etc.; 50% of teachers have studied at leading universities in Russia: Peoples' Friendship University, Higher School of Economics, Russian Academy of Science, Financial University, Moscow State University, etc.^{9,10}.

Particularly topical in this case is learning the experience of foreign countries that have achieved some success in education. About 30% of GGTU teachers in 2017 were trained at universities in France, Finland, Germany, Poland where in practice they studied the specific features of education abroad, problems and ways of solving them, touched upon in scientific and sociological research.

Thus, in the educational system of Poland, the integral characteristics of the Polish teacher professional activity in the field of psychological and pedagogical sciences, described in the monograph M. Kowalczyk –Wałędziak “The sense of professional satisfaction of teachers in society” are undoubtedly of practical interest for teacher's personality researchers and these characteristics are reflected in his real professional activity^{11,12}.

When studying the German educational system it was revealed that the development of a network of educational institutions and various forms of continual education is one of the distinctive features of German ongoing education. There are especially numerous professional training educational institutions of various training levels in the system of informal vocational education and professional development, as well as

⁹ N. G. Yusupova, *Perspektivy razvitiya nepreryvnogo obrazovaniya pedagogov Moskovskoy oblasti*, in *Nachal'najashkola*, no. 1, 2014, pp. 3-7.

¹⁰ N. G. Yusupova, *Praktikoorientirovannaya model' podgotovkipedagogov*, in *Sbornikmaterialov XI uchebno – metodicheskoy konferentsii “Pedagogicheskoe obrazovanie i tsifrovaya revolyutsiya: teoreticheskie i prakticheskie aspekty”*, Orekhovo-Zuevo, GGTU, 2016, pp. 3-5.

¹¹ M. Kowalczyk-Wałędziak, *A sense of social responsibility of educators*, Krakow, OficynaWddawnicza «Impuls», 2012.

¹² N. Morze, *Creation of the university's information and education space as a catalyst for the formation of teachers' ICT competence*, in *E-learning & Lifelong Learning*, Cieszyn, University of Silesia, 2013, pp. 39-54

informal and informational education and teaching education system for adults^{13,14,15,16}.

In comparison with other countries, Finland is in many respects one of the leaders in the information society development. The new government places emphasis on digital education, accordingly, in recent years, funding has been given preference to digital technologies, thanks to which the Finnish schools are more than adequately provided with modern equipment. The experience of Finland is extremely interesting and important for us in terms of educational reforms effectiveness and the conditions for their implementation (New Learning Environment in Finland: The Finnish National Board of Education and the 2015/2016 Core Curriculum Reforms).

At the same time, the official document of the European Union “Specific Future Goals of Vocational Training and Education Systems” states: “While we must maintain differences in structure and systems that reflect the identity of countries and regions in Europe, we must also recognize that our core goals and results to which we all aspire, are remarkably similar. We must build on these similarities, learn from each other, and share our success and failures ... to advance our European citizens and European society in the new millennium¹⁷.”

Conclusion

Apparently, the search and implementation of new resource solutions for the formation of the future teacher digital literacy is conditioned by the priorities of the Russian social and economic policy and new challenges to the system of professional teacher education.

Experience of GOU VO MO “State University of Humanities and Technology” (GGTU) (Orekhovo-Zuevo) is worth attention in the part

¹³ J. Harland, & K. Kinder, Teachers’ continuing professional development: framing a model of outcomes, in *Professional development in education*, no. 40(4), 2014, pp. 669-682.

¹⁴ A. Klieger, & A. Oster Levinz, The influence of teacher education on mentor teachers’ role perception in professional development schools, in *Journal of Education for Teaching*, no. 41(2), 2015, pp. 115-127.

¹⁵ *Statistical Yearbook of the Federal Republic of Germany*, 2013, Weinheim, Federal Statistical Office, 2014.

¹⁶ R. Szczykowski, *Objectives and activities, Developing, administrating, and evaluating adult education*, S. Francisco, Jossey-Bass, 2017.

¹⁷ EU Documents, *The Concrete future objectives of Education and Training Systems*, Report by the, European Commission, European Commission, 2001.

of creating an innovative infrastructure for a modern educational cluster with the involvement of a wide range of resources: infrastructural, organizational, managerial, personnel, contents, training, methodological, etc.

Cardinal change in the contents and methodological components of education, development of the University informational and educational environment, creation of innovative infrastructure for educational cluster, a new technology of educational process, the renewal of training and retraining of the personnel will open new opportunities and perspectives for the future teacher digital literacy development.

INNOVATIVE PEDAGOGICAL DESIGNING AS A RESOURCE FOR THE DEVELOPMENT OF THE UPBRINGING SYSTEM OF SCHOOLCHILDREN

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Abstract: *The basic idea of the modern state policy in the education of schoolchildren is the ‘strategy of systemic changes’ which requires not only improvement of certain areas of pedagogical workers’ activities, but also the ability to systematize and to think in terms of innovative technologies. The methodological basis for the development of the system of upbringing in our study has been determined by two interdisciplinary approaches: system and resource. Implementation of the system of upbringing to the process of development is a fairly complex pedagogical and managerial task, since in practice each of the systems is prone to stability, reproduction, recurrence. Author’s technology of resource creation – the leading method of research, suggests the following algorithm of actions: monitoring of upbringing potential; formation of new meanings of upbringing; modeling of changes; pedagogical designing; advancing the creation of conditions for the implementation of the project; development of professional and organizational competencies of stakeholders; implementation of the project and securing the created resource as a real asset. The results of the research show that the system of upbringing in the general educational organizations switches to the mode of development if the following conditions are created: the infrastructure of the school’s innovative activity is improved (methodological associations, services, professional communities, innovative platform of upbringing); teachers master the technology of innovative pedagogical designing, participate in professional project competitions; the process of project-resource management is carried out in order to develop the system of upbringing; monitoring of the effectiveness and development of education systems is carried out regularly in a ‘warning’ and planned mode. The proposed technology of resource formation and pedagogical designing will promote the development of professional competence of teachers and leaders in the field of upbringing systems at schools.*

Keywords: *САОБА, САОБА, САОБА.*

Introduction **Importance of the problem**

The basic idea of the modern state policy in the education of schoolchildren in Russia is the ‘Strategy of systemic changes’, which

requires not only the improvement of certain areas of activity of general educational institutions¹, but also renewal of their systems of upbringing. It is, therefore, important to make pedagogical decisions on the basis of understanding the meanings of updating pedagogical reality, the essence of a particular methodological approach and modern practices of upbringing, the relationship between various components of the system of upbringing.

The concept of ‘systemic changes’ is based on the transformation of all the components of the upbringing system in schools (target orientations, processes of education and upbringing, institutional environment, socio-cultural space, social position of stakeholders, etc.)². The implementation of systemic changes entails higher quality and sustainability of the results, assumes the purposefulness of the changes and the formation of innovative practices, a new criterial basis for assessing results and controlling the processes and activities of all entities.

In the context of the economic development of education, introduction of per capita financing and creation of large educational clusters, the existing practices are undergoing changes. Groups of teachers, usually within programs and projects of upbringing, are refrained from educational programs which do not influence the rating indicators, do not bring income or state subsidies.

Portrait of a modern teacher as an organizer of the upbringing project

Modern teachers, in accordance with the requirements of the new ‘Professional Standards of Teachers’, should have personal and professional resources:

- ability to systematize and think critically, predict routes of personal development of schoolchildren;
- competence in the design and construction of the upbringing systems in school or class, upbringing programs based on the integration of lessons and extracurricular activities; in the creation of relations of

¹ O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

² I. Menter, R. Valeeva, A. Kalimullin. A tale of two countries—forty years on: politics and teacher education in Russia and England. in *European Journal of Teacher Education*, no. 40(5), 2017, pp. 616-629.

social partnership and cooperation with all the stakeholders of the upbringing process: schoolchildren, family, networked educational organizations.

However, subjective reasons that slowed down the development of upbringing systems were identified. In case of experienced teachers they are fragmentation, unsystematic work with schoolchildren, leisure-entertainment orientation, reduction on important, direction (patriotic, intellectual, ecological) to the detriment of the multifaceted development of the individual. Young teachers, graduates of higher educational institutions, are not so much competent in the field of upbringing, as they sometimes organize extra-curricular activities within academic disciplines.

Modern children

In the process of designing the resource for the development of the upbringing system in the general educational organization, it is necessary to rely on the psychological and pedagogical characteristics of modern children. Psychologists are of the opinion that each new generation of children becomes smarter, endowed with new ways of thinking, memory, attention, awareness, pragmatism, attachment to the family^{3,4}. However, such indicators of personal resources that help in overcoming difficulties in life related to health, social activity, independence, decrease. That stimulates the pedagogical search for innovative resources for the development of the system of upbringing in school.

It was reported that today children's health has significantly worsened. 90% of first-graders have physical and/or mental problems (hyperactivity, aggression, depression, etc.). Chronic diseases of the gastrointestinal tract, visual, speech, and postural disorders are recorded in 35% of children. Only 10% of graduates can be considered healthy by the time they graduate from schools.

The survey conducted in 10 Moscow schools with 300 graduates revealed the following indices of independence and social activity of the respondents. Being independent is a valuable quality of all graduates,

³ A. M. Kondakov, *Education as a resource for the development of the individual, society and the stat*: Doctoral dissertation, Moscow, 2005.

⁴ A. G. Asmolov, Historical meaning of the crisis of cultural-activity psychology, in *National Psychological Journal*, no. 1, 2014, pp. 5-19.

which they aspire to. 50% of the respondents, however, are influenced by their parents (especially their mothers), friends, the media, and, to a lesser extent, by own judgments based on self-perception. The distribution of social roles shows that among the graduates in the surveyed schools only 8% out of 57% of students, who consider themselves active, are true leaders or organizers. Role ‘wingman’ describes 34% of the participants. 22% of pupils indicated their position as ‘avoiding direct participation in collective affairs’. This distribution of social roles indicates a moderate potential for activity and the presence of various reasons for which some of the students fall out of social life in the classroom and school.

The study of the competences of graduates in various types of activities showed the following results. Awareness of the need to plan future, think about it in advance is important in order to have motivation for learning activity. Among the significant motives for participation in various types of activities one can name ‘interest’, ‘self-realization’, and ‘desire to assert oneself’. At the same time, the motive ‘to benefit society’ is not popular among high school students, although it is of a great importance for self-development.

Questionnaires were administered to examine personal growth as a result of the psychological and moral development of students of the 11th grade. Opinions about education, life goals, value orientation, and health were studied. Researchers associate personal growth with positive dynamics in relation to children and their attitudes to the world around them, to universal values, to other people, to themselves. Important values were ranked according to the roles they play in successful formation of a personality:

- 1st place – health;
- 2nd place – true friends;
- 3rd place – an interesting, active life;
- 4th place – good and interesting work;
- 5th place – freedom and independence.

The subsequent downward ranking is as follows: security; confidence; family happiness; wisdom and sanity; self-improvement; social recognition, etc.

At the same time, self-improvement and completeness of self-realization as important items for self-development were reported 10 and 13 times respectively. Perhaps, the graduates trusted adults, teachers,

their families; felt confident about the school system, whereas the children indicated this item as ‘slave’. The last categories the participants mentioned were craving for knowledge, creativity, expansion of horizons, as well as attitude to nature and beauty. It might reflect children’s attitudes to their new role of adults, for which obvious and familiar values is knowledge that express the pragmatics of the adult world.

Literature review

The search for a solution to the problem of ‘systemic changes in upbringing’ draws attention to the ideas of interdisciplinary scientific approaches which are systemic and resource approaches. Taking into account specific historical, social, cultural background and the systemology traditions of pedagogy, Arkhangelsky, Afanasyev, Bespalko, Danilov, Korolyov, Kurakin, Novikova, Selivanova considered the systemic approach a general scientific trend^{5,6}. They have also identified conditions for implementation of the systemic approach. Considering the problems of upbringing, researchers distinguish between the concepts: upbringing as a system, a system of upbringing, an upbringing system.

L.I. Novikova’s (2010) idea that ‘... upbringing successfully, if it is systemic’ has become gnomic⁷. Novikova and the representatives of her scientific school considered the ‘upbringing system’ as developing in time and space, an ordered whole set of interrelated components (goals of the concept, activities, actors, relationships, environment, management). E.N. Stepanov (2014) included the following components in the educational system of the class: individual-group, value-orientational, functional-activity, spatio-temporal, diagnostic-analytical⁸. G.Y. Ananin (2011) emphasized that ‘upbringing as a system’ is real and

⁵ N. L. Selivanova, *Management of the upbringing system of the school. Problems and solutions*, Moscow, Moscow Psychological and Social Institute, 2010.

⁶ L. I. Klochkova, Razvitiye sistemy vospitaniya v shkole: sistemnye izmeneniya I innovatsionnye resursy, in *Modern problems of science and education*, no. (1), 2018, pp. 42-58.

⁷ L. I. Novikova, *Pedagogy of upbringing: Selected pedagogical works*, Moscow, Per Se, 2010.

⁸ E. N. Stepanov, Study of the effectiveness of the after-hour system of junior schoolchildren, in *Scientific-methodical journal of the deputy director of the school for educational work*, no. 2, 2014, pp. 83-87.

system of upbringing is theoretical⁹. The ‘system of upbringing’ supposes that the teacher sets the goals, determines the evaluation criteria. ‘System of upbringing’ determines the totality of someone’s ideas, views on upbringing.

Unfortunately, the field of ‘systems of upbringing’ in the theory of upbringing has not been sufficiently studied; therefore the concepts and characteristics of the ‘system of upbringing’ and the ‘upbringing system’ are often confused in the works of educators or are considered to be synonyms.

E.N. Stepanov (2014)⁶ defined the system of upbringing as ‘a set of original theoretical positions and educational strategies based on them, developed and applied either by a separate teacher (for example, Leo Tolstoy’s education system) or in the framework of some social organization (the system of education in special remedial colonies), or within the whole state at a certain stage of its development (the system of education in the USSR)’.

For our research, the works of the advocates of another interdisciplinary approach – the resource approach – are also important. Historically, the sources of the resource approach are connected with the change of the management paradigm which happened in the 50s-70s of the XX century in the West: from the planned and program-target management of education to the project-resource. Its application is gaining popularity in various scientific fields: economics, psychology, management, sociology, medicine, ecology, and technology. The main idea of the resource approach is that sustainable success (as the achievement of the goal) depends on the availability of unique resources and organizational capabilities (competencies) that determine competitive advantages¹⁰. The resource approach strategy was formed as an alternative to another strategy – the adaptive approach – and reflects the following ideas:

–it is important not to adapt to the external environment, but to anticipate creation, retention and development of specific resources as a pledge of leadership;

⁹ G. Y. Ananin, *Development of the systemic approach in the theory of education*, Yaroslavl, YAGPU Publishing house, 2011.

¹⁰ A. V. Surzhikova, Ressource-oriented approach in management of service sectors, in *Marketing. Marketing business management*, no. 6(2), 2015, pp. 21-33.

- non-competitiveness, but the creation of unique organizational competencies, quality management, system integration;

- non-repetition of the behavior of others, but the development of uniqueness of services and resources.

In pedagogical literature, the essence of the resource approach was presented fragmentarily. T.A. Tsetsorina (2002) studied the organization of the educational process on the basis of the resource approach¹¹. E.I. Ivanova (2007) disclosed the management of the development of the school's educational environment in the context of the resource approach and identified the criteria for resource support for humanitarian expertise of the educational activities of the school¹². V.M. Lizinsky (2006)¹³ studied the resource approach with regard to the management of the development of the school and its educational environment. Scientists have proposed and justified ways of influencing ideas of the resource approach on the development of various spheres: national sports, the structure of the upbringing resources of the family, personal resources of senior pupils in the context of profile education¹⁴.

However, the problem of finding resources and mechanisms for the development of the upbringing system in general education organizations has not been comprehensively studied.

Methodological grounds

Understanding of methodological approaches in upbringing helps to establish the worldview (temporal, spatial, essential) connections between tradition and innovation in upbringing; between the laws of the development of information and civil society and the forecasting of development of the upbringing systems; between the traditional view of

¹¹ T. A. Tsetsorina, *Organization of the educational process in schools based on the resource approach*: PhD Thesis, Belgorod, 2002.

¹² E. I. Ivanova, *Management of the development process of the educational environment in schools based on the resource approach*, available at: <http://naukapedagogika.com/pedagogika-13-00-01/dissertaciya-upravlenie-razvitiemobrazovatelnoy-sredy-shkoly-na-osnove-resursnogo-podhoda#ixzz3AdYKykc>, 2007.

¹³ V. M. Lizinsky, *Resource approach in the process of school development*, Moscow, Centre 'Ped.Poisk', 2006.

¹⁴ F. A. Zueva, *Pedagogical conditions for the development of technical thinking in students of the engineering school*: PhD thesis, Chelyabinsk, Chelyabinsk State University, 1998.

the resource as a ‘thing, object’ and the actualization of the spiritual and moral resources of a person.

The methodological basis for the development of the system of upbringing in our study has been determined by two interdisciplinary approaches: system and resource. Many problems in schoolchildren upbringing can be studied and successfully solved from the standpoint of a resource approach that has a humanistic and humanitarian orientation. It is realized through the basic principles such as network interaction and partnership, organizational and resource provision, variability, ergonomics, positive feedback.

The system approach does not consider in detail the ‘resource component’ of the system, but predetermines the formulation of the problematics, which is studied in detail by the advocates of the resource approach: the ratio of the potential, condition and resource, competencies and results of the subject’s activities; quality and sustainability of the results of the development of the upbringing system.

Purpose of the study

Implementation of upbringing systems in the development mode is a fairly complex pedagogical and managerial task, since in practice each of the systems is prone to stability, reproduction, recurrence. The development of the upbringing system is a pedagogical process that has an innovative character, which determines the need to search for or create innovative resources by teachers. For our research, the problem area was the question of the process and result of the design of the upbringing system in the minds of teachers concerning the competencies that they need to possess. Training educators to adopt technology of designing and technology ‘for formation of resources’ fosters the formation of innovative resources and the competitiveness among teachers; develops the innovative infrastructure of the educational organization and adopts modern forms and content.

Methods, techniques and technologies used in the research are technology of pedagogical designing; method of monitoring research; methodology of project-resource management of teachers’ innovative activity; technologies of advanced control of the upbringing system; technology of the innovative area; technology for creating development resource systems of upbringing.

The research was conducted at the institutions of various administrative levels:

1) FGAOU DPO ‘Academy of improvement of professional skill and professional retraining of educators’; GBOU VO ‘Moscow City Pedagogical University’ and GBOU HPE ‘Moscow Humanitarian Pedagogical Institute’; the total number of participants in the course system of professional development, professional competitions in the field of upbringing – 2500 participants for creating development resources systems of upbringing.

2) General educational organizations of administrative districts of Moscow:

– in the Northern District – schools 144, 146, 212, 220, 694, 739, 743, 885, 1164, 1224, 1296, 1847; grammar schools 1570, 1794; the total number of participants is 340 teachers, 6000 schoolchildren;

– in the South-West District – GBOU UDOD House of Pioneers and Schoolchildren ‘Sevastopolets’; schools 48, 524, 538, 539, 541, 1995; state institution of additional education for children ‘Center for extracurricular activities’; the total number of participants is 60 teachers, 3000 schoolchildren.

3) General educational organizations in the Moscow region: school 14 in Dolgoprudny; the total number of participants is 60 teachers, 1500 schoolchildren.

Experimental work (hereinafter referred to as ‘OER’) was carried out in three stages in accordance with the OER program, technical tasks, calendar plans.

Ascertaining stage

Scientists of the university developed the ‘Experimental model of the professional competence of class leaders’ and the program of incoming monitoring. The ‘Model’ presented key competences (methodological and scientific-theoretical) that reflect the views of teachers on modern approaches to upbringing, knowledge in the field of theory of upbringing, experience of understanding the problems of upbringing.

The peculiarities of the upbringing activities initiated by the class teacher:

–development and application in practice of various upbringing systems depending on the requests, inclinations and interests of the

individual; creating conditions for the child's acquisition of experience in various areas of socio-cultural activities;

–Content modeling of upbringing systems in the classroom.

Mastering of methodological competencies is important for class leaders, since the tasks of upbringing require knowledge of pedagogical technologies, methods, and means of upbringing. In the process of mastering special competencies, it is important for the class teacher to harmonize the goals of a child, family, school and state educational policy, mastered innovative technologies and methods of solving actual problems of upbringing, etc.

During the survey the questionnaire ‘Identifying the abilities of class leaders in improving the quality upbringing work’ was used. The questionnaire contained 6 blocks of questions about the tasks of upbringing, the implementation of management functions, as well as internal personal qualities and external tools and incentives that contribute to the effectiveness of the upbringing work of the teacher. The results of the questionnaire showed that, in general, the main upbringing tasks are solved by classroom managers, in accordance with their self-efficacy, at a level above average (from 60% to 80%). Still, the overwhelming majority of teachers would like to improve their professional skills.

The most difficult for class leaders were tasks related to the development and strengthening of the class as a group (organized, cohesive, with a favorable psychological climate). Another difficult task was also the creation of conditions for self-fulfillment of each student. The most popular method often used by class leaders was the method of conversation. Traditional methods such as excursions, methods of collective creative activity, class hours, meetings with parents were also used.

Class leaders succeeded in management tasks somewhat less than in educational ones. As for the personal characteristics of class leaders, they are most vividly described as having such qualities as diligence, sociability and love for children. Being creative and having a hobby were ranked a little lower. They experienced particular difficulties when performing analytical, correction and prognostic work.

The monitoring has shown the directions that require attention in the process of OER. They are development of the professional competence of class leaders with regard to forecasting and planning the routes of the upbringing process; mastering modern interactive

technologies of education; development of modern theory and practice in the field of the development of the upbringing system.

The results of another study that analyzed the educational programs of 34 schools confirmed the problematic areas of the OER and showed that when developing programs of upbringing teachers and managers in 70% of cases admit the following most typical errors:

- insufficiently high level of analysis of effectiveness of the educational process; inadequacy of educational technologies and methods; inability of compilers to take into account modern trends in educational practices and innovations; excessive theorizing of programs;

- ‘sinking’ design competencies of teachers, i.e. inability to formulate conceptual ideas, goals, to take into account the modern trends and innovative practices in upbringing and teaching, to develop methods of upbringing work.

The monitoring showed that at present teachers use various designs of upbringing systems:

- pedagogical – construction of ways, means, methods of interaction with students that correlate with the goals;

- socio-educational – creation of a cultural and educational environment in educational institutions of various types;

- psychological and pedagogical – construction of the development models aimed at the psychologicalization of educational activities.

Formative stage

The specificity of the technology ‘for formation of resources’ lies in the fact that the efficiency criterion for each of its stages is productivity, creation of a real asset at each stage, i.e. a resource that would ensure further development of the upbringing system in a general educational organization.

The developed technology of resource formation has a clear algorithm, includes certain stages of activity:

1. *Monitoring of upbringing potential of the subject.* The product of the first stage is the resource monitoring program and information on the used and unused opportunities of the school and its social partners.

2. *Formation of new meanings.* New senses of upbringing reflect the facts of life in the context of the global crisis. They are protection of

rights and free choice of children, social partnership for the sake of childhood, academic mobility, improving the quality of life of children by means of education, spiritual and moral development of the personality, etc. This stage includes search and analysis of information, transformation of information into knowledge, acquisition of new meanings with respect to content of the upbringing process. The product of the technological stage is the choice and awareness of the development strategy of upbringing, interiorization of its basic idea as an attractive target for all subjects.

3. *Modeling the changes and choosing the model.* The emphasis is on understanding the essence of the changes: from the ‘here and now’ state of the object/subject to its future, real and promising image. The product of this stage is the model of changes (personal position, educational environment, school communities, structural components of the upbringing system and others).

4. *Pedagogical programming or designing aimed at implementing the model of change.* At this stage, teachers are interested in the program or project as a document accepted for implementation in order to achieve the desired changes. The project can be an author’s own development or adapted text. After the project documentation is examined and approved, it becomes a real asset and a resource for future activities.

5. *Advanced creation of conditions for the implementation of the project (program).* This stage anticipates the implementation of the project. Each project requires different resources and conditions; their advanced creation ensures the success of the project.

6. *Development of professional and organizational competencies of stakeholders.* This stage is closely connected with the previous one and requires readiness of all stakeholders (teachers, children and their parents, managers, social partners) to work in the project. The product of this stage is new skills and innovative techniques acquired by teachers, experience of children, information on the sources of professional development.

7. *Realization of the project and consolidation of the created resource as a real asset.* The final technological stage is connected with the organizational and pedagogical design of school’s innovative infrastructure, establishment of new traditions, demonstration of creative products, diversification of innovative unique pedagogical technologies, creation of an electronic library containing methodological guides for innovator educators, etc.

In order to support teachers' projects the heads of the educational organizations also carried out their own management projects. For example, one of the head teachers was working on the projects 'Project management of the innovative activity of the teaching staff' and 'Upbringing as an educational service'. The head teacher positioned the project technology as a system-forming factor of the innovative development of the upbringing system at schools. Also, the head teacher tested the criteria for the success of innovative activities of teachers: systematic, demand for innovation, resource security.

The final stage

In the process of conducting the final monitoring study, the working 'models' were compared with actual results. Strong and weak resources for the development of the upbringing system were identified; decisions were made on the development of upbringing programs; the innovative potential of teachers was studied.

The analysis of the results of the OER showed that the school educational spaces were enriched with necessary resources: projected and achieved; cognitive and subject-matter; organizational and personnel, etc. For example, in pilot schools, the Bank for Innovative Pedagogical Projects was established:

1. The project 'Improving the quality of life of children through education: social partnership of the family and schools for the sake of childhood' was implemented in School 14. After the implementation of the project, methods of conducting interactive parent meetings were improved; the methods of peer review by teachers-researchers were revised and mastered; museum of family upbringing was established.

2. The project 'Innovative infrastructure of the modern educational organization' was realized in grammar school 1570. As a result, the university international scientific and practical conference was conducted. The resources developed by teachers (the technology 'photobiennale', methods of diagnostic and gaming orientation to study children's independence, laboratory of pedagogical innovations) were presented at the conference.

3. The project 'Resource Center Multicultural Education' implemented in school 1794 allowed accumulating and disseminating the achievements of schools participating in the urban innovation site (methods and technologies of migrant children upbringing, methods for

evoking interest to study the Russian language, international social projects).

Teachers developed and implemented individual innovative pedagogical projects: ‘Parents as social partners of the school’, ‘Young road inspectors: a resource for continuity’, ‘Children as social partners’, ‘Interactive technologies in the work of the class teacher with parents’, ‘The choice of the leader’, ‘Project management of innovative activity of the pedagogical collective’, ‘Upbringing as an educational service’.

The results of the final monitoring study showed that the civil position, sense of duty and responsibility, independence and initiative of high school students were strengthened; it was reported by 67% of experts. Significant dynamics were revealed in the manifestations of leadership qualities, organizational experience and social activity. In the experimental classes the indicators for these characteristics were higher by 8-20% than in the control classes.

Analysis of the results of the technique of peer review showed that teachers and managers, to a greater extent, mastered the competence in the field of goal and tasks setting. The development of the criteria of the innovative projects, however, has so far remained a difficult problem.

The characteristics of the content and technological components of the upbringing systems significantly improved due to immersion of teaching staff into innovative research activities. Prior to the experimental work, 58% of educators preferred to rely on traditional ideas in upbringing schoolchildren (pedagogy of cooperation; development of the student’s integral personality). It was more difficult for teachers to master management culture, adopt the role of the project manager than to master traditional strict upbringing methods and techniques. It was difficult for teachers to plan ahead. Besides, it was easier to do something themselves than to prepare conditions for the independent work of adolescents or social partners.

Technology of resource creation was fully mastered by 16 out of 18 teachers; four instructor-researchers shared their successful experience at conferences. They reported being ‘very satisfied with school success, themselves and their work’. At the same time, experts noted active work of teachers in summarizing the experience about designing the upbringing systems and preparing publications. For example, in 2013 and 2014 research teachers published 24 and 43 articles respectively.

Results

The conducted research convinces that technology of resource formation can be used in various educational organizations and states. The technology helps to create new upbringing and management resources for the continuous development of the upbringing system such as:

- monitoring and information program of the school and its social partners’ potential and unused opportunities;
- development of the systematic strategy of upbringing, a basic idea and an attractive target for all stakeholders, new senses of upbringing;
- model of changes with regard to personal changes, changes of the educational environment and of the upbringing system;
- the development of the program of upbringing schoolchildren, necessary components in educational organizations, innovative pedagogical projects;
- a set of conditions that precede the implementation of specific programs and projects (for example, the functionality of a project manager or a creative manager, an agreement on the pooling of resources of social partners for the duration of the project, the work plan);
- a new level of subject competency necessary for the implementation of the program;
- resources for further development – innovative infrastructure, creative management system, new traditions in activity-based relations, creative products, innovative pedagogical technologies, creation of electronic libraries and methodological aids.

Discussion

The monitoring study revealed key problems in the resource support of the development of the upbringing system. First of all it is insufficiency of scientific and methodological support of teaching staff when modeling and designing upbringing systems. Then, it is the need to improve professional competences of teachers in mastering and developing modern technologies, creating and mastering new practices of upbringing.

Conclusion

Sustainable development of the system of upbringing in the general educational organizations is possible if the following conditions are created. The infrastructure of the school's innovative activities (methodological associations, services, professional communities, innovative area on upbringing) should be improved. Teachers should master the technology of innovative pedagogical designing, participate in professional project competitions. The development of the upbringing system requires the process of project-resource management for. Monitoring of the performance and the development of the upbringing systems should be carried out regularly and in a 'warning' and planned mode.

REVISITING DEVELOPMENT OF EVALUATION TOOLS FUND DURING REALIZATION OF COMPETENCE-ORIENTED EDUCATIONAL PROGRAMS

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Abstract: *The relevance of the problem presented in the article is determined by the fact that transition to competence-oriented educational programs requires substantial revision not only of the content of education and study methods but also of the traditional university monitoring and evaluation systems. The article is aimed at the development of proposals on identification of the component competences structure and the subsequent formation of the evaluation tools fund. The main method in the study of this problem is theoretical analysis of the available scientific and pedagogical literature on questions connected with formation and assessment of the competence maturity levels and with generalization of the pedagogical experience in scope of creation of evaluation tools funds. The theoretical approaches to assessment tools fund formation are presented in the article. The methods of the evaluation of tools fund formation are worked out based on theoretical analyses of the available scientific and pedagogical literature and the analyses of the federal state educational standards for training programs for bachelors, masters and post-graduates. There is an example of the evaluation tools fund creation in a subject area. University and college educators who use competence-oriented educational programs can use the developed method.*

Keywords: competence-oriented approach, disciplinary competence, planned study results, content selection, competence maturity levels, evaluation tools fund.

Introduction

The entry of Russia to European Educational Space sets a variety of tasks in front of the modern higher school¹. Of them, the following should be emphasized first of all²:

- to transit to the multilevel training of the workforce;
- to introduce the credit system to calculate labor inputs of trainees’ training activity based on *European Credit Transfer System* (ECTS);
- to project results of training expected upon completion of the educational program³;
- to provide variability of training periods (necessity of initial analysis of the personality’s abilities and development of “individual educational paths” shall be emphasized);
- to control and assess the quality of professional education.

All this led to the necessity of modernization of many social institutes⁴, first of all, of the vocational education system which is directly connected with economic processes because of being engaged in training of the workforce. Besides, the education system should form not only professional competence of a graduate which is required by the educational standard but also such characteristics as mobility, flexibility, proactivity, continuous learning skills, etc.

There was a system of vocational education based on the paradigm of knowledge until recently; however, at present times it is unable to satisfy the requirements of employers who need not a qualification that is a result of professional training⁵, but expect the professional competence that is an aggregate of knowledge, skills and mastery accompanied by

¹ E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

² N. A. Seleznyova, *The problem of carrying out the competence approach to the study results in high school*, Moscow, ICzPKPS, 2009.

³ P. J. Carcolini, Curricula for Sustainability in Higher Education. [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 102-104.

⁴ L. Akpan, The political undertone in the development of nomadic education in Africa: Lessons from Nigeria, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 1-21.

⁵ J. G. Brooks, *In search of understanding: The case for constructivist classrooms*. [Review of the book, by C. Halpern], in *American Journal of Qualitative Research*, 1(1), 1999, pp. 32-36.

social behavior, capability for teamwork (communicative features)⁶, ability to make decisions and be accountable for their consequences.

Due to the transition to main competence-oriented educational programs the approach based on theoretical education was replaced cardinally by the practically oriented (competence) approach in the educational process. The considering of competences as results of education in accordance with FSES creates conditions for cooperation between an employer (as a customer of an educational service) and an educational organization (as an educational result provider), engaging enterprise representatives into assessment of the quality of trained specialists⁷.

Thus, the new requirements for results of mastering of educational programs (education results) determine the content improvement and development of not only new methods and technology of education activity (teaching/studying), but also of forms of controlling its realization (monitoring of education quality) that include tools to assess competences received by students.

That is why in the contemporary education it is important to carry out the triad of requirements for⁸:

- competence as a result of education;
- educational technology as a method of the competence formation;
- evaluation tools as the instrument to assess the achievement of declared education results and its quality assurance.

The competence assessment is rather difficult both theoretically and practically, as a graduate's competences presented in High School FSES, but for their great number, are often formulated very briefly, poorly differentiated in mastering levels and presented in a form not suitable for diagnosing. All this hinders solving of the main task of the

⁶ D. Kaya, & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

⁷ E. M. Dorozhkin, & E. F. Zeer, & V. Y. Shevchenko, Research and educational panorama of modernization of training teachers of continuous vocational education, in *The Education and science journal*, no. 1, 2017, pp. 63-81.

⁸ B. Ch. Meshi, N. F. Efremova & N. N. Shumskaya, *The assessment of students achievements in the framework of HPE FSES requirements: the creation of evaluation tools university fund for systemic certification of students in the conditions of competence model: study guide*, Rostov-na-Donu, Publishing center DSTU, 2012.

education quality, namely to establish the achieved level of formed competencies of trainees by means of evaluation tools and processes; although in accordance with the requirements of FSES, it is “...a higher education institution which has to guarantee the quality of training in accordance with the education program”. In these conditions, the main goal of Russian Educational System is to provide the required quality of education basing on the preservation of its fundamentality and compliance with needs of the personality, society and state as a whole⁹. In accordance with article 28 “Competences, rights, duties and responsibilities of an education organization”, the Education Act of the Russian Federation (of 29 December 2012 № 273), the competence of an education organization includes maintenance of functionality of the internal system of education quality assessment¹⁰. That means that the gravity center transits from the external control of the education process and its results based on National System of Accreditation, to the internal assessment of educational organization work. That is why, development of the evaluation tools system as an instrument of assessment of students’ results of education presented in the education program should be regarded as the university’s responsibility for ensuring the quality, and a justified question should be asked¹¹ – how objective and qualitative such assessment is¹².

Nowadays, training of specialists whose future professional experience will be connected with the research of pedagogical process, educational systems and its regularities and working out and using of innovative educational technology and corresponding to its evaluation tools, must become the first step in a solution of the problem of education quality assurance.

Undoubtedly, post-graduate course which is established as the third stage in the Higher Education System due to the Education Act of

⁹ M. Kus, Schools of Tomorrow [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 3(1), 2016, pp. 74-76.

¹⁰ M. Houdyshell & P. Kirk, Graduate students’ perceptions’ on a professional pathway for academic advisors, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 77-96.

¹¹ O., Iyitoglu, & H. Aydin, The Relationship Between Multiple Intelligence Profiles and Reading Strategy Use of Successful English as a Foreign Language (EFL) Readers, in *South African Journal of Education*, no. 35(2), 2015, pp. 1-21.

¹² V. I. Zvonnikov & M. B. Chelishkova, *The control of the education quality during the certification: competence approach: study guide*, Moscow, Logos, 2009.

the Russian Federation of 1st September 2013 and in the context of the Bologna Declaration, must play an important role in training of such specialists.

Methodological Framework

A full competence assessment of a graduate is carried out on the Final State certification, including State Examination and defense of the qualification graduate work. Actually, many competences are involved in these forms of the graduate activity assessment. During the current control of academic performance and midterm examination, the assessment of mastering of parts of the graduate competence is carried out basing on more local education results, specifically, competence components (knowledge, skills, acquired methods of action (mastering) and personal characteristics) in disciplines or Main Vocational Education Program modules.

The analysis of numerous publications related to the study of approaches to working out of the system of assessing of trainees' achievements allows to conclude that the following will be necessary to solve this problem:

- to define a list of objects to be evaluated: characteristics of individual educational achievements the aggregate whereof may characterize, in a quite sufficient volume, the *quality of training* of the students;
- to form the system of criteria and indicators of training quality on all stages of education;
- to work out evaluation tools which allow to determine the level of this or that competence maturity.

Determination of a list of objects to be evaluated

The solution to this problem is connected with the clarifying of the term “education quality”. There is quite a large number of definitions of this term in scientific and pedagogical literature. We will focus on the definition from the article 2 of the Education Law of the Russian Federation (of the 29 December 2012 №273) where the education quality is understood as a complex characteristic of the educational activity and student-training, expressing the degree of its compliance with the Federal State requirements or necessities of a physical or legal

person, whose interests the educational activity is implemented in, including the degree of the achievement of educational program planned results, fixed as a list of competences which correspond to a certain degree of education.

The competence assessment is a rather difficult task, both theoretically and practically, as:

- the competences are often formulated rather briefly, poorly differentiated in mastering levels and presented in a form not suitable for diagnosing;

- traditionally, Main Vocational Education Program (MVEP) is structured by disciplines (knowledge areas) that correspond to the focus on the knowledge, abilities, skills; traditional forms of the control are built in the same way;

- thirdly, the process of competence development is stretched out in time and may be carried out in the framework of weekly integrated disciplines, whereas the solution of complicated tasks, realization of dynamically changing and complicating functions requires the synthesis of knowledge, abilities, skills, models of behavior and personal characteristics into a complex which are designated as *competences* and can be formed by multiple disciplines.

All this hinders the solution of the main problem of education quality, specifically, fixation of the achieved level of competences maturity.

Some authors N. N. Matushkin, S. I. Pakhomov & I. D. Stolbova¹³, L. V. Gridina¹⁴ while solving these problems, rely on the general idea that every activity can be regarded as a technological *process*. This comprehension is an axiom of the universal (total) quality management (*Total Quality Management* – TQM) which acts as the theoretical base of organization quality management in different areas of industrial and other activities and fixed by international and Russian quality standards.

¹³ N. N. Matushkin, S. I. Pakhomov & I. D. Stolbova, The development of the competences of university graduate basing on the process approach, in *University management: practice and analyses*, no. 1, 2011, pp. 58-63.

¹⁴ L. V. Gridina, The elements of the educational service quality management of the university and the process approach, in *University management: practice and analyses*, no. 1, 2011, pp. 64-70.

The main TQM principle is the process approach that means the systemic processes identification and management functioning within an organization, including their interaction.

As shown in works by V. Z. Grigoryeva¹⁵, E. D. Kolegova¹⁶, I. D. Stolbova¹⁷, application of the process approach on the stage of planning of the training process, allows, upon having built a targeting hierarchy, to differentiate (decompose) the competences per subjective and activity attributes into components (parts) of competences. Nowadays, the term “disciplinary competence” (DC) in scientific and pedagogical literature^{18,19} is more and more often applied to such “truncated” competences; under such DC a part of the competence declared in Main Vocational Education Program (MVEP) is understood which relates to a concrete discipline.

Besides, every DC must quite completely describe distinguishing attributes of its manifestation at all stages of trainees’ training activity as *planned results of training in the framework of a studied discipline*.

As the competence is formed as a result of mastering of a number of disciplines, the term “planned education results” in the framework of the area of a concrete subject will be understood as precise formulations of the matters which are expected to be known and understood by the trainee and/or which he/she will be able to demonstrate upon completion of the process of training in the discipline, and the way he will demonstrate his/her achievement²⁰.

Besides, it is important that planned results should correspond to a measured parameter, on the one hand, and should be expressed in

¹⁵ V. Z. Grigoryeva, The process management in the university, in *Herald of the Amur State University*, no 61, 2013, pp. 108-116.

¹⁶ E. D. Kolegova, The process approach to educational quality management, in *Bulletin of the Educational and Methodological Association for Vocational Education*, no. 1(48), 2015, pp. 50-64.

¹⁷ I. D. Stolbova, The organization of subject study: competence approach, in *High education in Russia*, no. 7, 2012, pp. 10-19.

¹⁸ A. N. Sklyarenko, *The technology of competences development: methodical recommendations for a teacher*, Moscow, International Juridical Institute, 2011.

¹⁹ E. L. Kon, V. I. Frayman, A. A. Yuzhakov & E. M. Kon, To the question of competence formation during the development of main educational programs, in *Open Education*, no. 2, 2013, pp. 4-10.

²⁰ A. N. Sklyarenko, *The technology of competences development: methodical recommendations for a teacher*, Moscow, International Juridical Institute, 2011.

simple and unambiguous terms, be clear for students, teachers, employers and external experts, on the other.

As a result of the competence decomposition into components, the following is set:

- goals of mastering of disciplines which are engaged in the development of this or that competence;
- place of every discipline in the structure of Main Vocational Education Program and its connection with other disciplines of the curriculum which participate in the competence development;
- requirements to planned results of training in the framework of a certain subject – a level of the competences maturity (or their components) at the end of the discipline studying.

Obviously, DC components, despite their higher ability of being diagnosed in comparison with conventionally worded aims and goals of the discipline, possess an essential disadvantage, namely, they can't be used for carrying out any concrete classes, as their wordings are still too general in their nature. That is why, when specifying them, it is preferable to consider answers to a number of questions which contribute to development of the discipline content²¹:

- What does dedicated DC mean for students?
- How to determine the compulsory size of a discipline which a student must learn to be able to demonstrate achieving of the ultimate goals (results) of the study?
- How and on which grounds should the midterm study results be planned?
- How will the used methods of teaching contribute to development of this competence?
- According to what parameters (characteristics) are the study achievements assessed during the discipline study?
- How and with the help of what will a student demonstrate the level of competence maturity at the end of the period of the discipline study?
- What study tasks do the students have to do in order to develop this competence?

²¹ V. V. Marico, *The conditions for the development of professional competence of university teacher in the framework of upgrade courses: the electronic methodical guide*, Nizhny Novgorod, 2011.

- How can the level of this competence maturity of students be assessed?

- How will students understand to what extent they have mastered this competence; if not, why didn't they master it?

This quite a simple list of questions makes think about what is really important to realize in the course program and what methods help to achieve it.

Formation of DC inside a concrete discipline is carried out on basis of gradual mastering of its components – planned education results that are presented in the descriptive form through the terms to know, to be able to, to master.

In the general case, the discipline participates in formation of several competences. That is why it is necessary to use the same approach also for other competences declared in the program of the educational discipline. In this connection, in the framework of an educational discipline there can be several one-type components – “to know”, “to be able to”, “to master” – for all disciplinary competences.

Obviously, the component “to know” is compulsory for an educational discipline and, as a rule, must exceed the remaining components by the number. In some disciplines the component “to master”, connected with the actual scientific and/or vocational activity, can be not formed at all but be attributed to such components of the educational process as practice, research work, etc.

On this stage, the main requirement during formulating of DC components is providing of their ability for diagnostics. If DC components are written in general wordings, their efficient assessment is difficult. On the contrary, if they have narrow meanings the list of them may become very long and detailed.

To carry out this task, DC components are worked out in detail up to the level of the studied theme or the unit, i.e. to the level allowing to formulate actions which may be formed, measured and assessed during the study of the discipline theme (unit). The main requirement is to achieve the results of study that will be diagnosed, clearly understood and accepted by all participators of the process and that will become the basis of projecting the necessary content of the subject syllabus.

Projecting the content of the subject syllabus

When selecting the content, it is necessary to consider the fact that the content must provide the correlated succession of discipline competences formation (from the simple to the complicated)²²: mastering the knowledge²³ (about the learned object or phenomenon) => acquiring the ability (carrying out the intellectual operations with signs of objects and phenomena) => skill formation (basing on the acquired knowledge and abilities through numerous repetitions and exercises, carrying out the actions with the signs of objects and phenomena, formation of the skill of summarizing acquired knowledge).

Planning the learning outcomes of the subject syllabus

Study results should be described in such way that they could be actually measured and assessed. Every result of the study that is recorded and denoted in the education program must have a system of measuring and assessment worked out by the teacher. Too “general” formulation that can cause difficulties in measuring and assessment should be avoided, as well as too “narrow” one, because it will require numerous procedures to measure and to assess which will be an indicator of lack of efficiency.

The technology of recording the results of study in terms of descriptors which determine general requirements to knowledge and ideas, abilities and skills, and also to competences on the different stages of the education, is used for expression of what should be achieved by a student and how this achievement would be confirmed. Descriptors describe results of study in general way as a declared list of general characteristics of the results, expected and required from the students. The list of descriptors must be necessary and sufficient for achieving the planned results and their wordings must be specified as competences²⁴.

²² A. N. Sklyarenko, *The technology of competences development: methodical recommendations for a teacher*, Moscow, International Juridical Institute, 2011.

²³ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

²⁴ N. F. Efremova, *Competences in education: development and evaluation*, Moscow, National education, 2012.

For example, the requirements to knowledge and ideas must express requirements to forming the student's ability to systemize a theoretic material that is learned in the framework of this formation of results of study, to apply the acquired knowledge and ideas, to analyze and assess acquired solutions, and to synthesize and assess new knowledge in the studied subject areas.

The requirements to abilities must express the requirements for formation of the ability to acquire practical skills, which are characterized by the ability to apply studied methods, models, technology, etc. for solving typical practical tasks in this subject area and to transit the acquired skills to solving new tasks, including the other subject areas of training.

At the same time, it is necessary to determine the levels of mastering the content of learned material for every planned result of study. To solve this problem, requirements for results of study should be divided into several parts – mostly into three levels of complication, each of them being involved in the planned result of study, for example, on the threshold, basic and profound levels. The levels of mastering of the studied material are necessary to rank the stage maturity of DC and its components, to organize the control and assessment activity and to project the methodical and informational support of the process of mastering of the study material. Some components of the discipline competence structure are formed on each level of mastering of the study material.

Solving this problem becomes easier if the taxonomy of B. Bloom²⁵ is used in the phase of preparing of training programs and assessment materials.

Generally, results of the research (by M. V. Klarin²⁶), presented in a slightly modified form in Table 1, can be used to concretize study results and to present them in the descriptor form.

Table 1: Detailed study results

General results of the study planned by the teacher	Examples of detailed results achieved by students
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²⁵ B. S. Bloom, B. B. Masia & D. R. Krathwohl, *Taxonomy of educational objective volume II: the affective domain*, New York, McKay, 1964.

²⁶ M. V. Klarin, *Innovative models of the study in foreign pedagogical searches*, Moscow, Arena, 1994.

Knowledge on the level of remembering and reproducing	Knows the meaning of used terms, main ideas and definitions, formulas, laws, principles
Knowledge on the level of understanding	Understands and interprets terms, interprets ideas and definitions, converts verbal material on schemes and graphics
Abilities to apply the knowledge in a known situation	Is able to apply terms, meanings and definitions in a known situation on the pattern, and to apply formulas, laws and principles in a known situation
Abilities to apply knowledge in an unknown situation	Uses regularities and principles in new situations, carries out transition of the known methods to unknown situations.
Analysis	Sees mistakes and omissions in the logic of discussions, corrects incomplete and excessive goals, detects hidden assumptions, draws distinctions between facts and consequences

The descriptive presentation of the study results allows to:

- correctly, from methodical viewpoint, choose the strategy of the study that comply with the planned results of the study and promote successful achieving thereof by the students;
- determine methods and forms of the study;
- sort out the educational technologies conforming to the planned results, by working out evaluation tools and assessment criteria corresponding to them.

Development of a system of criteria and indicators for assessing learning achievements

The standard reflects that in conditions of realization of the competence approach, study achievements of the students are assessed with a help of published criteria, theses and procedures applied successively and coordinated on all stages of the educational process.

As shown by the analysis of pedagogical researches devoted to assessing of learning achievements of the students, the problem of determination and justification of the criteria and indicators takes a particular place in the practical university activity and is quite widely presented.

As a criterion of assessing of learning achievements we assume a measure of its correspondence to the planned results of the study, i.e.

description of what a student is ready to implement for demonstrating the achievement of one or another result of the study.

The level of the student's learning achievements can be considered as a quantitative measure of the quality of mastering of the discipline study material. At the same time, use of descriptors leads to division of the requirements into several parts – levels and, as the researches recommend B. Ch. Meshi, N. F. Efremova & N. N. Shumskaya²⁷, mostly into three, which correspond to those conventional ones accepted in the university - “satisfactory”, “good” and “excellent”.

It is necessary to set the levels of planned study results in order to:

1) build the phasing of the study on their base by gradual increasing of complexity of the tasks that can be solved by students independently;

2) assess in the future and compare the planned result of the study with the achieved ones according to the levels of mastering, in order to assess quantitatively (or qualitatively) the study achievements. Thus, use of the descriptor allows to determine the number of levels (formation stages) and general requirements for knowledge and ideas, abilities and skills on different levels.

Assessment of relevant indicators of knowledge, abilities and skills isn't difficult, as it is worked out quite properly. Assessment of personal characteristics is more problematic, as it depends on the applied educational technology and completeness of personal characteristics selected for the assessment.

It should be pointed out that forms of presenting of every competence through the possible levels of achieving thereof by students with showing of results of the study and descriptors (indicators of successful achieving of results of the study) corresponding to this level, may be quite different (passports of competences, competence cards, matrixes, text descriptions). It is important that the graduate's competence “worked out” on the stage of projecting of the educational program and realized by the teacher collective, is laid in the base of the working program of disciplines or other elements of the educational program.

²⁷ B. Ch. Meshi, N. F. Efremova & N. N. Shumskaya, *The assessment of students achievements in the framework of HPE FSES requirements: the creation of evaluation tools university fund for systemic certification of students in the conditions of competence model: study guide*, Rostov-na-Donu, Publishing center DSTU, 2012.

Development of the criteria of assessing of each of the established result of the study is a base for selection of a method of the assessment and thereafter of identification of types of the study activity, technology and organization of the education process that provide the formation and development of a planned result.

Development of evaluation tools

The main function of evaluation tools (ET) is to establish the fact of compliance (or non-compliance) of the training level of students with the standard on the current stage of study.

The structure of a fund of evaluation tools (FET) is defined by the Ordinance of Ministry of Education and Science of 19 December 2013 № 1367, in accordance whereto the minimal composition of FET must include:

- a list of competences with the showing the stages of formation during the mastering of Main Vocational Education Program;
- description of indicators and criteria of evaluation of competences on different stages of their development; description of assessment scales;
- typical control tasks or other materials that are necessary for evaluation of knowledge, abilities, skills and (or) activity experience which characterize stages of competence development during the mastering of the educational program;
- methodological materials that detect the procedures of assessing knowledge, abilities, skills and (or) experience which characterize the stages of competence development.

On the whole, FET of the study discipline must provide the compliance:

- with FSES on the relevant line of training;
- with FSES and the curriculum on the relevant line of training;
- with the curriculum of the discipline;
- with the educational technology which is used in course of realization of the educational process in the framework of the study disciplines;
- with the normative documents of the university’s management activity.

The fund of evaluation of tools is usually created step-by-step.

The aggregate of planned results of study is formed on the preliminary stage in a certain subject area in a form suitable for diagnosing (as it was shown earlier); this aggregate provides the possibility and convenience of assessing of students' achievements in the studying.

On the main stage it is necessary, first of all, to determine the content of evaluation tools, when the planned study results which must be demonstrated by the students in the end of learning of the discipline are already known. To realize it, it is necessary to concretize and work out in detail established results of the study which reflect not only goals of a discipline research in general, but also local goals related to certain fragments of one or another study theme.

The detailed specification begins from structuring of the studied subject area in course of the element-by-element analysis of the content. The element of the study (element of evaluation) is regarded as a substantial unit of subject-study which corresponds to such a large-scale content component as concept, theory, law, regularity, phenomenon, fact, subject, method, etc.

The next step is to choose compliant control and measurement materials. Nowadays, there are lots of methods of the assessing knowledge, abilities and skills of the students, including their motivation and attitude to studied disciplines. The optimal way to form the evaluation system of quality assessment of students training during realization of the competence-based approach is to combine traditional methods and tools for controlling knowledge, abilities and skills (control work, test, program control, essay, etc.) with innovative methods (module and ratio system, standardized test with a creative task, case-method, business (role) game, etc.) oriented to the complex assessment of being developed competences.

However, firstly the adequacy of the study goals must be provided, as inadequate assessment method can influence not only the relation to the subject, but also the future professional activity. More than that, traditional methods of the control should gradually be improved in direction to the competence approach, and innovative tools should be adopted for wide application in the university practice.

Results

The practical application of the presented approach will be reviewed on the example of training of scientific and pedagogical stuff of the top qualification of the line 44.06.01 “Education and pedagogic sciences”.

The competence model of a graduate of the third stage of higher school of the line 44.06.01 “Education and pedagogic sciences” includes the following competence groups:

- universal (supra-professional) competences that are independent on the concrete direction of training and that form those personal characteristics which allow a graduate of the Graduate School to become successful in each professional area;

- general professional competences determined by the training line, mastering whereof will allow to form the ability and readiness of a graduate to be active in the future vocational activity;

- professional competences determined by the line (profile) of the Graduate School in the framework of the line of training.

Realization of Main Vocational Education Program as the third education stage is a new and, accordingly, actual challenge to the higher school. It should be resolved basing on the experience of implementing the competence approach on the previous education stages (Bachelor’s program, Master’s program) and taking into account the specificity of post-graduate training that means the development of personal characteristics (the development of universal student competences) and acquired vocational experience connected with the organization of scientific and pedagogical research in the subject area, including scientific and pedagogical activity.

The analysis of scientific publications on this subject shows that there are lots of studies devoted to solving the problem of Graduate School training^{28,29,30,31}. Particularly, it is shown that a student’s life and

²⁸ T. Yu. Gvildis, The Graduate School in the high school structure, in *Issues of modern science and practice. The university named after V.I. Vernadsky*, no. 4(54), 2014, pp. 169-178.

²⁹ Ya. V. Kazanov, S. O. Tolmachev & A. V. Shelia, The project of the Graduate School curriculum for pedagogical profession, in *Yaroslav pedagogical herald*, no. 1(2), 2015, pp. 73-77.

³⁰ V. V. Laptev, *The training of the high quality specialists: graduate school in the modern university*, St. Petersburg, Book house, 2005.

cognitive experience is very important when working out study programs included in the Main Vocational Education Program of Graduate School training. Post-graduate students are more ready for self-education and for learning by themselves than Bachelors and Masters. More than that, the age range of post-graduate students may be different - from university-graduates to those possessing a significant life experience. These consequences should be taken into account during development of education programs and their disciplines.

The conducted researches and the experience of Bachelors and Master training allow to claim that realization of competence-oriented study on the third education stage must be carried out basing on:

- transition to the student-focused education (when the interests of student take the upper hand over those of the educational institution or a teacher);
- orienting of the education process to planned results of the study (exact formulation of what and how the student will expected to be able to demonstrate at the end of education);
- presenting of results of the study in a competence-based format (integrative ability of the student’s personality);
- provision of the required quality of education (creation of the methodology and evaluation methods of the quality of education).

Projecting of the training content

Selection of the content of training of the top qualification scientific and pedagogical stuff in 44.06.01 line “Education and Pedagogical sciences” is carried out on basis of detailing of the competence groups declared in the Main Vocational Education Program. The competence detailing and creation of the following discipline content of post-graduate training curriculum are carried out considering the continuity principle which is reflected on the three levels of higher education: Bachelor’s program, Master’s program and Post-graduate school. For example, if a student masters readiness to project forms, methods and tools for controlling study results in the educational process (VC-23) during the study on the first education stage on the

³¹ S. A. Pisareva, The problems of content of science and pedagogical stuff training in the Graduate School of modern universities, in *Russian State Pedagogical University named after A.I. Gercen*, n. 158, 2013, pp. 124-135.

training line 051000 “Professional education”, the student of Master’s program of the same line develops this competence to the level which supposes the ability and readiness for projecting of a system of evaluating of results of study and upbringing (VC-18). A graduate of the Post-Graduate School develops competences related to forming of the ability to model, realize and assess the educational process (EVC - 5), and to analyze the educational activity to the level which includes the ability to carry out an expert assessment of educational organizations in order to work out recommendations for improving the education quality and projecting programs of their development (EVC-7). Use of the continuity principle allowed to distinguish main elements of the content of education, to distribute competences per disciplines of the curriculum, while establishing inter-subject links and excluding doubling of the study material.

Development of a fund of evaluation tools for a subject syllabus

We will examine the procedure of working out of FET in the discipline “Qualimetry in education” involved in the curriculum of top qualification stuff training in 44.06.01 line “Education and pedagogical sciences”. This syllabus belongs to the variable part of a theoretical unit and participates in development of universal (UC-1) and generally vocational (GVC-5, GVC-6, GVC-7) competences, particularly: To solve the set task, we use the algorithm presented above.

Planning the results of learning

Planning the results of learning on the discipline is carried out basing on structuring and the following decomposition of competence forming in the framework of this discipline. The results of competence decomposition GVC-5 are presented in Table 2 as an example.

**Table 2: Formulation of GVC-5 discipline
competence components**

Code	Competence formulation
GVC-5	The ability to model, to carry out and to assess the educational process and to design the programs of additional vocational education in accordance with needs of an employer

Formulation of the disciplinary part of competence		
The ability to model and to assess the educational process		
List of components		
Knows	Is able	Masters
<ul style="list-style-type: none"> - the main provisions of Federal Law in the area of vocational education quality assurance; - requirements of ENQA Standards and Directives and their acknowledging in law-making and legal and normative documents that regulate education activity in Russia; - the development history of the management concept in education and its modern tendencies; - key factors that influence the education quality; - requirements for the intra-university system of higher vocational education quality assurance; - modern methods of the education process quality evaluation 	<ul style="list-style-type: none"> – to set and to solve pedagogical goals in the area of quality measurement and evaluation; - to carry out competence detailing (division into parts) and to detect the content of each of its components in accordance with the required levels of forming and evaluation; - to form the standard (criteria) of complete mastering of the material of learning which is an aggregate of the planned results of the study; - to work out a complex of assessment tools for correlation (comparing) of real results with the planned results 	<ul style="list-style-type: none"> - the conceptual apparatus of management in education; - the technology of projecting of the standard of complete mastering of the study material as a tool allowing to carry out the process of competences development in the framework of vocational cycle disciplines

The same approach is also used for other competences formed within this discipline.

Projecting of the content of educational material

The discipline content is designed with use of the process approach and considerations mentioned above (see Table 3). Mastering of each theme of the study is finished by evaluation of the study achievements through correlating of results demonstrated by the student to the planned results (P_{pl}). The level of maturity of each competence component is characterized by the relevant labor inputs for studying of the planned content of the material of the study and implies variability of achieved results.

Table 3: Study themes of a discipline, assessment tools and possible levels of mastering

Study theme No.	Name of a study theme	Designation of results	Assessment tools	Possible levels of mastering
1	The main tendencies in the sphere of higher education	R1	Compilation of a library research paper on the theme: “Reflecting of requirements of ESG-ENQA Standards in statutory documents governing the activity of educational entities in Russia”	0,5
		R2		0,7
2	The quality of education. The concept of education quality. Quality management. Quality evaluation	R3	Compilation of an essay on the theme “The problems of study results evaluation in higher school in the context of the competence approach”	0,5
		R4		0,7
		R5		0,8
3	The competence approach and results evaluation as an element of the students’ training quality management	R6	Carrying out the first and second stages of an individual task	0,5
		R7		0,7
		R8		0,8
4	Pedagogical testing. Mathematical and statistical methods in pedagogical measurements	R9	Carrying out a laboratory work “Processing of test results and the data interpretation”	0,5
		R10		0,7
		R11		0,8
5	Modern tools for assessment of students’ achievements in the study. Active and interactive study methods	R12	Carrying out the third stage of an individual task	0,2
		R13		0,4
6	Creation of an evaluation tools	R16	Carrying out the third stage of an individual	0,5
		R17		0,7

	fund on the discipline and MVEP in the whole	R18	task	0,8
7	Monitoring and assessing achievements of the study under conditions of the competence approach realization.	R14	Working out a checklist for collection of the information about assessing the accordance of discipline work program to legal requirements.	0,2
		R15		0,4

During studying the course, student, apart from thematic tests and different control oral exams, have to prepare a library research paper and an essay and to do an individual task, which is aimed at profound mastering of the theoretical material.

The task consists in working out the evaluation tools fund on the discipline, which is lectured by the post-graduate student (or is prepared for teaching), drawing up and consequent defense of the performed work.

The individual task is carried out step-by-step. On the first stage, general information about the discipline, for which the fund of evaluation tools (FET) will be worked out, is prepared. On the second stage, the array of planned study results of a discipline is worked out. On the third FET is worked out.

Criteria of evaluation are worked out for each evaluation tool. Post-graduate students get all information at the beginning of the discipline study.

This approach, based on mastering of the discipline competences in framework of the subject training, makes conditions to choose the necessary level of mastering of the study material of each discipline unit, which corresponds to their scientific interests, abilities and necessities, and which allows, in turn, to rule the process of the competence development.

Discussions

Nowadays, in the modern pedagogical science and practice there is an active search for the ways to solve the problem of improvement of

the evaluation activity³². Research papers by A. V. Abramov, G. N. Artemyeva & B. N. Mahutov³³, V. P. Bepalko³⁴, V. A. Bolotov & N. F. Efremova³⁵, L. N. Glebova, M. D. Kuznetsova & V. D. Shadrikov³⁶, V. A. Devisilov³⁷, N. F. Efremova³⁸, N. A. Seleznyova³⁹, L. V. Lvov⁴⁰ et al. are devoted to the study of the theoretical basis of pedagogical measurements, solving the problem of knowledge evaluation by the levels and abilities maturity. The authors are working out the technology of evaluation activity, approaches to realization of the study achievements evaluation from the point of forming and summarizing assessment.

However, as the analysis of study results shows, the search of ways to solve the problems of improvement of the evaluation activity is carried out by universities with taking into account the specialties of Main Vocational Education Programs (MVEP) designed by them and, despite the undoubted advantages, they can't make a claim for universality. Besides, the absence of specialists who understand the idea of competence education, who can create the conditions for it, construct and apply the evaluation tools, may be referred to as obstacles to

³² V. P. Panasyuk, Education and educational system management: status, trends, problems and prospects, in *The Education and science journal*, n. 2, 2017, pp. 72-88.

³³ A. V. Abramov, G. N. Artemyeva & B. N. Mahutov, *The system of pedagogical evaluation of competences development in high school students: study guide*, Nizhnevartovsk, The publishing office of Nizhnevartovsk State University, 2013.

³⁴ V. P. Bepalko, Options and criteria of diagnostic aim, in *School technologies*, no. 1, 2006, pp. 118-128.

³⁵ V. A. Bolotov & N. F. Efremova, *The system of education quality assessment: study guide*, Moscow, Logos, 2007.

³⁶ L. N. Glebova, M. D. Kuznetsova & V. D. Shadrikov, *The monitoring of the high pedagogical education quality*, Moscow, Logos, 2012.

³⁷ V. A. Devisilov, The competence qualimetry tools and the knowledge diagnosis on the example of noxologic competences and disciplines, in *Standards and monitoring in education*, no. 1, 2011, pp. 3-12.

³⁸ N. F. Efremova, *Competences in education: development and evaluation*, Moscow, National education, 2012.

³⁹ N. A. Seleznyova, *The problem of carrying out the competence approach to the study results in high school*, Moscow, ICzPKPS, 2009.

⁴⁰ L. V. Lvov, The projected rate of competence formation as a tool of educational management of advanced level of education, in *The Education and science journal*, no. 4, 2017, pp. 39-57.

efficient involving of the competence approach into practice of a university^{41,42}.

The evaluation of students' achievements in the competence education paradigm is regarded as a tool to stir up their study and cognitive activity and to carry out the feedback in order to manage the educational process promptly.

The original method of the assessing the study results based on the description of levels of mastering the study material offered by Yu. G. Tatur, V. G. Kazanovich, G. P. Savelyeva, G. M. Dmitrienko & T. A. Podkopaeva⁴³. The results of description are collected in the tables or “raters”. There is a method of measuring and assessing of the theoretical and practical students' training with use of penalty points offered in the paper study⁴⁴. The idea is to work out a standard that must be followed by students. If he deviates from the standard he will get penalty points which contradicts the idea of involving the competence approach as such which is oriented on the student-centered study.

Many authors publish works devoted to description of creating of funds of evaluation tools that are based on the method mentioned in the methodological recommendations of projecting of assessment tools⁴⁵ to carry out multilevel educational higher school programs under the competence approach, worked out by V.A. Bogoslovski et al⁴⁶.

The most substantial approach to FET development is presented in the methodological notes for teachers of Tomsk Polytechnic

⁴¹ N. F. Efremova, 'To the question of the evaluation tools funds creation and functioning, in *High school in Russia*, no. 7, 2015, pp. 63-67.

⁴² N. S. Mikhailova, *The development of evaluation tools funds: methodical guidance on projecting the OOP for the teachers of TPU*, Tomsk, The publishing office of Tomsk Polytechnic University, 2013.

⁴³ Yu. G. Tatur, V. G. Kazanovich, G. P. Savelyeva, G. M. Dmitrienko & T. A. Podkopaeva, *Methodical recommendations of working out evaluation and diagnostic methods of university graduates final certification*, Moscow, Research center of specialists training quality problems, 2004.

⁴⁴ A. A. Svistunov, L. B. Shubina & D. M. Gribkov, The model of training from Hippocrates «Do no harm», in *Education quality*, no. 6, 2013, pp. 49-53.

⁴⁵ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, 14(3), 2018, pp. 797-810.

⁴⁶ V. A. Bogoslovsky, E. V. Karavaeva, E. N. Kovtun, O. P. Melekhova, S. E. Rodionova, V. A. Tarlikov & A. A. Shekhonin, *Methodological recommendations on the projecting evaluation tools for realization of multilevel educational programs of Higher Professional Education during the competence approach*, Moscow, The publishing office of MSU, 2017.

University which are composed by N. S. Mikhailova⁴⁷. In accordance with the competence approach, the following requirements are used in course of FET forming: self-rating of students, group and mutual evaluations. In the methodological notes there is the algorithm of FET creation supplemented by recommendations for writing of planned results of the study on the the curriculum disciplines. The taxonomy of B. Bloom⁴⁸ is used for writing of the results of the study.

The analysis of results of the study allows to make a conclusion that the evaluation tools funds are worked out, with taking into account the peculiarities that are adopted by the MVEP universities and, despite doubtless advantages of suggested methods of measuring and assessing the level of the competence maturity, they can't make a claim for universality.

At the whole, many authors suppose that technologies of assessing of an individual student achievements, which allow solving the problem, taking into account new requirements of the educational standards, remain not developed completely.

One more circumstance prevents efficient involving of the competence approach into the practice of educational university activity. As shown in the paper works N. F. Efremova⁴⁹, V. I. Zvonnikov & M. B. Chelishkova⁵⁰ there is a serious problem connected with the absence of specialists who understand the idea of competence study, who are able to create conditions for it, to construct and to apply the assessment tools.

S. N. Apenko⁵¹, N. N. Matushkin, S. I. Pakhomov & I. D. Stolbova⁵², I. D. Stolbova & A. N. Danilov³⁷, E. D. Kolegova³⁸ et al.

⁴⁷ N. S. Mikhailova, *The development of evaluation tools funds: methodical guidance on projecting the OOP for the teachers of TPU*, Tomsk, The publishing office of Tomsk Polytechnic University, 2013.

⁴⁸ B. S. Bloom, B. B. Masia & D. R. Krathwohl, *Taxonomy of educational objective volume II: the affective domain*, New York, McKay, 1964.

⁴⁹ N. F. Efremova, To the question of the evaluation tools funds creation and functioning, in *High school in Russia*, no. 7, 2015, pp. 63-67.

⁵⁰ V. I. Zvonnikov & M. B. Chelishkova, *The control of the education quality during the certification: competence approach: study guide*, Moscow, Logos, 2009.

⁵¹ S. N. Apenko, The evaluation of masters and bachelors competences in the system of educational service management, in *ISEA news*, no. 4, 2009, pp. 88-92.

⁵² N. N. Matushkin, S. I. Pakhomov & I. D. Stolbova, The development of the competences of university graduate basing on the process approach, in *University management: practice and analyses*, no. 1, 2011, pp. 58-63.

think that the solution of these problems is the use of the principles of quality management during the design and realization of educational process in the university and, particularly, the appliance of the process approach. According to the authors, the use of this principle for the discipline study organization allows: to decompose the competences into components (parts of competences), to formulate the exact requirements for planned study results (for the level of mastering of the competence parts) developed in the framework of the special discipline, to describe quite completely the peculiarities of its manifestation.

All the mentioned above allows formulating the following conclusions:

1. The modern requirements to results of mastering of educational programs, the necessity of working out the competence-oriented methods and study technologies, and assessment tools corresponded to them, which allow to set the level of competence maturity of students on every stage of development, require adequate modifications both in the content of training of future teachers who will be able to solve these problems, and in the methods of this activity evaluation. In the whole, there is acute necessity in specialists in scope of pedagogical measurements and working out of reliable pedagogical assessment tools.

2. The peculiarities of a specialists training during the realization FSES of new generation show necessity of forming the teacher's readiness to the innovative activity, which is also connected with rising skills of the professor and teacher staff and creation of the quality assessment system of training of students and graduates.

Conclusions

Involving of new generation FSES in educational organizations of higher and secondary vocational education leads to increasing of the requirement for justifiable assessment of the study achievements and growth of the requirements for the assessment tools quality. Carrying out of these requirements is the most difficult task, as near all universities and colleges have a lack of specialists who understand the idea of the

³⁷ I. D. Stolbova & A. N. Danilov, The tools for study results assessment during the competence approach, *Standard and monitoring of education*, no. 4, 2012, pp. 24-30.

³⁸ E. D. Kolegova, The process approach to educational quality management, *Bulletin of the Educational and Methodological Association for Vocational Education*, no. 1(48), 2015, pp. 50-64.

competence approach, who are able to create conditions for realization thereof, to design and apply competence-oriented assessment tools. In the whole, there is a requirement for specialists in the quality management area, pedagogical measurements (pedagogical qualimetry) and working out of reliable pedagogical assessment tools.

Nowadays, the first step to solve the problem of providing the education quality should become training of specialists who will study pedagogical processes, their systems and their regularities, work out and use innovative educational technologies and assessment tools for solving the problems of education, science, culture and social sphere, corresponded to them, in their future vocational activity. Special attention should be paid to qualification and staff training in the area of working out the assessment tools.

The approach mentioned in this article does not aim at working out the technology of complete assessing of the level of competence maturity. Its main goal is to search mechanisms of student training quality management. At present it is quite a real possibility to form the competence in framework of a discipline study by:

- projecting the competence oriented study content on the discipline (taking into account the intra-discipline links);
- building of such system of assessment tools on a studied discipline, in framework whereof each “declared” result of the study can be controlled in course of its development, be measured and assessed.

Recommendations

The materials of this article may be useful for university and college teachers and may help them in preparing of control measuring materials in course of creating of funds of evaluation tools which are an important part of conditions for carrying out the competence-oriented MVEP.

CONTAINING MODEL FOR FORMING THE TECHNOLOGICAL CULTURE OF TRAINEES

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Abstract: *The urgency of the problem is caused by the need to improve the technological education of students with the goal of identifying and using the most effective and rationally justified technologies that require the least time and material resources for the production of creative products, as well as their ability to harmoniously interact harmoniously, characterized by a common notion - technological culture. The purpose of the article is to determine the effectiveness of the introduction of the model for the formation of technological culture of students in the general education system, which is the resultant level of personality formation. The leading method to investigate this problem is the practice-oriented training on the formation of flexible technological components of technological culture, allowing to ensure the possibility of education in the effective success of creative and gifted youth. The main results of the article are the analysis of technological training, the results of respondents in the person of students and teachers who carry out technological education, the possibility of leading techniques in the formation of flexible technological components of technological culture laid in the model for the formation of technological culture of students in the general education system. The materials of the article can be useful for teachers implementing technological education, in the process of their professional training, advanced training and accompaniment in pedagogical activity.*

Keywords: technological education, teacher of technology, evaluation criteria, model of technological culture formation of students, creative project.

Introduction

Today, the education system is aimed at developing such basic personality traits as forming a culture of free thinking¹, communication², creativity, mobility, independence, tolerance, responsibility for their own choice and the results of their activities³. At the present time, the

¹ A. Racelis, Library Services for the Poor: Theoretical Framework for Library Social Responsibility. *Pedagogical Research*, no. 3(2), 2018, pp. 06, <https://doi.org/10.20897/pr/90831>

² E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

³ C. Faltis, Toward a Race Radical Vision of Bilingual Education for Kurdish Users in Turkey: A Commentary, in *Journal of Ethnic and Cultural Studies*, no. 1(1), 2014, pp. 1-5.

requirements to the professional and personal qualities of the future specialist are increasingly being strengthened⁴: a responsible, initiative, flexible and competent citizen capable of an active successful life. Such a setting raises the level and justifies the expected demands of society, which it presents to the education system in Russia at all its stages, forms and directions of implementation. According to Hursand Mahmudov, this should be formed as a concept at the basic level of education and acquire a general educational value⁵.

Habitat and sphere of human activity (“work”, “life”, “leisure”, etc.), defined as the spheres of public life are not directly connected, but “through the person”, therefore everything that occurs with culture: affects the economy, the state and level of education and technology⁶.

Mastering the technological approach as a universal algorithm for the transformative and creative activity of school children determines the general objectives of the educational⁷. “Technology”⁸, as a result of which raw materials turn into finished products. The process of transformation of material reality forms a technological culture, when the main criterion for evaluating and applying new technologies and technological processes is their ability to provide harmonious interaction of a person, nature and technological environment⁹. We join the number

⁴ L. Akpan, The political undertone in the development of nomadic education in Africa: Lessons from Nigeria, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 1-21.

⁵ H. Mahmudov, The system of formation of culture of free thinking at pupils of professional colleges in the process of teaching humanities, in *European Journal of Research and Reflection in Educational Sciences*, no. 3(5) (2015), pp. 8-13.

⁶ M. B. Zatsepina, O. V. Popova, A. V. Filippova, I. V. Muskhanova, A. Kh. Yakhyayeva, & A. M. Ishmuradova, Conditions and Technologies of Students Ecological Culture Formation, in *Eurasian Journal of Analytical Chemistry*, no. 12(5b) (2017), pp. 673-683.

⁷ D. Kaya, & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

⁸ A. M. Kondakov, & A. A. Kuznetsov, *The concept of the federal state educational standards of general education: the project*, Moscow, AST, 2009.

⁹ V. G. Shubovich, Technology education: the nature, current approaches, perspectives of development, in *Simbirsk scientific herald*, no. 1(7), 2012, pp. 103-107.

of those who consider technological culture of the person the result of technological education, that is, its goals^{10,11}.

In this connection, there arises the need for purposeful pedagogical support of the educational process in the formation of the technological culture¹² of the participants in the educational process in the general education system.

Materials and Method

During the research, various methods of research were used. Theoretical methods of research: the study of literary sources, the subject of which were scientific and methodical literature, normative legal documents and acts in the field of education made it possible to identify trends and predict the further development of technological education through the model. Pedagogical modeling allowed to present and adequately reflect the model of the formation of technological culture of students in different conditions of the educational process.

From the group of empirical research methods we were guided by observation, conversation, questioning, pedagogical testing, studying of school documentation, products of intellectual and creative activity of participants in the educational process.

From the mathematical methods of research, we were guided by the method of establishing quantitative relationships that allowed us to register the number of interviewed participants in the sociological survey and participants in the pedagogical experiment. In the statistical processing of the results of the survey, we used the ranking method to identify the most significant positions of our study. The scaling method made it possible to translate the results of the study into units of measure-numerical indicators. Factor analysis allowed us to identify variable factors in our research (criteria, means and forms of education, educational environment, image), which are the initial sign of the

¹⁰ H. Alanay, & H. Aydin, Multicultural Education: The Challenges and Attitudes of Undergraduate Students in Turkey, in *Education and Science*, no. 41(184), 2016, pp. 169-191.

¹¹ S. A. Sedov, Formation of the Individual's Technological Culture in General Education and Professional School, in *Mediterranean Journal of Social Sciences*, no. 6(4), 2015, pp. 71-75.

¹² M. Houdyshell, & P. Kirk, Graduate students' perceptions' on a professional pathway for academic advisors, in *American Journal of Qualitative Research*, no. 2(1), 2018, 77-96.

education system, allowing to predict and determine the degree of influence on the process of technological education in school.

When choosing research methods, we proceeded from the idea of the formation of a technological culture trained by means of project activity, which determined the use of content analysis, the interpretation of product activities, dialogue, hermeneutical methods, humanitarian expertise, the reflection of experience, and design.

The experimental basis of the research

The Elabuga Institute of the Kazan (Volga) Federal University with its educational projects “Children’s University”, “IntelLeto”, “Festival of School Teachers” and the Center for Further Education “Courses for the Advanced Training of Teachers of Subjects”, as well as general educational organizations of the regional level was the experimental basis of the research.

Research stages

The study of the problem was carried out in stages. At the first stage of the research, a retrospective analysis of existing systems and methodological approaches in education, declared in philosophical, psychological and pedagogical scientific literature, dissertation work on the problem, as well as theory and methodology of pedagogical research was carried out. Understanding culture is crucial for educators because our individual cultural orientation is present in every interaction, as the assumptions, beliefs and even human behavior are based on a single cultural indicator. According to Shelley Zion & Elizabeth Kozleski: culture is a system of common beliefs, values, customs, behaviors and artifacts that members of society use to interact with their world and with each other¹³.

The definitions of the basic concept of “technology” and its essence are ambiguous and very contradictory. For example, The Oxford English Dictionary (OED)¹⁴ defines technology as know-how: skill, technology, knowledge of the business, secrets of production. The most common is the assertion that the word “technology” comes from the Greek “techne” - art, craftsmanship, skill, craft, trade, cunning, trick; work and “logos” - teaching, science, knowledge, systematic study of the

¹³ Sh. Zion, & E. Kozleski, *Understanding Culture*, Arizona, TEMPE, 2005.

¹⁴ Oxford Dictionaries, 2018. URL: <https://www.oxforddictionaries.com/>

subject or people, logo. “O” in the middle of the word is simply connecting the vowel of all declensions inside¹⁵. Thus, technology is understood as the science of craftsmanship, ways of human interactions, tools and objects of labor¹⁶.

Previously, the term “technology” was used only in relation to production processes¹⁷. Technology has always played an important role in the development of all civilizations, but, despite this, the object of theoretical and methodological analysis in the field of education, it has become relatively recently, which is identified as the ideology of change and creativity.

Prospects and effective plans for the development of the basic general education system are determined by the newly introduced legal and regulatory documents of the Russian Federation^{18,19,20} that orient the change of the “knowledge” approach to the development of student performancy: personal, subject and metasubject results of activity²¹. The transition to new standards is very painful and takes years. The solution of the tasks assigned to the school, including in the technological education of students, should begin with the training and retraining of teaching staff that meet the requirements of the federal standard and the model of the student’s preparation.

At the second stage of the research, based on the results of a retrospective analysis of the formation and development of technology of the education system, we identified the strategic task facing the general education (in terms of technological preparation of schoolchildren) - updating its content, teaching methods and achieving

¹⁵ P. Fitzgerald-Moore, «*What is technology?*», 1996, URL: <http://people.ualgary.ca/~pfitzger/whats.pdf>

¹⁶ O. V. Shatunova, & S. V. Shabalin, Innovative Training Forms of Pre-Service Teachers of Technology for the Teaching the Basics of Entrepreneurship, in *World Applied Sciences Journal*, 29(4), 2014, pp. 585-588.

¹⁷ V. Y. Shurygin & A. V. Deryagin, *The development of technical abilities of gifted children in extra-curricular activities*, 2013. URL: www.science-education.ru/108-8773.

¹⁸ Federal law of the Russian Federation «On education in the Russian Federation», 2013, URL: <http://www.rg.ru/2012/12/30/obrazovanie-dok.html>

¹⁹ Federal state educational standard of basic General education, 2010. URL: <https://минобрнауки.рф/документы/938>

²⁰ Approximate main educational program of the basic General education, 2015. URL: <https://минобрнауки.рф/документы/938>

²¹ O. B. Dautova, *Modern educational technology primary school in conditions of Federal State Educational Standard*. Saint-Petersburg, Peter, 2015.

on this basis a new quality of its results²². In the current conditions of the development of society, the interdependence of countries and cultures²³, life in a multicultural society dictates the education system in Russia to become competitive, since the sign of the time is professional mobility, which is regulated by the legal and regulatory support for its development at the federal, regional and local (municipal) levels. A new type of relationship and evaluation of the performance of participants in the educational process at all levels and levels of education is being built. For example, for the main school: personal, subject and meta-subjective levels of formation and universal learning activities that determine the position of students as “the ability to learn.” In the conditions of standardization of the entire education system, including basic general education, students act as subjects, and the teacher is a moderator. We have a problem: how to organize the activities of participants in the educational process, so that it meets the needs of society and the personality of the student as a whole? What conditions are necessary to ensure quality education, so that our graduates are competitive, mobile and have flexible competencies?

The fundamental research that we conducted made it possible to outline the plan for an experimental study: to conduct a sociological survey among participants in the educational process: subject teachers taking into account the specifics of technological education at school, schoolchildren of 5-7 grades and future technology teachers - bachelors studying in the field of training: 44.03.05 - Pedagogical education (with two training profiles) training profile: Technology and Additional education. Identify methodological guidelines for adjusting the improvement of technological education in the context of the implementation of Federal requirements. Develop a model for the formation of technological culture of students.

²² A. M. Kondakov, & A. A. Kuznetsov, *The concept of the federal state educational standards of general education: the project*, Moscow, AST, 2009.

²³ T. V. Khudyshkina, A. A. Evtyuginaa, M. O. Suraevab, & L. A. Ilyukhinab, Experience of Polyart Education of Children of Different Categories, in *Iejme — Mathematics Education*, no. 11(8), 2016, pp. 2858-2870.

Results

Structure and content of the model

In our study, an experimental model of the technological culture of students is presented, which was developed based on the analysis of the concept of the Federal Standard for Basic General Education and the content of the Model Program of Technological Education. The model consists of three components: motivational-conceptual, technological-functional and evaluation-productive. The motivational and conceptual component of the model for the formation of the student's technological culture provides for the basic block “Modern material, information and humanitarian technologies, and the prospects for their development”, which is compulsory for the students to master. In the technology classes, trainees will learn or will have the opportunity to learn how to name, characterize the principal differences in arbitrarily chosen examples, monitor the development of technology, and evaluate and forecast the development of technologies in the fields of medicine, production and processing of materials, engineering, food production, service, information sphere.

The technological and functional component allows students to form technological thinking, which determines the base of technological education, which can be schematically represented as “need - goal - method - result”. This level of training allows qualitatively to work out the principles and algorithms of the project activity that are aimed at improving their cognitive activity. The number of participants in the project can vary, so there may be an individual or a group project, which can include not only the students themselves (one or different ages), but also parents and teachers. By duration, projects can be implemented both in a short time, for example, for one lesson, and for a longer period of time (long-term).

The appraisal and result component is the result of the previous components, which makes it possible to determine the criteria of readiness of students for the transition to the next level of technological education “Building educational trajectories and plans in the field of professional self-determination”. The criteria and indicators of the evaluation component are: the degree / level of the performance of students on the personal, subject and meta-subject positions, as well as the ability to learn, presented in the form of universal learning activities of the three groups (regulatory cognitive, communicative). The

combination of these indicators makes it possible to declare the levels of the formation of the technological culture of students as medium, high and very high.

The proposed model was successfully implemented in the courses of professional development of technology teachers in 2016-2017.

Stages of Model Implementation

The development of the model “Formation of the Technological Culture of the schoolchild” assumed the following stages of experimental work:

- definition of the attitude and understanding of the modern system of technological training for students in the main and vocational schools;
- determination of levels, indicators and criteria for the formation of the technological culture of students in the main school through project activities;
- development of methodological recommendations for the development of the cognitive strategies of a schoolboy in technological education.

In order to determine the interests and preferences of the students, we conducted a sociological survey “School of the Future” among 60 schools and 68 technology teachers. In the process of processing the results of the respondents, we found that the opinions of many dispersed.... Someone sees the school of the future as the most developed complex of buildings, with different profiles of training, focused primarily on the abilities of the student. An interesting finding in the organization of the general education system was proposed: “In the municipality, organize several types of schools, and to enter one of them you need to be tested in the kindergarten and, based on the results of these data, identify in one of the schools.” The proposal, of course, is very interesting, the author of the survey (he passed anonymously) summed up his essay to ensure that those who are ready for serious work, to mastering new technologies, really study and build their opinion on the differentiation of education. By the way, many complain that in the classrooms they had children (classmates), who always prevented the teacher from conducting the educational and educational process. In the course of the analysis, we also found the statement “School with the most advanced technologies and teachers - robots. There will be new items that will replace much that remains of yesterday’s school...”.

“The school of the future, in my opinion, should become better than today’s. In the school of the future it will be interesting to study, the lessons on technology will take place in a non-standard form, children will not need to learn new material (teachers in the class will conduct game trips to the world of knowledge). Pupils will learn more for a long time independently (they themselves seek, extract and solve problems). To ensure that in the lessons of technology in the school problem situations were created, related to the acquisition of knowledge and subsequent practical work. “

The majority of respondents are inclined to ensure that compulsory educational subjects that determine the minimum basic level of preparation in the general education institution were free. At the same time, the school additionally provide an opportunity to study also on individual programs already on a paid basis, where the quality of education will be in the first place. Many statements are about the organization of access to the electronic library and its creation on the basis of schools. More than half of the respondents are inclined to cancel the exams, because in school, education is now reduced only to “training” for their surrender: there is an automatic testing of work only with tests. 10% offered to introduce monetary incentives so that children began to study well. 90% offer to strengthen the educational and material base on technology, so that the equipment does not serve as a means of decorating the interior, was available not only to teachers, but also to students, and was in keeping with modern trends and innovations. Most respondents point to the weakness of today’s general education system: teachers should not live only with their subject, they must be diversified and have different ways to activate learning activities, they must be able to empathize with their students. The answer to the open-ended question “What are the factors that contribute to the quality of education at school” provoked a stormy condemnation among the survey participants. 95% say that it is the image of the educational organization - the external appearance of teachers and students. First, it is a discipline in the classroom. Correctly and competently organized educational environment and a given tone contribute to better activation in class. Secondly, how do they affirm the desire to learn when everyone is on equal terms. Thirdly, it should be a model of fashion and differentiated by classes of instruction, so that many people have a sense of aspiration. Fourthly, the students are brought up with a sense of frugality in the material means of instruction.

Find and pay more attention to gifted children, and for this they must be in close contact with their parents. It is necessary to inform the parents that the school alone cannot teach modern technologies, it only develops what is laid down by the family. There must be mutual cooperation: family-school-technology.

At the second stage of the introduction of the model, we determined the levels, indicators and criteria for the formation of the technological culture of students in the main school by means of project activities. Implementation of the creative project by the students is carried out according to the algorithm of actions: the identification of the need, the definition of the goal, the practical significance and the formulation of the technical conditions of the project; choice of methods for solving design and technological problems for design, preconstruction or redesign; selection and justification of technologies and materials for implementation; economic and environmental feasibility of the project, reflection. The presented components determine the content and, accordingly, are the results of the activity that determine the creative and activity components of the evaluation of creative work and are characterized as criteria: independence, relevance, structural and technological and composition-artistic solutions, polyfunctionality. We chose a five-point rating scale. For all the participants in the experiment, we proposed a general theme for the creative project “School of the Future”. In the experimental group, we specified it in the following aspects: Architecture (prototyping, building design, etc.), Image (appearance, clothing, etc.), Nutrition, Didactic materials, Interior (schools, classes with design elements), Brand book schools, Services network of educational services and others).

At the stage of introduction of the experimental model in the technological education of schoolchildren with the purpose of simultaneous recording of the results of the students’ activity, we introduced maps-routes for the formation of the student’s technological culture. This map is a summary of information for each participant in the experiment (name, rating criteria, levels of design and technological tasks and scores for positions). For each group of participants, the card is drawn up and processed separately.

The ascertaining stage

In total, the study covered 180 people, including 68 technology teachers, 86 middle school students and 26 bachelor students of technological education training. In the first-order study, we were to reveal the essence of assessing the formation of the technological culture of the student in the basic general education system in the conditions of the implementation of the requirements of the Federal Standard of Basic Education, which implied the need to answer classical questions in didactics: What for to evaluate? What to evaluate? How to evaluate? On the basis of a step-by-step algorithm for solving the questions about the formation of the technological culture of trainees, we determined the goals and objectives of the assessment in accordance with the content of the Model Technology Program; developed on the basis of the performance of the students the criteria and scale for evaluating the products of creative and intellectual activity in 5 points. As a criterion, we chose the creative-activity components of the evaluation of creative work. The object of the control for the control and experimental group was the production of the collective poster “Education at school”. The project was short-term, lasting one lesson. The results of the research at this stage showed that the two groups identified are on the average level of the schoolchild’s technological culture, which are defined as average, above and below the average.

What influences the level of formation of the technological culture of schoolchildren? The carried out procedure of the control section made it possible to determine the forms, methods and means of the mechanism for the formation of the technological culture of students. By detailing these common tasks through the system of criteria and quality indicators, it is possible to select the most appropriate forms, methods and ways of teaching, putting them into the methodology for improving of technological education in the main school through the means of the experimental model.

Formative stage

The implementation of the educational process with the help of an experimental model for the formation of technological culture of students required a constructive infusion of all participants of the educational process for research. Participants in the experiment were

involved in educational, practical and creative procedures for the formation of technological culture of students. Each teacher who is part of the experimental group based on the step-by-step algorithm of the constructive activity of the participants in the educational process implemented the educational route in accordance with the Model according to the scheme: moderation - provocation - nomination and proof of the hypothesis - decision - check - reflection. They recorded the results in a single Map-route of observations of the formation of the technological culture of students. At the end of the experiment, monitoring was carried out on the personal achievements of each student.

The participants in the educational process of the control group on the proposed model only assessed the performance of the students as the training was conducted according to the classical scenario.

Unchanged and common for all was the task: to fulfil the creative project “School of the Future” in small groups.

Control stage

At the final stage of the experiment of determining the level and revealing the dynamics of the formation of the technological culture of schoolchildren, we assessed and monitored the protection of the creative poster of the students of “School of the Future”. The data of the control section showed that in the experimental group (42 people) the estimated-productive component prevails on the average 56%, high 31% and very high 13% level of technological culture development. In the control group, selected from the number of students in the secondary school of the Municipality of 44 people, the level of formation of the data of the parallel mode of the experiment was determined at the lower, middle and high levels, which in the qualitative assessment is 12% lower.

The experimental results obtained by us allow us to conclude that the model of the formation of the technological culture of schoolchildren developed and successfully tested is effective, since it allows to ensure harmonious interaction of man, nature and techno sphere at all stages of technological education.

Discussions

Learning from foreign experience Scott A. Warner & Perry R. Gemmill^{24,25} shows that one of the positions of the organization of the educational process, despite the ambiguity of approaches in different countries, is one of the most discussed in society, especially in the period of globalization and mutual integration of different cultures²⁶ - the image and appearance of the learner. In most countries, the school uniform is a basic element of students' clothing, because carries a number of positive values, such as: social, disciplining, aesthetic and image^{27,28}. The mood of students and motivation for learning activity begins with the image of the educational organization, when the student does not think about himself, but about learning. From this point of view, all participants in our experiment agree: brand book, image, dress code and the school's ability to organize technological education.

The school of sorcery and magic “Hogwarts” for many remains the ideal with its way of selecting students and their distribution in the faculties (Gryffindor, Puffenduy, Kogtevrán and Slytherin). Selection in groups was carried out by an innovative method - “Hat”, which read the level and possibilities of the future pupil. Teachers really knew how to enchant and activate the activities of their wards. For example, Professor McGonagall at the first lesson went to practice and turned her desk into a pig, and then back to the table. Everyone was terribly amazed and began to languish with the desire to start practicing themselves as soon as possible, but soon realized that they could not learn how to turn furniture into animals in the near future. With special patience, everyone

²⁴ S. A. Warner, & P. R. Gemmill, Creativity and Design in Technology & Engineering Education, 2011. URL: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/47790/20-11CTTEYearbook.pdf?sequence=1>

²⁵ A. Maley, & N. Peachey, *Creativity in the English: language classroom*, London, British Council, 2015.

²⁶ K. Karatas, & B. Oral, Teachers' Perceptions on Culturally Responsiveness in Education, in *Journal of Ethnic and Cultural Studies*, no. 2(2), 2015, pp. 47-57.

²⁷ J. Duffy, L. Wickersham-Fish, L. Rademaker, & B. Wetzler, Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/protégé relationships, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 57-76.

²⁸ Psychological factor of influence of school uniforms on the learning process, 2017. URL: <https://nsportal.ru/ap/library/drugoe/2017/04/01/psihologicheskii-faktor-vliyaniya-shkolnoy-formy-na-protsess-obucheniya>

was waiting for Professor Quirrell’s lesson on protection from the Dark Arts, but Quirrell’s work was more like a humorous show than something serious²⁹.

The theoretical provisions and practical recommendations we have considered for preparing future university teachers for innovative pedagogical activity^{30, 31}. Unfortunately, the problem of the formation of technological culture among schoolchildren in the process of creative activity has been little studied and requires close attention from the higher school in the training and retraining of pedagogical personnel capable of implementing innovations in their professional and pedagogical activities. As we see motivation, artificially caused difficulties, the first attempts to solve tasks, reflection in the educational process contribute to the achievement of the goal. The definition of the conditions and factors influencing the choice of technology, stages, methods, means of training³² and related problems are solved on the basis of theoretical and experimental studies and studies of advanced pedagogical experience.

The review of the issues of professional development in the field of design in technological education made it possible to distinguish three main objectives, which include the facilitation of the teacher’s understanding of the design processes, the improvement of teachers’ competence using classroom design processes, the harmonization of project activities with the goals and standards of the curriculum³³.

Reflecting on the structure of the experience of professional development in design education, it will be useful to recognize and consider some of the existing problems.

²⁹ J. K. Rowling, *Harry Potter and the Philosopher’s Stone*, London, Bloomsbury, 1997.

³⁰ T. I. Zinovyeva, Future Teachers, Training for innovative Activity, in *Secondary vocational education*, no. 8, 2016, pp. 8-11.

³¹ V. N. Kravchenko, Features of preparation of future high school teachers to innovative pedagogical activity, in *Innovative solutions in modern science*, no. 8(8), 2016, p. 100-107.

³² V. Y. Shurygin & F. M. Sabirova, Particularities of blended learning implementation in teaching physics by means of the LMS Moodle, in *Espacios*, no. 38(40), 2017, pp. 38-45.

³³ M. Hoepfl, Overview of professional development issues in design and technology and engineering education, in *Creativity and Design in Technology & Engineering Education: 60th Yearbook* (pp.290-292). Reston, Author, 2011.

Conclusion

The improvement of education and access to the European level in the context of modernizing the education system in Russia shows the expediency of using pedagogical innovations in technological education. We propose, on the basis of the system-activity approach, the training in technology lessons to be organized according to the three-dimensional model of the formation of the technological culture of students as a result of technological education. It is established that the formation of technological culture of schoolchildren at the main school as a personal result will be successful only in the process of creative activity. The methodology we proposed determined a step-by-step algorithm for the constructive activity of the participants in the educational process: moderation-provocation-promotion and proof of the hypothesis-decision-verification-reflection. Generalization and universalization of the motivational-conceptual, technological-functional and evaluative-effective components of the model of the technological culture of students show the effectiveness of its application. The result of creative and intellectual work becomes visible, since its presentations go public and are declared in posters.

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ALGORITHM OF TEACHER PROJECTING AND TRAINING ACTIVITY IN THE PROCESS OF STUDENT SOCIAL-RIGHT CULTURE FORMATION

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Abstract: *The relevance of the study is determined by the task of the university graduates' training, focused on the world's legal values in solving any problems of a professional, personal, social nature. The purpose of the paper is to analyze, form and develop the socio-legal culture of university students as a social group that accumulates huge potential opportunities for the social and legal progress of society. The authors comprehensively consider the socio-legal culture as an integrative personality formation, which includes a set of four components: cognitive, behavioral, emotionally-value, moral-volitional. An algorithm for the projecting and training activity of the teacher on the formation of the socio-legal culture of students is developed, which includes three phases: a pre-project (the stages of preparing the teacher and students for solving educational tasks in the educational project); the implementation phase (the stage of implementation of training tasks in the project and the stage of monitoring, analysis, evaluation, coordination and correction); post-project (stage of final examination and evaluation); at each stage, the didactic functions and methods of projecting and training activities are defined; a criteriogramma of evaluation of student socio-legal culture formation is presented. The scientific and methodical resource presented in the paper creates comfortable conditions for the formation of a modern specialist with a high level of socio-legal culture.*

Keywords: socio-legal culture, student youth, the educational space of the university, the algorithm of projecting and training activities of the teacher, criteriogramma for assessing the student socio-legal culture formation.

Introduction

The analysis of literature sources conducted during the research revealed that a number of developments in the theoretical and methodological aspects of socio-legal culture formation as a specific socially conditioned phenomenon^{1,2} that fulfils an important social and humanitarian mission are being conducted in the context of the formation of an active student's life position^{3,4,5,6,7}. Studies reveal the role and importance of legal culture for universal human culture⁸ and education^{9,10}. Educational and methodical support for the formation of the socio-legal culture of youth is developed in studies^{11,12,13}. According to N.I. Matuzov¹⁴, the socio-legal culture of the individual is an indispensable prerequisite and creative beginning of the legal state of

¹ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

² E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

³ E. R. Arakelian, The place and role of law in modern civil society, in *Legal science*, no. 4, 2014, pp. 5-11.

⁴ S. I. Arkhipov, The concept of legal communication, in *Russian legal journal*, no. 6, 2010, pp. 7-17.

⁵ R. M. Asadullin, *A man in the mirror of education*. Moscow, Nauka, 2013.

⁶ V. A. Sukhomlinsky, *The birth of the citizen*, Moscow, Conceptual, 2016.

⁷ M. R. Zheltukhina, A. V. Ukrainskaya, E. B. Ponomarenko, N. Yu. Fanyan & E. V. Talybina, Stylistic Means of Influence in the Contemporary Chinese Sports Media Advertising, in *XLinguae Journal*, no. 11(1), 2018, pp. 152-162.

⁸ H. Alanay, & H. Aydin, Multicultural Education: The Challenges and Attitudes of Undergraduate Students in Turkey. *Education and Science*, no. 41(184), 2016, pp. 169-191.

⁹ S. V. Kamyshev, Globalization of education and " global education " in the modern world, in *Philosophy of education*, no. 6(45), 2012, pp. 124-131.

¹⁰ P. P. Marchenya, Legal nihilism in Russia: myths and realities, in *Bulletin of the Moscow University of the MLA of Russia*, no. 2, 2016, pp. 28-31.

¹¹ M. S. Fabrikov, Features of formation of legal culture of students in the educational space, in *Scientific opinion*, no. 15, 2016, pp. 53 - 56.

¹² E. F. Usmanova, Legal culture through the prism of communication theory, in *Issues of theory and practice*, no. 5, 2015, pp. 191-193.

¹³ L. A. Shabalin, Implementation of the concept of multicultural education within the discipline "Intercultural communication", in *Interexpo Geo-Siberia*, no. 2, 2012, pp. 82-88.

¹⁴ N. A. Matuzov, Legal idealism as the flip side of legal nihilism, in *State and law*, no. 10, 2013, pp. 5-12.

society, its purpose and constituent part¹⁵. Being conditioned to a certain extent by the legal state of society¹⁶, it is situated at the base, forming a holistic core. Analyzing the problem of socio-legal culture formation, it is necessary to pay attention to how the student reflexes about the law, as well as how the system of legal education and upbringing works. So, R.Kh. Gilmeeva, V.N. Korchagin & L.Yu. Mukhametzyanova¹⁷ notes that all the problems of socio-legal culture formation and the realization of rights are related to the attitude to their rights and legal behavior and the possibility of realizing these rights in society¹⁸. In pedagogical science, legal socialization is studied primarily not as a holistic integrative process of mastering legal norms, forming a value attitude to law and forming legal behavior, but from the standpoint of individual elements and aspects¹⁹. A review of the scientific literature shows that in pedagogical science the theoretical bases and practical educational methodical algorithms for student socio-legal culture formation in professional educational organizations are still insufficiently developed²⁰; An analysis of pedagogical practice is required with the aim of determining effective ways of transferring legal knowledge, forming legal consciousness, and developing the lawful behavior of the future specialist^{21,22,23}.

¹⁵ Y. Cao, G.I. Kirilova & M. L. Grunis. Cooperative Research Projects of Master's Students (Education Programs) in the Open Informational Educational Environment. *Eurasia Journal of Mathematics, Science and Technology Education*, no. 13(7), 2017, pp. 2859-2868.

¹⁶ E. B. Ponomarenko, M. R. Zheltukhina, G. G. Slyshkin, L. A. Borzykh & C. GarciaCaselles, Markers of the Affecting Model in Contemporary Political Media Communication, in *XLinguae Journal*, no. 10(4), 2017, pp. 58-68.

¹⁷ R. Kh. Gilmeeva, V. N. Korchagin, L. Yu. Mukhametzyanova, Legal training of future professionals as a condition of countering extremism among young people, in *Kazan pedagogical journal*, no. 1, 2015, pp. 42-48.

¹⁸ S. Lafer, Democratic Design for the Humanization of Education, in *Journal of Ethnic and Cultural Studies*, no. 1(1), 2014, pp. 6-12.

¹⁹ I. V. Staroverova, *Deviation awareness and Pravovedenie Russian youth*, Moscow, RITs ISPI ran, 2010.

²⁰ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

²¹ A. R. Shaidullina, D. A. Krylov, V. V. Sadovaya, G. R. Yunusova, S. O. Glebov, A. R. Masalimova & I. V. Korshunova, Model of Vocational School, High School and Manufacture Integration in the Regional System of Professional Education, in *Review of European Studies*, no. 7(1), 2015, pp. 63-67

Materials and Methods

The methodology of the study is determined by the integrated use of axiological, activity-based, functional, information-semiotic, sociological, socio-cultural approaches to understanding the essence and structure of socio-legal culture.

Axiological one, according to which, socio-legal culture is interpreted as a developing system of legal values that arise in the process of social modernization, allowing objectively to assess the phenomena of socio-legal culture, their socio-historical significance, regulatory properties. *The activity –based approach* is connected not only with the activity itself, but also the mechanisms of the individual’s socio-legal culture formation, as with the activity as a means of formation and development of human subjectivity in the dynamics of personality development in the conditions of social changes.

The structurally-functional approach reflects the universal connection and mutual conditioning of the phenomena and processes of the surrounding socio-cultural reality, characterizes the legal culture from the content side in relation to the degree of social qualities of the subjects of law, as well as the transforming role of thinking in the field of legal culture. This approach considers relatively independent components of socio-legal culture, not in isolation, but in interrelation and dynamics, which allows us to identify the integrative system properties and qualitative characteristics of this concept, provides a holistic view of the phenomenon of socio-legal culture.

In the framework of the *informational-semiotic approach*, the socio-legal culture is viewed as a semiotic structure that represents a sign system, a set of regulators, values and knowledge in the field of legal reality, expressed in a certain system of prohibitions, where the text is perceived as a legal document with formulated rights and duties.

According to the views of the sociological approach’s supporters, legal culture is a combination of social and personal spiritual values

²² E. Y. Levina, L. G. Akhmetov, L. N. Latipova, A. L. Mirzagitova, , F. I. Mirzanagimova, Z. A. Latipov & A. R. Masalimova, Diagnostics of Educational Activity Quality on the Basis of Qualitative Methods, in *Asian Social Science*, no. 11(4), 2015, pp. 246-251

²³ A. R. Masalimova & Z. G. Nigmatov, Structural-Functional Model for Corporate Training of Specialists in Carrying Out Mentoring, in *Review of European Studies*, no. 7(4), 2015, pp. 39-48

reflecting the qualitative level of the legal life of society. In this case, the main indicators of the individual's legal culture formation are: a) legal awareness (the degree of correspondence between people's perceptions of the correct behavior in the legal sense, on the one hand, and the law on the other); b) social and legal activity (the degree of actual participation of people in situations governed by civil law); d) preference for legal or non-legal procedures (the correspondence of actions that are actually or speculatively chosen by the respondent to solve their problems); e) recognition or non-recognition of the value of the law (the idea of the admissibility of going beyond the legal field).

Specificity of the *socio-cultural approach* to the definition of the concept of the individual's socio-legal culture consists of: harmonization of the individual's spiritual world in the process of mastering legal information; in the capacity for socio-legal adaptation in dynamically changing economic and political conditions; in the independence of the interpretation of the received legal information.

The above mentioned approaches make it possible to identify the main *functions of the individual's socio-legal culture formation*:

Right-regulating, forming a system of ethical norms and rules of conduct through the development of generally accepted patterns of behavior and ensuring the functioning of the legal system of society;

Value-normative, aimed at the development of universal human cultural values and patterns of behavior reflecting the cultural value of institutions of public law;

Right-socialized, aimed at right education of the individuals and raising the level of their legal literacy;

Cognitively-transformational, focused on the accumulation of theoretical knowledge and organization of activities for the formation of the rule of law and civil society;

Informational-communicative, providing inter-subject interaction in a certain legal field;

Culture-creating, including the development of the creative potential of the individual in the legal sphere through law-making processes.

Summarizing the conceptual approaches to the study of the individual's socio-legal culture foundations, we came to the conclusion that the socio-legal culture is a set of general cultural and legal competences based on universal human values and reflecting the qualitative level of legal education and legal consciousness.

As the basic *principles* of the student socio-legal culture formation, it is necessary to note the following:

-*principle of voluntariness* (students independently choose the form of occupation that interests them, which ensures their interest and activity in mastering legal knowledge and norms);

-*the principle of public orientation* (the content of the work on the formation of the legal culture of students should be socially significant, meet the urgent tasks of the development of society, correspond to the law);

-*principle of initiative and independence* (taking into account the wishes of the students themselves, their initiative proposals);

-*the principle of taking into account of age and individual features* (content, forms, methods of implementing the work on the student legal culture formation are consistent with age characteristics, are available for a given age).

In order to verify the solution of the tasks, *the following research methods* were used: *theoretical*: problem analysis and synthesis of ideas that help to comprehend the category of multicultural competence of university students; analogy, generalization, concretization, abstraction, idealization, modeling of organizational and pedagogical conditions for the formation of multicultural competence of student youth; extrapolation of the revealed tendencies and patterns of social orientation of the educational process in the university on the possibility of their use and application in practice of other educational institutions; *empirical*: ascertaining, forming, control experiment; *mathematical statistics*: statistical processing of questionnaire data and experimental results.

Experimental work was carried out on the basis of Russian universities (the sample of students was 302 people). Experimental work was built in the process of educational and extracurricular activities of students in the university in the framework of vocational education, using the possibilities of educational disciplines, in the forms of lectures, seminars, master classes, mini-trainings, role-playing, business games, in the course of training practice; resources of research activity (conferences, seminars, round tables); various forms of educational work (debates, reviews, competitions, festivals, thematic and festive events, club meetings, actions, adaptation meetings).

Results

Strategic and tactical goals of student social and legal culture formation

The strategic goal is the student socio-legal culture formation. *Tactical goals* are related to the components of the socio-legal culture of students and are oriented towards the formation of such qualities of the future specialist that would allow him to evaluate technical inventions, scientific discoveries from the point of view of their not only technological and economic but also social effectiveness, responsibility for the consequences of their professional activities. This approach helped to correlate the components of socio-legal culture with the orientation of pedagogical goals (Table 1).

Table 1: The ratio of components of student socio-legal culture with the orientation of tactical pedagogical goals

SLC Components	Content of SLC components	Directivity pedagogical goals
Cognitive	<ul style="list-style-type: none"> – Knowledge and understanding; – the essence and socio-cultural significance of one's future profession; – The structural relationship of socio-legal institutions and social and legal relations. 	<ul style="list-style-type: none"> – Formation of knowledge: <ul style="list-style-type: none"> – about the essence and socio-cultural significance of one's future profession; – on the structural interrelation of social and legal institutions and social and legal relations; – about the means and ways of performing actions, solving social, legal and professional problems, implementing the norms of behavior
Behavioral	Skills to use creatively social and legal knowledge in a variety of standard and non-standard situations; self-control and self-analysis of activities and behavior in a variety of standard and non-standard situations	<ul style="list-style-type: none"> – formation of skills to use creatively knowledge about the essence and socio-cultural significance of one's future profession; – formation of skills to use creatively knowledge about the structural interrelationship of social and legal institutions and social and legal relations; – formation of skills to use creatively knowledge about the means and ways of performing actions, solving social, legal and professional problems, implementing norms of behavior;

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		<ul style="list-style-type: none"> – formation of self-control and self-analysis skills of the quality of performance of public assignments, training and production activities and behavior in social and legal situations
Emotionally-sensual	Emotional endurance in situations of social and vocational interaction, a sense of civic conscience and deep respect for the law	<ul style="list-style-type: none"> – develop emotional restraint in situations of social and professional interaction; – develop the ability to feel experiences for failures in mastering theoretical knowledge, in the performance of public assignments and production assignments (student standards of production);
Moral	Consciousness, tolerance, collectivism	<ul style="list-style-type: none"> - develop the ability to feel emotional experiences in the event of failures in the implementation, execution, observance of the law, established rules for students and the mode of educational and production activities. – nurture consciousness in observance of corporate norms; implementation, execution and observance of moral and legal norms outside the college; – To cultivate tolerance for different ethno cultures and religions; – to form readiness for participation and initiative in ensuring compliance with the rules and meeting the requirements of the training and production mode in the college by all students of the group; – educate collectivism in educational, industrial and social activities; in situations that have a legal content
Willed	Responsibility, organization and punctuality, ability to overcome difficulties	<ul style="list-style-type: none"> – educate the responsibility for the work of team members (subordinates) and cultural and humanitarian result of the tasks; – To bring up organization and punctuality in educational, industrial and public activities; in situations that have legal content; – develop the ability to withstand various kinds of life difficulties without the loss of psychological adaptation, while exhibiting endurance, self-control,

	determination
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Algorithm of the teacher projecting and training activity of the student socio-legal culture formation

The authors developed an *algorithm for the projective and training activity of the teacher on the student socio-legal culture formation*, which includes three phases: a pre-project (the stages of preparing the teacher and students for solving educational problems in the educational project); the implementation phase (the stage of implementation of training tasks in the project and the stage of monitoring, analysis, evaluation, coordination and correction); post-project (stage of final examination and evaluation); at each of the stages didactic functions and methods of projecting and training activities were defined^{24,25,26,27}.

The *pre-project phase* is the creation of prerequisites for the success of the projecting process and the scientific and methodical support of the project. *I stage* of projecting and train activity: preparation of the teacher for solving educational problems in the educational project. It is objectively conditioned by the dispositional pattern of the teacher's inclusion in meaningful activity (Table 2).

Table 2: The stage of preparation of the teacher for educational problems solving in the educational project

Didactic functions	Methods of projecting and training activities
1. <i>Diagnostic</i> -study of the pre-project situation, the initial level of the socio-legal culture of students, the students' learnability and learning, pedagogical capabilities, learning	1. <i>Diagnostic</i> : observation, conversation, questioning, interviewing, studying documents and products of educational and

²⁴ Y. K. Rakhmanova & S. I. Kargapol'tseva, Project activities in a technical University, in *A young scientist*, no. 11, 2016, pp. 1527-1531.

²⁵ L. V. Zgonik, Project activity in development of personal and professional qualities of students of pedagogical higher education institution, in *A young scientist*, no. 5, 2016, pp. 1-4.

²⁶ D. A. Krylov, Formation of the project culture of the future teacher in the educational space of the University: structural and functional model, in *Modern problems of science and education*, 1, from: <http://science-education.ru/ru/article/view?id=18230>, 2015.

²⁷ I. S. Islambekova & D. A. Salmanova Pedagogical reflection as a condition for the formation of the project culture of the teacher of vocational training, in *News of Dagestan State Pedagogical University Of Makhachkala*, no. 2, 2008, pp. 49-52

Didactic functions	Methods of projecting and training activities
conditions	cognitive activity, studying behavior, sociometry, drawing up independent characteristics, testing, test assignment; studying of literary sources and methodical means.
2. <i>Target orientation</i> -selection of learning goals and objectives, project themes; their specification with regard to the level of socio-legal culture formation, the nature of individual characteristics' development, the periods of vocational training, the specific features of the pedagogical plan.	2. <i>Target-oriented</i> : choice, ranking, differentiation of educational tasks corresponding to the level of socio-legal culture of students
3. <i>Planning</i> - planning an educational act (project), its course and organization; the inclusion of specific tasks in the general system and the allocation of both specific and indirect items.	3. <i>Planning</i> (projecting): structuring, rationing, personification of activities, selection of forms of organization of teaching and educational interaction; development of current, operational and long-term plans.

II stage of projecting and train activities: preparation of students to solve learning problems in an educational project. It is dictated by the dispositional regularity of the educational effect's conditioning on the individual, the regularity of the educational effect's conditioning on the degree acquiring of social roles by the individual. This phase reflects the main conclusion of the disposition-synergetic theory of teaching and educational interaction - the learner is a full-fledged subject of this process.

The second stage of the projecting-training activity includes such didactic functions as *mobilization-motivational and communicative*, as well as the corresponding methods of projecting and train activity (Table 3).

Table 3: The stage of preparing students for solving educational problems in the project

Didactic functions	Methods of projecting and training activities
1. <i>Mobilizing-inducing</i> - formation of student mobility (psychological readiness and ability to solve educational and cognitive tasks)	1. <i>Mobilizing-inducing</i> : actualization of training and educating activities' goal; actualization of knowledge, skills, mental states;

	motivation of activity, psychological reinforcement, suggestion, psychological training.
2. <i>Communicative</i> - the establishment of correct relations between the teacher and students, the establishment of contact (mutual understanding, trust, consent, cooperation)	2. <i>Communicative</i> : the choice of support positions, the adaptation of relations on a conflict-free basis, the accumulation of agreements, the joint development of relations' norms, the orientation toward trusting relations and cooperation.

Project implementation phase - implementation of planned project activities, correction of project progress and actions of its participants, presentation of work's final results. *III stage* of projecting and training activities: implementation of training tasks in the project. It includes the formative function, as well as the corresponding methods of projecting and training activities (Table 4).

Table 4: Stage of training tasks' implementation in the project

Didactic functions	Methods of projecting and training activities
<i>Forming (training)</i> - step-by-step execution of planned project activities, ensuring the transfer of learning objectives to the target orientation of students; formation of knowledge, abilities and skills.	<i>Forming</i> : lectures, talks, reports, debates, essays, creating of educative, including industrial situations of a social and legal nature, exercises, and business games.

The formative function is a transition of the goal, which consists in the formation of the socio-legal culture of students, into the targeted orientation of students through appropriate toolkit.

IV stage of projecting and training activities: monitoring, analysis and evaluation of projecting and training activities, its correction. It includes a control and analytical and evaluation function, the function of coordination and correction of the process of student socio-legal culture formation, as well as the corresponding methods of projecting and training activities (table 5).

Table 5: Stage of control, analysis, evaluation, coordination and correction

Didactic functions	Methods of projecting and training activities
1. <i>Control-analytical and evaluative</i> - the teacher's determination of his actions' success and the quality of the results achieved in the formation of the socio-legal culture of students.	1. <i>Control - analytical and evaluative</i> : checking of tasks' fulfillment, observance of norms of conduct and activity; analysis, synthesis, classification, typing, comparison, generalization, evaluation.
2. <i>Coordination and correction</i> - coordinated actions of the teacher on the student socio-legal culture formation	2. Coordination and correction: the development of unified and personalized requirements for students; the coordination of pedagogical activity and the correction of the socio-legal culture of students.

The post-project phase is the final examination and evaluation, dissemination of the results and products of the project activity, selection of options for the continuation of the project. The *V stage* of projecting and training activities includes the function of the final examination and evaluation of the project, as well as the corresponding methods (Table 6).

Table 6: Stage of final examination

Didactic functions	Methods of projecting and training activities
Final examination and evaluation of the project - determination of the conformity of the received product to the original design; decision-making on local application of project materials or their replication with the purpose of active introduction into practice	Final examination and evaluation of the project: Delphi method; method of ranking; the method of paired comparisons; in-depth interviewing; focus group method; sociological surveys

Criteriogramma of student socio-legal culture formation

Integral criteria for assessing the student socio-legal culture formation are: cognitive, behavioral, emotional-sensual, moral, strong-willed. Each integrative criterion (IC) includes the basic criteria for assessing student socio-legal culture formation (SC) and their indicators. Thus, the *cognitive criterion* includes knowledge of the essence and socio-cultural significance of its future profession; structural interrelation of social and legal institutions and social and legal relations; means and ways of performing actions, solving social, legal and professional problems,

implementing norms of conduct; *behavioral*-the ability to use creatively social and legal knowledge in a variety of standard and non-standard situations; self-control and self-analysis of activities and behavior in a variety of standard and non-standard situations; *emotional-sensual* - is the emotional endurance in situations of social and professional interaction, a sense of civic conscience and deep respect for the law; *moral one* - consciousness, tolerance, collectivism, *strong-willed* - responsibility, organization and punctuality, ability to overcome difficulties (table 7). Characteristics of socio-legal culture are manifested in the levels (low, medium and high), by which one can judge in general on the degree of its formation among students. The *low level* is characterized by the predominance of negative deviations in the manifestation of the characteristics of socio-legal culture, for the *average level* - a partial negative deviation from the manifestation of the characteristics of socio-legal culture, and for a high level - a full manifestation of the characteristics of socio-legal culture.

Table 7: Criteriogramma of student socio-legal culture formation

<i>Criteria of legal culture</i>	<i>Indicators of formation</i>
<i>Cognitive</i>	Understanding the essence of the state and law and their role in society, knowledge of the main legal sources, the main provisions of the Constitution of the Russian Federation, the fundamental rights and freedoms of man and citizen; understanding of the main legal definitions; knowledge of the main provisions of the leading legal fields.
<i>Moral</i>	Adequacy of the assessment of the current legislation, one's own legal activities and legal activities of other members of society in terms of fairness, legality and appropriateness.
<i>Emotionally-sensual</i>	The ability to experience dissatisfaction about the poor quality of one's and of other's legal knowledge and skills; be ashamed and repent of one's own wrongful conduct, of the offense of others, feel satisfied with one's own legitimate behavior and the legitimate conduct of other members of society; be rejoiced after a successfully found legal solution to the life situation; the ability to experience satisfaction from a newly adopted law that meets all the requirements of humanity and justice and the displeasure from a newly adopted law that does not meet such requirements.
<i>Willed</i>	The desire to own legal education and improve the legal culture of others; readiness to use actively the received legal knowledge and skills in everyday, university life, in the future professional

	activity; ability to exercise spiritual immunity to commit offenses
<i>Behavioral</i>	Legitimacy, “non-victimity”, initiative, automatic behavior; its legal effectiveness in university, daily life, in the future professional activity; active participation in the promotion of legal knowledge and law enforcement activities.

Results

Experimental verification of the developed algorithm’s effectiveness of the teacher’s projecting and training activity in socio-legal culture formation²⁸ made it possible to reveal the positive dynamics of student socio-legal culture indicators’ level in the period from I to IV in both the control and experimental groups that testifies the certain effectiveness of the traditional process of socio-legal culture formation. At the same time, all indicators of the socio-legal culture of the experimental group at the end of the IV course are higher than those of the control group.

After calculating the average score of the assessments in the control and experimental groups for each of the 5 units, the following data were obtained, which were presented in the form of a table of the final results in diagnosing the students’ socio-legal culture (see Table 8).

Table 8: The final results in the diagnosis student socio-legal culture

Unit name	Cont. Group Init. level 1 course	Exp. Group Init. level 1 course	Cont. Group II year	Exp. Group II year	Cont. Group IV year	Exp. Group IV year
	I-st stage Adaptation (elementary)		II stage Stabilization and developmental (intermediate)		III stage The final (last)	
Cognitive	0,98	0,91	0,98	0,99	1,36	2,17

²⁸ B. S. Wayessa, We are not alone: conceptualizing people-things relationship in Oromo community in North America, in *Journal of Ethnic and Cultural Studies*, no. 4(1), 2017, pp. 34-43.

Emotional	1,07	1	1,23	1,3	1,55	2,52
Moral	1,36	1,38	2,16	2,14	2,38	2,96
Willed	1,84	1,8	2,12	2,16	2,48	3,22
Behavioral	1,1	1,11	1,69	1,71	2,34	3,13
Average indicators by level legal culture in the stages of the forming experiment	1,16	1,14	1,62	1,63	2.0	2,77

The presented table indicates that, at the initial stage of the forming experiment, the average score of the experimental group's assessments was equal to the corresponding average score of the control group and had only minor discrepancies within the hundredths of a fraction. At the final stage, the difference in the mean scores for the experimental and control group was: on the cognitive unit – 0, 81 points; on emotional - 0, 97 points; on moral - 0, 58 points; by strong-willed - 0, 74 points; on behavioral - 0, 82 points. For all units of assessing the levels in the formation of socio-legal culture components, we see a clearly expressed positive dynamics of these indicators among the tested students of the experimental group.

Clearly, the average indicators in the formation of socio-legal culture's levels in the stages of the formative experiment are presented in the form of a diagram. (See Figure 1).

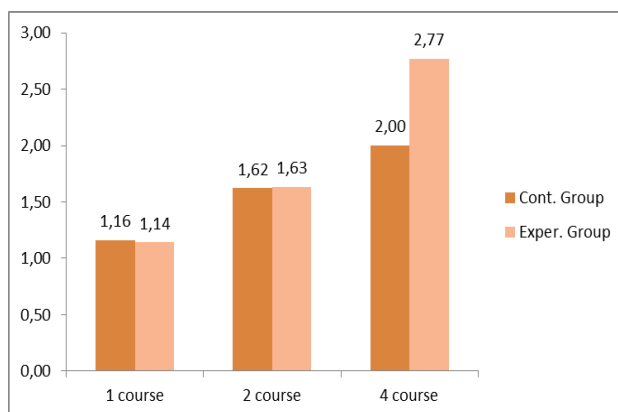


Figure 1: Average indices by level of students' socio-legal culture forming

As we can see, in the 2nd year, based on the results of the mid-term assessment in the level of the student socio-legal culture in the control and experimental groups, the overall uniform slight increase in the level of students' culture in both groups was revealed. The evaluation, conducted at the final stage - on the 4th course, showed a higher level of formation of socio-legal culture's all components among the students of the experimental group.

The obtained final results convincingly show that the level of student socio-legal culture in the experimental group is higher than that of the students in the control group. This gives grounds to draw conclusions about the effectiveness of the developed algorithm of the teacher's projecting and training activity in student socio-legal culture formation.

Discussions

Pedagogical conditions for individual components' formation of legal socialization are studied in the works of L.A. Petruchak^{29,30}; formation of students' legal culture and legal consciousness are studied in the research of A.R. Khisamov³¹, the educational environment and the legal space are considered by E.E. Ganeeva³². Authors differently define socio-legal culture. Some authors^{33,34} present it as a system that includes the law, legal consciousness, legal relations, legality, law and order, lawful behavior, others see in it the state of the legal life of society³⁵, the level of legal acts and other legal texts reached, the degree of the state's guarantee of individual behavior's freedom in unity with its responsibility in the

²⁹ L. A. Petrusak, Some features of the legal culture of Russia, in *Eurasian legal journal*, no. 30, 2010, pp. 73-78.

³⁰ L. A. Petrusak, *Legal culture of the modern Russian state*, Moscow, The Pen, 2012.

³¹ A. R. Khisamov, Legal culture of modern student youth: peculiarities of formation in the educational field, in *Bulletin of Kazan state University of culture and arts*, no. 4, 2014, pp. 25-32.

³² E. E. Ganeeva, Problems of legal education of a modern student, in *A young scientist*, no. 21, 2014, pp. 512-514.

³³ E. V. Vartanyan, Legal culture of law students, in *The Bulletin of Adyghe state University*, no. 1, 2013, pp. 25-32.

³⁴ A. V. Korotun, Legal training as a condition of high professionalism of social pedagogues, in *Pedagogical education in Russia*, no. 1, 2010, pp. 92-96

³⁵ M. Houdyshell, & P. Kirk, Graduate students' perceptions' on a professional pathway for academic advisors. *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 77-96.

face of the society^{36,37}; third ones - as the level of maturity of the legal system, the state of law, the attitude of people to legal prescriptions, law, right, the legal literacy of the broad masses, their intransigence to the facts of violations³⁸; the fourth ones as a result of the historical development of law and legal consciousness's institutions of representatives of the legal elite and ordinary citizens³⁹; the fifth ones as the quality of the legal life of society and the degree of state and society's guarantee of human rights and freedoms⁴⁰, as well as knowledge, understanding and respect for the right of each individual member of society⁴¹; the sixth ones as a legal environment, the totality of texts that have ever been legitimized as legal one, and a mechanism for their creation, storage and broadcasting^{42,43}. Summarizing all the scientific materials on the definition of student socio-legal culture, we proposed our own author's definition. Under the social and legal culture of students, we mean an integrative personality quality that connects legal knowledge, beliefs, attitudes and legal values, reflecting the willingness of a specialist to apply them to solve problems of the social and legal functioning^{44,45,46} of a person and a group and that manifests in legitimate activities in professional situations.

³⁶ E. I. Grigor'eva, Organizational and pedagogical conditions for the formation of the legal culture of students in the process of interaction between universities and cultural institutions, in *Bulletin of the Tambov University*, no. 11, 2013, pp. 129-134.

³⁷ E. Yu. Levina, Models of higher education management: cross-cultural country analysis, in *Kazan pedagogical journal*, no. 1, 2015, pp. 36-45.

³⁸ O. R. Chudinov, To the concept “legal competence of engineer”, in *Bulletin of Perm national research Polytechnic University*, no. 6, 2012, pp. 31-39.

³⁹ O. P. Polukhina, Conceptualization of the concept of legal culture of youth, in *Area of science*, no. 2, 2016, pp. 139 - 144.

⁴⁰ M. J. Ortiz, Gangs and environment: A comparative analysis of prison and street gangs. *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 97-117.

⁴¹ M. A. Yuzhanin, Cross-cultural learning in a globalizing world, in *Sociology of power*, no. 5, 2010, pp. 96-103.

⁴² A. L. Vorontsov, Problems of definition of legal culture in the Russian legal science, in *News SWSU*, no. 1, 2013, pp. 18-21.

⁴³ A. Lesková, M. Valčo, Identity of adolescents and its dimensions in the relation to Mass media: Philosophical-ethical reflections, in *XLinguae Journal*, no. 10(3), 2017, pp. Pp. 324-332.

⁴⁴ I. H. Yigit & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights. *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31.

Conclusion

In the course of our research, it is established that the student's personality socio-legal culture, being an integrative component of human culture, is a complete personality formation characterized by a constant desire to expand legal knowledge and conviction in the need for their implementation in professional activities. Successful formation of student socio-legal culture is facilitated by the developed algorithm for the teacher's projecting and training activities, which includes three phases: a pre-project (the stages of preparing the teacher and students for solving educational problems in the educational project); the implementation phase (the stage of training tasks' implementation in the project and the stage of monitoring, analysis, evaluation, coordination and correction); post-project (stage of final examination and evaluation). The effectiveness of the developed algorithm's application is determined by using a criteriogramma characterizing integrative criteria for the formation of student socio-legal culture: cognitive, behavioral, emotional-sensual, moral, strong-willed. In general, based on the results of the formative experiment, it was found that, using the developed algorithm of teacher's projecting and training activities, it is possible significantly to improve the management of the process of forming the student socio-legal culture.

The results obtained allocated a number of promising issues that await their solution. In particular, in our opinion, the specifics and dynamics of the post-graduate stage of specialists' socio-legal culture formation require detailed study from the standpoint of axiology of theoretical provisions on social and legal values, their place in the general value structure, which will deepen understanding phenomenon of socio-legal culture; of particular interest is the study of factors that adversely affect the formation of a designated culture of specialists.

⁴⁵ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XL), 2018, pp. 289-299.

⁴⁶ D.T. Kim Hoa, M. Valčo, The philosophy of human rights and the ‘political man’: Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *Xlinguae*, no. 11(2), 2018, pp. 608-624.

PROSPECTS FOR APPLYING VARIOUS FORMS OF ORGANIZATIONAL INTEGRATION TO IMPROVE THE QUALITY OF EDUCATION

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Abstract. *The relevance of the research topic is determined by the importance of applying new forms of organizational integration to improve the quality of education, including in the Russian Federation. It is the quality of education (starting with school education) that determines the future of the potential of the economy of any country. The purpose of the preparation of this article was to substantiate the essence of networked education as a form of organizational integration, to determine its forms and models, and to assess the prospects for application. The leading approach to the study of this problem was the analysis of scientific-theoretical and practical materials of specialists on the problems of organizational integration in education, expert assessments, as well as methods of factor analysis, systematization and synthesis of data obtained, standardized interviews, expert judgments, interpretation of research results. As a result of the study, the authors of the article described the models for creating a networked learning infrastructure, substantiated the forms of networking in education, identified factors that determine the prospects for the development of networked interactions in education. The perspectives of application of various forms of organizational integration for improving the quality of education in the Russian Federation are formulated. The theoretical significance of the materials of the article is to deepen and expand the scientific and methodological approaches to the study of various forms of organizational integration to improve the quality of education. The materials of the article are of practical importance for educational organizations implementing various forms of organizational integration.*

Keywords: organizational integration, quality of education, net-education, educational organization.

Introduction

As it is known, general education is a significant sphere of economic activity in the public production of intangible goods¹. According to the Federal State Statistics Service, in 2015 its services were provided by 42.7 thousand educational organizations (hereinafter referred to as the general educational organization or school) or 81.6% compared to 2009. Meanwhile, the total number of students increased by 10.1% over the period under review. In the domestic practice, there were quite serious differences² in the financing of the costs of general education in the calculation for one student from the regional and municipal budgets. On average, they amounted to 2.7 times, but in fact, they could differ more significantly even within a single subject of the Federation.

When calculating an educational subvention, a constituent entity of the Federation usually uses a minimum standard of budgetary expenditure financing as a guaranteed financial standard for the implementation of social standards (federal state educational standards or FSES). At the same time, consumers of educational services themselves presented other requirements³. For example, in 2009-2015, an average of 1,227,000 people received a certificate of basic general education and 714,000 people with an average general education certificate. In 2016, up to 5% increased the proportion of those who did not receive a certificate⁴.

In 2009-2015, expenditures of budgets of the budget system of the Russian Federation on education in nominal terms increased, but with decreasing dynamics from year to year. At the same time, in actual prices there was a pronounced resource compression of both the basic general and secondary education. It had a negative impact on the

¹ P. J. Carcolini, Curricula for Sustainability in Higher Education. [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, 102-104.

² F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

³ M. Houdyshell & P. Kirk, Graduate students' perceptions' on a professional pathway for academic advisors, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 77-96.

⁴ Reform of the school system of education, Analytical Centre under the Government of the Russian Federation, in *Bulletin on the field of education*, no. 1, 2016, pp. 131-133.

implementation of program management and project management, carried out primarily in the catch-up model of the development of general education^{5,6,7}. Previously, such a model took place in Canada, a number of countries in Western Europe and the US and helped transform education in the context of its individualization, autonomy, openness and mobility⁸.

In educational practice, it found its embodiment in different organizational forms^{9,10,11}. Some of them functioned thanks to the hierarchical order, others to integration interactions¹². In any case, the process of providing general education services was based on the views of E. Penrose, who in the 1950 updated the problem of organizational competences and abilities¹³, as well as their followers K. Prahalad and G.

⁵ S. D. Neverkovich, I. S. Bubnova, N. N. Kosarenko, R. G. Sakhieva, Zh. M. Sizova, V. L. Zakharova & M. G. Sergeeva. Students' Internet Addiction: Study and Prevention, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(4), 2018, pp. 1483-1495.

⁶ E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

⁷ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

⁸ R. Grunewald, "The economic case for investing in young children", URL: http://www.stat-e.ia.us/earlychildhood/files/resource_links/GrunewaldPaper2013.pdf

⁹ D. Kaya, & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

¹⁰ M. J. Etchells, E. Deurmeyer, V. Liles, S. Meister, M. I. Suarez & W. L. Chalklen, White Male Privilege: An intersectional deconstruction, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 13-27.

¹¹ J., Duffy, L. Wickersham-Fish, L. Rademaker & B. Wetzler, Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/protégé relationships, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 57-76.

¹² E. Y. Levina, A. R. Masalimova, N. I. Kryukova, V. V. Grebennikov, N. N. Marchuk, D. A. Shirev, K. A. Renglikh, R. V. Shagieva, Structure and content of e-learning information environment based on geo-information technologies, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 8(13), 2017, pp. 5019-5031.

¹³ E. Penrose, "The Theory of Growth of the firm", New York, John Wiley and Sons, 1959.

Hamel¹⁴, who first proposed resource theory of the company's concept of “*corporation core competencies*”.

The sense of integration at the level of the market, industry, value chains, according to J. Commons¹⁵, is to establish order in the economic interactions of its initiator and partners, helping to mitigate conflicts and helping to realize mutual benefits. With his understanding, it is necessary to agree, as well as with the following circumstance indicated by him. Important for integration, the researcher considered primarily a private character of regulating interactions, by mutual consent, based on their own capabilities and interests¹⁶. As some analysts note, there is a tendency to reduce the depth of integration, that is, the degree of concentration of the decision-making function in a single firm, a single integrated organization management body¹⁷. And this means that within organizations and in open markets network structures are becoming more and more in demand¹⁸.

Methodological Framework

To analyse the existing forms of organizational integration to improve the quality of education, a set of various methods complementary to each other was used: theoretical - analysis of scientific, theoretical and practical materials of specialists on the problems of organizational integration in education, expert assessments; as well as empirical - methods of factor analysis, systematization and generalization of obtained data, standardized interviews, expert judgments, coordination of expert assessments, interpretation of research results.

The application of these methods has made it possible to identify the main trends in the development of forms of organizational integration to improve the quality of education. In addition, based on the use of theoretical and empirical methods of research, models for creating

¹⁴ K. Prahalad & C. Hamel, G. "The Core Competence of the Corporation", Harvard, Harvard Business review, 1990.

¹⁵ O. E. Williamson, "The New Institutional Economics: Taking Stock. Looking Ahead", in *Journal of Economic Literature*, no. 38, 2000, pp. 595-613.

¹⁶ O. E. Williamson, The Lens of Contract: Private Ordering. *American Economic Review*, (2002) , 92(2), p. 438-443

¹⁷ Mc. Laughlin & T. A. Mergersand, "Alliances: a Strategic Planning Guide ", New-York, Wiley, 1998.

¹⁸ G. Mintsberg, "School of Strategies", St. Petersburg, Peter, 2000.

a network infrastructure for learning and forms of networking in education were substantiated, and factors determining the prospects for the development of network interactions in education were identified.

Results

The essence of networked education, as a form of organizational integration

The network is a “soft” form of organizational integration, which is distinguished by the retention of the corporate structure of most of the organizations within its participants. However, in the Russian general education, a “hard” form of integration is more common in terms of the levels of educational programs being implemented: “preschool-general”, “general-higher”, “general-professional-higher”. It is usually carried out as a merger, characterized by a change in the system of internal (corporate) control and structure and leads to the absorption of one or more organizations by another organization, which can then continue to operate on its own behalf or change the form with the creation of a new organization.¹⁹

Within the framework of the concept of “corporation core competence” and the concept of dynamic capabilities, the following three most important aspects can be distinguished:

- creative process of accumulation and transfer of subject knowledge between individuals (educator - trainee, teacher - teacher), organized within the framework of a separate educational program, usually with the use of information and communication technologies;
- purposeful process of crossing in the educational organization of unique methodological and psychological-pedagogical knowledge of functional personnel (for example, on interaction with students with special educational needs and problem behavior in the society, methods of work in multi-cultural groups, etc.);
- the process of search and coordination of combinations of resource interactions (material and non-material) in the internal and

¹⁹ K. G. Erdyneeva, K. K. Vasilyeva, E. V. Krysova, T. V. Nikonova, L. E. Fatikhova, T. I. Klimenko, N. A. Zaitseva, L.V. Marfina, The mechanism of state regulation of regional services markets as an imperative to reduce territorial socio-economic disparities, in *Management of Education: Problems and Perspectives*, no. 6(2S), 2016, pp. 274-280.

external environment of the educational organization on the basis of organizational and administrative knowledge about educational activities.

According to the research results, in the current century in the United Kingdom and the United States, greater success in providing a combination of resources (material and non-material) environment on the basis of an informal network has been achieved by general education organizations endowed with a special status according to the law^{20,21}. The so-called status schools are responsible for the education of students who have chosen them. In this regard, they are accountable to parents (guardians) and the state. Such schools operate in conditions of a deficit of state financing and find ways to be economically efficient. Status schools demonstrate adaptive activity in the professional and other spheres of social and economic activity higher than the average for all general education. Based on the results of an independent assessment of the achievement by the teams of status schools of quantifiable measurable goals, it is determined that it is expedient to continue state support for their core activities.

So, in the UK, these are specialized schools that work according to their own development plans for one of the officially established specializations (technology, languages, sports, art) and attract private funding in addition to the state funding. Relevant to them are special initiatives aimed at supplementing the training of students with low learning outcomes in subjects.

In the US, these are schools of attraction (Magnetschools), offering educational programs of various specializations and having the right to recruit students from any part of the school district in which they work. This and charter schools (Charterschools), allocated from school districts on the initiative of interested persons. Charter schools are many more. The charter of their activities is different from what ordinary public schools have. In terms of achieving certain educational outcomes, charter schools are willing to take on the training of less prepared and less well-off children and adolescents. Preservation of charter school status directly depends on the results of testing students and analysis of statutory activities.

²⁰ Schools Under Scrutiny, *Centre for educational research and innovation*, OECD, 1995.

²¹ *The center for education reform, charter schools: Changing the face of American education*, Washington, D.C., 2006.

In Russia, specialized schools also complement the general education system, where a significant part is made up of mature organizations with well-established patterns of activity. It should be emphasized that the variety of types of specialized schools is insignificant. The supply of services, alternative to the basic system of education, is meager. It is noteworthy that in such schools teachers devote more time to their students than their colleagues from ordinary general education organizations. As well as abroad, infrastructure networks (formal and informal) contribute to this with the following three kinds of basic functions.

Models for creating a networked learning infrastructure

According to the results of the study, it can be concluded that there are three most common models for creating a networked learning infrastructure.

1). Network open information infrastructure of distance learning in accordance with modern educational standards, formed mainly thanks to the efforts of regional resource centres. It is called to solve the actual tasks of the educational community through the organization of integrated and binary sessions, lecture sessions for pedagogues and trainees, refresher programs using internal network resources that meet modern IT architecture requirements. Thus, the interregional networking of general education organizations, members of the All-Russian National Educational Program “Gymnastic Union of Russia”, is being developed by the ANO “Education Support Foundation” in cooperation with the St. Petersburg State University and with the participation of Gazprom. For training, members of the extensive network of gymnasiums in Russia and its guests have been actively using videoconferencing sessions, organized according to submitted applications, for a little over ten years. The network’s resources are also used to conduct virtual social events with the participation of partners, including 11 universities in Russia and the Union of National Gymnasiums from Armenia and Kazakhstan²².

2). The network infrastructure of research, organized more often in the form of innovative sites of interregional and local importance. For example, the Open Institute “Developmental Education” is an interregional innovation platform for solving the main tasks of the

²² The Gymnasium of Russia, URL <http://fobr.ru>, 2018.

development of innovative education in the Russian Federation. With his active participation through the creation of a formal network of general education organizations of different organizational and legal forms in 2011-2015, a project was developed to develop and approve a model for assessing the quality of learning outcomes at all levels of general education, including models and accounting mechanisms extracurricular achievements of students of general educational institutions. Recently, a project has been implemented to develop and approve a model of the network of senior high schools, as well as a project to approve individual academic subjects in the main and senior schools as part of the introduction of the GEF basic and secondary general education. Here, the unifying goal of the network is built on the creation of an opportunity for the students to master an educational program using the resources of several organizations that carry out educational activities.

3). Network infrastructure for the transfer of experience, formed primarily through the efforts of resource centres of interregional and local importance. Over the past three decades, the informal, innovative educational network “Eureka” has been functioning with the assistance of the interregional resource center of the ANO “Institute for Educational Policy Problems” Eureka”²³. In its borders, organizations of the general education sphere of several Russian regions interact. They provide each other with their own educational resources and participate in disseminating the experience of developing and implementing their development programs on the basis of public-private partnerships. Note that the unifying goal in such a network organization is built on the individual progress of each member of the network, unattainable outside the network.

It should be emphasized that the above-mentioned types of network infrastructure solve the problem of sharing knowledge for the provider of educational services as an “outward-looking” view (the same resource approach). And the attention should be drawn to the following well-known fact: the practice of status-based general education organizations in the formation of a new set of resources, access to which is due to the use of original approaches in the provision of services, has not found wide distribution in the entire education system, either abroad or in Russia.

²³ EURIKA SRL, URL: <http://eurika.net>, 2018.

For Russian general education, the reasons for this are explained by the theory of organizational ecology, the theory of the organization's balance, the theory of the organization's natural development, the theory of random transformations, and other directions in the theory of organization²⁴. At the same time, for the observed object, the focus is not so much on the nature of its interactions in the implementation of educational programs, based on its own capabilities and interests, but on the level of business activity in its various manifestations (professional, managerial, innovative, financial, etc.). Suggestions are to improve the mechanism of state regulation and support of service providers, the establishment of different degrees of centralization / decentralization of its activities and the tools used.

Factors determining the prospects for the development of networked interactions in education

At the same time, the results of the study of the status schools in the UK and the USA, as well as the national innovative educational network Evryka, showed that they tend to reproduce successful innovations and not use formal inefficient mechanisms. Innovations in school education here are understood not as changes for the sake of change, but as a vision of quality education, assistance to students in the development of their abilities, development of new approaches to school organization, teaching and learning. In the network interaction, they perform the following functions²⁵: analytical (analysis of information about the environment), organizational (organization of activities in the network and interaction between its participants), information (creation and maintenance of information flows within the network), monitoring and diagnostic (monitoring of the results). (working out of a development strategy).

At the same time, the introduction of mechanisms working in the created niches does not give an effect in the entire education system²⁶. In

²⁴ M. J. Ortiz, Gangs and environment: A comparative analysis of prison and street gangs, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 97-117.

²⁵ V. N. Alekseev, Network interaction of subjects of educational activity as a condition for the formation of civil competence of students, in *Modern problems of science and education*, no. 6, 2013, pp. 375-384.

²⁶ K. V. Zinkovsky, *A model for managing changes in complex social*. PhD Thesis, Moscow, 2008.

this connection, one can explain the practice of replicating the experience of a “soft” form of organizational integration, relying on the theory of innovation. As a basis, we accept those provisions of the law that were developed at the end of the 20th century in the part of modeling economic interactions at the local, regional level. The authors think that the following factors turn out to be key:

1) a competitive environment and spatial distribution factor of the elements of the general education system. With reference to the administrative territory where the demand for educational services is localized, earlier in the present work the importance of technologies for their suppliers was justified. Technological possibilities change innovations, the implementation of which is stimulated by competition, and it in the sphere of general education is objectively small for a certain reason - the state is the main customer and consumer of services rendered to the population. In search of their own benefits from innovation, general education organizations are just entering into integrated communications, including networking. As the domestic and foreign experience testifies, they do this mainly on the territory of their basing, where they are provided with basic normative, social, economic and other conditions for applying the appropriate efforts within the framework of the basic educational program;

2) the multiplicity of levels of interaction carried out by elements of the general education system and through administrative channels, and directly. In many works arguments are given to the fact that in the functional management of general education, a reduced copy of the model of public administration dominates. The priority of budget financing, the total accounting and control of achievements prescribed by the standards of business management, predetermines the choice of the founder in favor of the traditional and most often used “rigid” form of organizational integration. While for the network integration, the private (informal) nature of regulation of interactions is important, by agreement, based on one’s own capabilities and interests, with the aim of linking the state’s need to ensure the rights of everyone to free general education, with the educational needs of the students in certain territories within the framework of the basic educational program.

So, the critical driving force behind the development of networked interactions is the quality of the regional socio-economic environment in which general education organizations operate and for which the

following four determinants that influence the effectiveness of resource use are important:

- basic conditions as human resources (qualitative and diverse), physical and technological infrastructure, financial provision of general education;
- demand conditions as the level of requirements for general education services among local consumers, the opinion of local residents and business communities;
- competitive environment as a developed business culture, incentives and regulators for innovation, the pressure of regulatory bodies, the intensity of competition among local providers of general education services;
- Institutions of social interaction (diversified and differentiated) as cooperation (private, group and collective), facilitating the exchange of information and technologies, contributing to the development of various types of coordination and cooperation in the development and implementation of interdependent processes to achieve the priorities of regional educational policy.

The studies of the determinants mentioned above are widely represented in the scientific and pedagogical literature. The network interactions studied by them mainly provide the implementation of profile education within the framework of integrated educational programs of secondary general (profile) education.

Forms of networking in education

Interactions on the basis of the network based on the criterion of “integration mode” mainly occur in four forms:

- 1) resource training centre as the integration of the resources of several general education organizations around one of them, more than the other provided with resources. On its basis, that part of the varied content of training (profile disciplines and elective courses) is implemented, which the network members are not able to provide independently of each other. To the central participant of the network other general education organizations “transfer” the students and the resource of the hours. The work of such a multidisciplinary centre is carried out in the mode of individual development of educational programs or work in small groups either on the model “training for the

profile class” or on the model “training on individual curricula”. In the resource centre, the educational process is accompanied by network educators and teacher-curators (tutors);

2) the educational consortium as the integration of the resources of several equal-rights general education organizations that ensure the students master the profile discipline and elective course in one general education organization or in several cases, usually with the purpose of continuing education in special organizations of professional education (music, sport, art, military science, etc.). Between its participants only the hours of the entire variable component are distributed on the basis of an analysis of the educational resources of each. The work of such a distributed center is carried out in the mode of individual training or work in mini groups on the model of “learning by individual curriculum”. In the consortium, the educational process is accompanied by teacher-curators (tutors);

3) educational partnership as a co-operation of a general education organization with other educational structures (correspondence schools, distance courses, vocational education organizations, etc.), which have various educational resources that are qualitatively complementary to those already available. Its functioning ensures the right of the learner, if desired, to master certain profile disciplines and elective courses from more than one provider of general education services, as well as the opportunity to master professional skills in the range of professions offered by the network participants. Among the partners, the exchange of resources is carried out in the mode of work in the classroom or individual satisfaction of the educational needs, either according to the model “training for the formed profile class” or according to the model “training according to individual curricula”. In the conditions of educational partnership, the educational process is accompanied by teachers of general education institutions and network teachers;

4) regional centers operating on the basis of the charter and licenses for educational activities that integrate into their educational programs the classes of leading teachers of local educational organizations, lecturers and scientists from regional universities, practitioners. During the school year and during the holidays, they conduct training sessions and master classes, competitions and Olympiads, creative meetings and leisure activities for the purpose of early detection, development and professional support of gifted children who have demonstrated outstanding abilities in the fields of arts, sports,

natural science disciplines, and also succeeded in technical creativity. Professionals, whose competence is recognized in the regional community, accompany the implementation of the training complex of health-improving procedures, their sports training and music meetings, the work of art workshops.

The above options for networking can have different structural and functional constructs. Their choice is determined mainly by those who need his organization more than anyone else. If the network is initiated by educational organizations, a significant part of them formulate their main goal as creating a community of stakeholders related to each other and providing each learner with the freedom to choose an educational trajectory, preparing for continuing education and professional activities in the future.

Discussion

Issues of training and improving the quality of education have been repeatedly studied in the previously published works of the authors of the article.^{27,28,29,30,31}

At the same time, within the framework of this article, the issue of improving the quality of education for the first time is raised and explored by the authors of the article due to the application of various

²⁷ T. A. Olkhovaya, A. E. Shukhmana, V. V. Nevolina, L. A. Amirova, N. A. Zaitseva, A synergy-based approach through developing cross-disciplinary module, in *IEJME — Mathematics education*, no. 11(3), 2016, pp. 467-474.

²⁸ M. Razumovskaya & Zh. A. Ermushko, The study of continuous prosperity problems based on the assessment of the needs of region's economy in the labour force: according to panel surveys of Khabarovsk krai employer, in. *Conference «The European Proceedings of Social & Behavioural Sciences»*, Tomsk, Tomsk Polytechnic University, 2016, pp. 501-513.

²⁹ K. V. Yumatov, L. G. Kiriyanova, N. S. Yakimova, N. A. Zaitseva, A. A. & Larionova, N. M. Korsunova, Problem-based learning methods for training staff for tourism and hospitality clusters, in *Eurasian Journal of Analytical Chemistry*, no. 12(5b), 2017, pp. 803-812.

³⁰ N. A. Zaitseva, The role of education system in adaptation of graduates from Russian institutes and colleges at European enterprises (by example of service companies), in *Middle East Journal of Scientific Research*, no. 13(5), 2013 pp. 693-697.

³¹ M. V. Vinogradova, O. S. Kulyamina, A. A. Larionova, A. N. Maloletko & O. V. Kaurova, Digital Technology in the Field of Educational Services, in *International Review of Management and Marketing*, no. 6(2), 2016, pp.281-287.

types of organizational integration³², including in the form of creating innovative platforms for interregional and local interaction.

The article for the first time systematically describes the models for creating a network infrastructure for learning, the forms of network interaction in education are justified, and the factors that determine the prospects for the development of network interactions in education, based on the use of the best world practices. The research is applied in nature and is aimed at developing measures to improve Russian education through the development of organizational

Conclusion

Based on the results of the study, the following conclusions can be drawn about the prospects for applying various forms of organizational integration to improve the quality of education in the Russian Federation:

– in the presence of the same reason - the growing contradictions between environmental conditions and limited opportunities, as well as the ability of educational organizations to meet market needs in the most rational way - organizational integration occurs in different ways. The predominantly competitive environment determines which of the organizations of general education will seek its benefits in the course of a “hard” or “soft” form of integration. In Russia, competition is developing among state and municipal general education organizations. Indeed, according to the Federal State Statistics Service, in 2009-2015, their share has always exceeded 98% in the total number of schools, and the number of students in them has never been less than 99%. We believe, not all of them can act as initiators of the network form of integration.

– It is most likely that the initiators of the network form of integration will be those schools, in the course of which the following two models of economic relations are realized: “market model of education oriented to the free market” (paid educational services), “market model of education oriented to the state market” (budget financing in direct proportion to the number of students).

³² K. Valčová, M. Pavlíková, M. Roubalová. Religious existentialism as a countermeasure to moralistic therapeutic deism, In: Communications: Scientific Letters of the University of Zilina, no. 18(3), 2016, pp. 98-104.

– state general education organizations with a “non-market education model” can participate in network interactions.

Thus, on the whole, it can be concluded that the application of various forms of organizational integration to improve the quality of all levels of education in the Russian Federation is an essential condition for the modernization of the entire education system, and the most important direction to improve the competitiveness of the Russian economy.

CONDUCTING THE FINAL ATTESTATION USING WORLDSKILLS RUSSIA METHODS AS A WAY OF ASSESSING THE DEGREE OF LIFE SAFETY FUTURE TEACHERS’ PROFESSIONAL COMPETENCE

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Abstract: *The relevance of the materials presented in this article is determined by the implementation of WorldSkills Russia (WSR) methodology and standards in the process of secondary and higher professional education. The purpose of this study is to determine the effectiveness of using WSR techniques in conducting state final certification as a form of assessing the professional competence of life safety future educators. The authors consider the prospects of forming a new competence “The Life Safety teacher-organizer” in the WorldSkills Russia standards. The presented work used theoretical and experimental methods, including the analysis of scientific, normative, educational and methodical documents, observation, pedagogical experiment, method of studying opinions. The article describes the experience of the state final attestation of future life safety teachers at the Faculty of Physical Culture and Sports of the FSBEI HE “Vyatka State University” using the basic principles and techniques of WSR. Due to the lack of approved competence in the WSR standards the authors developed a set of materials, including a sum of tasks, criteria and means of assessment, infrastructure sheets, technological maps, work places equipment in accordance with the techniques of the demonstration exam. The article gives examples of tasks, discusses issues related to the organization of workplaces for attesters, the formation of control measuring materials, which allows obtain reliable information about the development of competencies related to communications, as well as work with both training and special equipment. The article substantiates the advantages of such form of attestation over the traditional one, the necessity for wide dissemination to the intermediate and current forms of attestation of future teachers. The results presented by the authors may be of interest to teachers of higher and secondary education, specialists in the field of education.*

Keywords: WorldSkills methods, final attestation, Life Safety.

Introduction

The relevance of the materials presented in this article is determined by the active implementation of WorldSkills Russia (WSR) methods and standards in the educational process of vocational

education.^{1,2,3,4} In accordance with the project “The education”, number of secondary vocational education graduates, who has a level of training that corresponds to the standards of WorldSkills Russia, by 2020 should reach 50,000 people. Already in 2017, the certification of 13,907 graduates of 242 educational organizations from 26 subjects of the Russian Federation was conducted in the form of a demonstration exam of the format WorldSkills Russia as a pilot project⁵. In addition to the demonstration exam, as a measure and competence actualization of future specialists in vocational education institutions, is used a form of practice-oriented examination, which is based on the tasks of WorldSkills Russia championships.^{6,7,8,9}

The state final attestation of graduates of higher educational institutions is conducted with a view to determining the correspondence of the results of mastering the main educational programs to the relevant requirements of the federal state educational standard. In accordance

¹ E. A. Alekseeva, Movement WorldSkillsRussia: history, problems and prospects, in *Scientific anthology*, no. 5(2), 2016, pp. 21-29

² V. V. Kochetkov, Movement WorldSkills Russia as a system of independent assessment of qualifications, in *History and Pedagogy of Natural Science*, no. 1, 2016, pp. 23-25.

³ P. E. Maikowa, Practice of the demonstration exam by WorldSkills standards within the framework of intermediate certification, in *Vocational education and labor market*, no. 4, 2017, pp. 33-34.

⁴ V. P. Zvereva, U. G. Malash, E.U. Rostovtceva, Relationship between the quality of secondary vocational education and the movement Worldskills Russia, in *Sciences of Europe*, no. 23, 2008, pp. 27-30

⁵ N. M. Zolotareva, Russia's accession to WorldSkills International, in *Professional education in Russia and abroad*, no. 2(10), 2013, pp. 19-23.

⁶ I. M. Chikunov, Practical-oriented exams in the WorldSkills format, in *New information technologies in education*, Ekaterinburg, 2016, pp. 438-443.

⁷ A. M. Golosova, A. A. Ludanova, T. V. Struk, Organization of the qualification examination by methodology of WorldSkills в SVEE TR «Tula Economic College», in *Priority directions for improving production training in vocational education institutions: from theory to practice*, Moscow, 2016, pp. 48-56.

⁸ I. A. Shkabura & T. S. Lysikova, Formation of professional competence of bachelors of teacher education: experience of participation in the regional stage of the international championship "Young Professionals" ("WorldSkills Russia"), in *Scholarly notes Transbaikal State University. Series: Vocational education, theory and methods of teaching*, no. 6, 2017, pp. 54-61.

⁹ L. N. Vakhrusheva, S. V. Savinova, Conducting a state examination in a university using the methodology of «WorldSkills Russia», in *Pedagogy and psychology, culture and art*, St. Petersburg, 2017, pp. 95-106.

with this Order, the state examination is conducted according to the approved program, its specific forms and content are also established by organizations in disciplines and (or) modules whose results of development play a determining role for the professional activity of graduates.

Based on the data analysis of the literature and their own experience, it can be argued that attestation of students with the traditional system of competence assessment, even in the form of a comprehensive exam, allows you to assess basically the level of theoretical training, and do not give an objective idea of the graduate's readiness for professional activity.^{10,11,12} At the same time, the requirements of federal state and professional educational standards in actualize the problem of evaluating the future specialists' training results, precisely from the position of conformity of qualifications and assessment of competence formation.^{13,14,15,16} Taking into account that the professional competencies of future teachers basically presuppose the formation of readiness for the performance of professional actions, one of the tasks of the educational institution is to ensure the procedure, mechanisms for measuring and assessing the quality of the preparation for these training positions. From this point of view, it is logical to use methodologies and WorldSkills standards in the state certification, which

¹⁰ V. I. Blinov, O. F. Batrova, E. U. Esenina, A. A. Faktorovich, The concept of qualifications assessment, in *Education and Science*, no. 10, 2012, pp. 46-67.

¹¹ K. S. Ermenc, N. Ž. Vujisić, V. Spasenović, Theory, Practice and Competences in the Study of Pedagogy – Views of Ljubljana and Belgrade University Teachers, in *CEPS Journal*, no. 5(2), 2015, pp. 35-56.

¹² B. M. Požarnik & A. Lavrič, Fostering the Quality of Teaching and Learning by Developing the «Neglected Half» of University Teachers' Competencies, in *CEPS Journal*, no. 5(2), 2015, pp. 73-94.

¹³ V. A. Antonova & I. M. Klimenko, Professional Teacher Standard: new requirements and qualifications of a modern teacher, in *Pedagogical Education in Russia*, no. 6, 2014, pp. 81-86.

¹⁴ L. P. Barylkina & G. S. Ostapenko, Problems of the introduction and implementation of GEF and the professional Teacher Standard, in *Prospects of science and education*, no. 1(13), 2015, pp. 81-86.

¹⁵ N. Demina, G. Popova & M. Sazanova, Developing The Competence In Health Protection Of Pedagogical Bachelor Students, in *The European Proceedings of Social & Behavioural Sciences EpSBS*, no. 29, 2017, pp. 129-137.

¹⁶ E. G. Elina & A. A. Chuvakin, (2012). Final state certification in the conditions of implementation of the federal state educational standard, in *Proceedings of the Saratov University. New episode. Series Philosophy. Pedagogy*, no. 12(1), 2012, pp. 108-112.

represent an approved and objective mechanism for assessing competence and professionalism.^{17,18}

We should agree with the opinion of a number of authors that the inclusion in the educational process WorldSkills Russia methods and standards, which allow assessing the level of the graduate's professional competencies, will contribute to increasing the competitiveness and successful employment.^{19,20}

However, these innovations relate mainly to attestation in institutions of secondary vocational education and only those professions for which competence in the format WSR are worked out. Information on the application of these methods during conducting attestation in institutions of higher education are single.²¹ At the same time, the competence approach in the teacher's education^{22,23} requires the organizers of the educational process of higher education to constantly correct and modernize not only the content part of the knowledge formation, but also the transformation of the control and certification processes of graduates²⁴.

¹⁷ B. Maguire, Issues arising from qualifications frameworks in Europe. In *Irish Bologna Expert Conference «National Qualifications Frameworks and the European Overarching Frameworks: Supporting Lifelong Learning in European Education and Training»*, Dublin, 2010.

¹⁸ E. V. Ragozina, Implementation of the competence approach in the preparation of graduates to the state final attestation in the WorldSkills format, in *XXVI Ershov Readings*, Ishim, 2016, pp. 123-126.

¹⁹ N. M. Minyaeva & M. G. Taspava, Experience in training college students for the championship of professional skills in WorldSkills Russia standards, in *Secondary vocational education*, no. 8, 2017, pp. 38-42.

²⁰ O. A. Smolina, About the formation of a demanded system for assessing qualifications in the WorldSkills format, in *Scholarly notes Transbaikal State University. Series: Pedagogical sciences*, no. 2, 2017, pp. 32-40.

²¹ L. N. Vakhrusheva, S. V. Savinova, Conducting a state examination in a university using the methodology of «WorldSkills Russia», in *Pedagogy and psychology, culture and art*, St. Petersburg, 2017, pp. 95-106.

²² S. -P. Nissila, A. Karjalainen, M. Koukkari & P. Kepanen, Towards Competence-based Practices in Vocational Education – What Will the Process Require from Teacher Education and Teacher Identities? in *CEPS Journal*, no. 5(2), 2015, pp. 1334-1342.

²³ M. I. Shilova & I. L. Belykh, Formation of competitiveness of the graduate of the university, in *Bulletin of Tomsk State Pedagogical University*, no. 4, 2010, pp. 39-45.

²⁴ M. A. Morozova & A. G. Kapustin, Content And Technology Modernization Of Professional Life Safety Training For Future Teachers, in *The European Proceedings of Social & Behavioural Sciences EpSBS. 3rd International Forum on Teacher Education (IFTE)*, no. 29, 2017, pp. 554-562.

In the WS standards, the basic requirements are the requirements for the organization of the workplace; observance of safety precautions; knowledge of technological processes; communication skills and interpersonal relationships; understanding of trends in the development of the industry; efficiency of resource consumption; time management and project management skills.^{25,26,27} In our opinion, all these requirements can be successfully applied to the competence of the teacher, including the final certification of graduates in the direction “The Pedagogical Education”.

At the moment, the state certification in the form of the WorldSkills Russia demonstration exam in the direction of “Pedagogical Education” is not possible in connection with the lack of requirements for this professional competence, certified experts, requirements for the equipment of the working area. In this regard, the state final attestation of future Life safety teachers (bachelor’s degree) was conducted by us using the basic principles and methods of WSR, not in the form of a demonstration exam.

Materials and methods

The purpose of this study is to assess the effectiveness of the state final certification using the WorldSkills Russia principles and methodologies to assess the professional competence of Life Safety future educators, as well as the prospect of forming a new competence “Teacher-organizer of Life Safety” in the WSR standards.

To achieve this purpose, we had to solve the following tasks:

1. To determine the possibility of using the assessment system of future teacher’s competency according to the WSR standards (applied bachelor’s degree).

²⁵ M. Chankseliani, S. J. Relly & A. Laczik, Overcoming vocational prejudice: How can skills competitions improve the attractiveness of vocational education and training in the UK? *British Educational Research Journal*, no. 42(4), 2016, pp. 582-599.

²⁶ O. G. Krasnoshlykova, T. B. Igonina, T. V. Vasilyeva, & M. V. Oksem, Development of professionalism of pedagogical workers in conditions of realization of the Federal Target Program for the Development of Education 2016-2020 measures, in *Bulletin of the Kemerovo State University. Series: Humanities and Social Sciences*, no. 3(3), 2017, pp. 15-19

²⁷ The methodology for organizing and conducting a demonstration exam by the Worldskills Russia standards, in *Annex № 1 to the Order of Union “Worldskills Russia” from 30.11.2016*, 2016.

2. Identify the list of modules and assignments involving representatives of the professional community in accordance with the principles of WSR and regulations and state acts, including on the state final certification.

3. Develop regulatory documentation in accordance with WSR standards

4. Develop requirements for equipping the work area (cabinet) in the conduct of state attestation

5. Develop materials and criteria for assessing the quality of knowledge and skills using WSR techniques and standards.

6. To evaluate the effectiveness of the state exam in this format by graduates, experts and teachers.

7. To determine the possibility of developing a new competence «Преподаватель-организатор безопасности жизнедеятельности» “Teacher-organizer of Life Safety” in the WSR standards.

Methods. The study used theoretical and experimental methods. As the theoretical were used the analysis of scientific, normative, educational and methodical documents with the aim of studying the innovative pedagogical experience in conducting attestation in the WorldSkills Russia format. As empirical methods were used observation, pedagogical experiment, study of opinions of experts and teachers.

The study was conducted at the Faculty of Physical Culture and Sports of the FSBEI HE “Vyatka State University”. The study involved 15 graduates of full-time education in the direction of “Pedagogical Education”, the profile “Life Safety “, 15 students of the 1st and 2nd year studying in this profile, 10 teachers of Basics of Life Safety from schools in Kirov, 5 members of the state commission, 10 teachers of the graduating department.

Results

In Vyatka State University for the first time held a state final examination for future teachers, trained on the profile “Life Safety” (applied bachelor’s degree) using the WorldSkills Russia methods in the designed demonstration cabinet created for this purpose. According to the objectives, this study was conducted in 7 stages. The results of each are presented sequentially

Possibility of using WorldSkills Russia methods for conducting state final certification of Life Safety future teachers

Until 2017, the final certification of graduates from the Faculty of Physical Culture and Sports at “Vyatka State University” was conducted according to a standard procedure – in the form of a state examination and presentation of the final qualifying work. Assessment of the degree of competence was conducted traditionally on the basis of the results of presentation and verbal response in the state examination. The main drawback of this procedure is noted by many authors, but most clearly became noticeable after the introduction of new educational standards and the professional standard “The teacher”. The student’s answer on the exam makes it possible to assess the skills limited by the task. In this regard, the assessment of the professional competencies formation represented significant complexity.

In the framework of the activities of the Pedagogical Institute and the University for the Modernization of Teacher Education in 2016, it was decided to participate in a pilot project on the introduction of WorldSkills Russia techniques in the educational process in relation to the intermediate certification. In 2017, in accordance with the order of the Ministry of Education and Science of the Russian Federation 14th December 2017 № 1206 Vyatka State University received the status of a federal innovation site for the implementation of the “Evaluation of the quality of training future teachers on the basis of the WorldSkills Russia methodology” project.

The prospects for applying these methods for conducting the state exam were determined by us on the basis of a comparison the requirements for final state certification of graduates and the requirements of WorldSkills Russia. The conducted analysis of WorldSkills standards revealed the impossibility of conducting a demonstration exam on this profile in connection with the absence of a specification of the competence standard by the teacher and / or the Life Safety teacher-organizer. In this regard, for the examination it became necessary to formulate a set of tasks and assessment tools similar to the specification of the competence standard (WorldSkills Standards Specifications – WSSS) – a list of skills that an expert in the relevant competence should possess, indicating their use and importance.

Identify modules and tasks in accordance with WSR principles and government regulations

When compiling the task modules, were taken into account the main activity of the graduates according to the educational program, specification of similar competence “Preschool education”, Federal state educational standard, professional standard “The teacher (educator)”, as well as the duties of a Life Safety teacher-organizer. The last one was taken into account in connection with the fact that graduates can work as Life Safety teachers, as well as ensure the organization of the safety at educational institutions.

For the examination, 3 modules of tasks were developed: module 1. “Urgent activity”; module 2 “After-hour activities”; Module 3 “Organizational Activities for the Safety at an Educational Institution”. The distribution of tasks by modules in percentages is see Fig. 1.

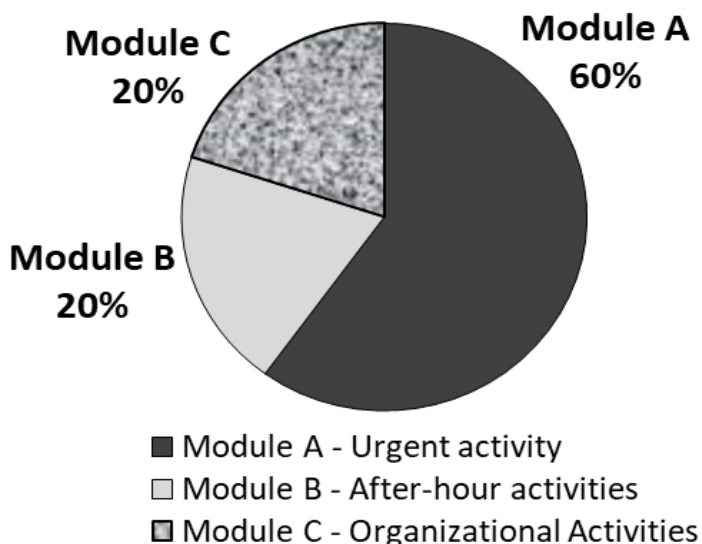


Figure 1: Modules of assignments for the state exam of Life Safety future teachers

In accordance with the modules for the graduates, were developed 25 different tasks, which were formulated in the examination tickets, and their choice was made randomly.

The selection of tasks was carried out with the following requirements:

- 1) the task should not take more than an hour and a half to complete the task;
- 2) the assignment allows assessing ICT competence - the ability to use information and communication technologies to access information, to search for, organize, evaluate, and transmit / disseminate;
- 3) the task presupposes the knowledge of the specific equipment at the demonstration Life Safety cabinet, as well as training in working with it;
- 4) the task allows to demonstrate the communicative competence of the graduate;
- 5) the assignment is impossible without knowledge of theoretical aspects of Life Safety, Pedagogy, teaching methods;
- 6) part of the task should be carried out in the form of the event development in a text editor and submitted for examination by experts; the execution of another part of the task should be demonstrated to experts in the form of working with volunteers;
- 7) the list of tasks should be drawn up in accordance with the sections of the school curriculum of the Basics of Life Safety;
- 8) during performance of various tasks, graduates have equal opportunities to demonstrate their competence as much as possible.

Tasks preparation for the state exam was conducted 6 months before the event with the involvement of professional community representatives, which, along with the teachers of the university, included Life Safety teachers and organizers.

In contrast to the demonstration test of the championship in our case the graduate performed a task of only one module, which determines the choice of examination card. According to the WorldSkills Russia regulations and methods, each task should consist of successive tasks, the solution of which was evaluated by experts. In each of the compiled tasks, 7-10 tasks were proposed, the fulfillment of which made it possible to assess the degree of compliance of actions with the requirements of the Federal State Standard of General Secondary Education for the teacher and the Professional Standard “The teacher”. The correlation between the tasks and requirements that are being

implemented is represented by the example of one of the tasks in Table 1.

Table 1: Ratio of state exam tasks and requirements for teacher

State Examination (example)	Functions of the teacher according to the professional standard	GEF requirements for the teacher
<p>Draw up a lesson summary for 10th year students on the topic “Order of incomplete disassembly and assembly of the Kalashnikov submachine gun”.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. Identify the place of the lesson in the module, section, topic in the program. 2. Specify the type, form, structure of the lesson. 3. Formulate the goal, objectives, results of the lesson. 4. Choose the methods and means of teaching, justify them. 5. Determine the content of the lesson. 6. Draw up a plan-summary of the lesson. 7. Create a lesson technological map. 8. Justify the orally completed tasks. 9. Demonstrate a fragment of the practical part of the lesson using the equipment (20 minutes). 10. Conduct a self-examination of the lesson. Reply to experts' questions 	<p>Planning and conducting training sessions</p> <p>Knowledge of the subject, work program and method of teaching</p> <p>Formation of universal educational activities</p> <p>Knowledge of the forms and methods of teaching</p> <p>Inclusion in the educational process all students</p> <p>Using the activity approach, modern pedagogical technologies</p> <p>Organization, monitoring and evaluation of current and final results</p> <p>Analysis of the effectiveness of training sessions</p>	<p>Competence in the subject area and methods of teaching</p> <p>Focus on teaching activities</p> <p>To develop methodical and didactic materials, including Internet resources</p> <p>General culture, communication success, self-organization, emotional stability</p> <p>Ensuring the conditions for successful activity of students</p> <p>Independent search and analysis of information using modern information technologies</p> <p>Use ICT, work with multimedia equipment</p> <p>Implement pedagogical evaluation</p>

As you can see from the table, based on the results of the assignment, we can get a subjective judgment about the degree of

compliance of actions and results with professional requirements and standards.

Development of normative documentation with the inclusion of WSR methods for conducting the state examination

According to the WSR regulatory documents, we have developed a set of materials for the state examination, which includes an additional set of tasks, criteria and means of assessment, infrastructure sheets, technological maps, equipping the workplaces in accordance with the basic requirements used in the WorldSkills Russia demonstration exams and championships.

Due to the lack of certified independent experts and the competence standard “Educator and / or Life Safety teacher-organizer”, the role of experts was performed by members of the State Examination Commission - teachers of this subject; and in the role of the Chief Expert - its chairman - the Head of the educational institution. During the examination, in addition to the experts, the commission secretary was present, filling in the standard protocol of each participant in the state examination.

Development of requirements for equipping the working area (cabinet) during the state examination

When organizing the exam, we took into account that the demonstration exam and the WorldSkills Russia Championships are impossible without the most technologically advanced equipment.

As outfit for the equipment of the exam area, the teacher’s workplace equipment (laptops, multimedia systems, interactive whiteboard, consumables) were used, as well as demonstration training equipment necessary for safety training and demonstration training equipment necessary for Life Safety education (rescue equipment, personal protective equipment, robot simulators, weapons models, means of providing first aid). Before the examination, a site plan was drawn up (Picture 2), which identifies 3 zones: a work area, an expert zone and a volunteer zone.

Each desk of the working area was equipped with a laptop, which in the electronic version had a working program and high school Life safety textbooks, regulatory documents and acts in the field of security

(Federal laws, orders), standard operating systems for creating documents and presentations. The volunteers were students of the 1st and 2nd year of study, who acted as pupils in the demonstration of the students’ fragments of assignments, and who later will have to pass the exam in the same format.

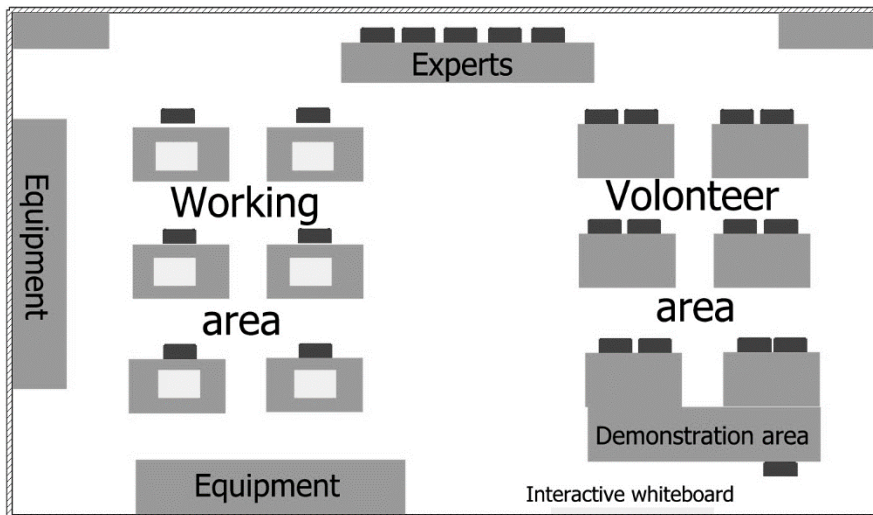


Figure 2: Site plan for the state examination using WSR techniques

Assessment of the quality of knowledge and skills using WSR techniques

When assessing the results of the exam, subjective criteria were used to assess the aspects of the assignment. Given that the preparation and implementation of all tasks in total took about 2 hours, for the assessment had chosen the number of aspects equal to the number of tasks. At the same time, each aspect was evaluated on a 10-point scale used in the championships. In this case, 10 points corresponds to the value judgment “masterpiece, extremely rare result”, 9 points corresponds to the criterion “excellent”, and 1 point is considered as “no knowledge and skills”. Each expert (member of the commission) assessed the level of performance, putting scores in the protocol for each task, and then assessed the task as a whole, based on the average score. Subsequently, this assessment on a 10-point scale was translated into a

traditional 4-point scale, which was put on the student's record and student's record book. When translating scores used the following scale: 0-2.5 points - “unsatisfactory”; 2.51 - 5 - “satisfactory”; 5.01 - 7.5 - “good”; 7.51 and more - “excellent.”

Along with the assessment of the fulfillment of tasks, each expert also filled out a protocol for assessing the level of competence of the graduate in accordance with the requirements of GEF HE and the educational profile program.

The result of the exam was announced to students on the day of the exam; the results of the examination of appeals were not filed.

Evaluation of the exam effectiveness using the methods of WorldSkills Russia

During the state examination using WSR methods, the following results were obtained: out of 15 participants, 9 (60%) were rated “excellent”; 4 (33.3%) - “good”; 2 (16.7%) is satisfactory. The average score of the exam was 4.47; the qualitative indicator is 86.7%, which does not have statistically significant differences from the results of the examination of correspondence students (4.22 points) and the results of past years examinations, accepted in the traditional form. Thus, it can be argued that the use of WSR techniques does not affect the quantitative indicators of student performance. It should be noted that hypothetically we assumed that the introduction of a practice-oriented state examination instead of its traditional form could negatively impact the results due to the lack of experience in its preparation and conduct.

In preparing for the exam as expected risks, we consider not fully observance of regulations by students when performing assignments; inconsistency of the work of experts due to lack of experience in this context; problems of communication of students with volunteers when demonstrating tasks and others. It should be noted that the above situations were avoided during the exam.

The results of pedagogical observation and study of the opinions of students, volunteers and experts showed the following.

The majority (75%) of the participants experienced increased excitement, both during preparation and the exam. The excitement was fully realized by the students, manifested in increased anxiety, fussiness in movements when working with equipment, the presence of misprints, slips of the tongue during performing tasks. Interviewing students noted

that they are in a stressful situation, which is determined by the unknown, lack of confidence in their abilities (about 50% of respondents). Also, graduates (86.7%) expressed the opinion that the use of this form of the exam requires systematic use of it, both in the current and in intermediate forms of attestation, beginning with the first year. The most difficult task most of the students called a demonstration.

Also, the majority of certified students believed that this form of the exam is rather promising and interesting (66.7%), more oriented toward the profession, and its successful passage raises self-esteem (60%). At the same time, 20% of students who received low grades described the form as “unnecessarily expensive” and “not justified their expectations.”

Collecting the opinions of experts showed the following. All participants of the survey noted that this form of the exam is promising; it allows to objectively assessing the level of preparation of students, their willingness to work by profession. It was noted that holding such an examination makes it possible to fully demonstrate the material equipment and the ability to use it; will identify gaps in the preparation of students and the quality of the work of the faculty. Also, the members of the state commission pointed out that in conducting this kind of examination, should work specially trained experts, which would raise the level of objectivity of assessments. The majority of respondents noted an increase in material and time costs for the preparation and conduct of the exam in this format. It was also expressed the desire to increase the share of questions on the activities of the Life Safety organizer and the evaluation of professional communication. In general, the experience of the examination using WSR techniques has been recognized by experts as successful.

The opinions of student volunteers were divided. Half of those surveyed considered this form unreasonably prolonged, tedious. The other half, on the contrary, described the exam as “interesting”, “it allows us to discover the potential of a person”, “reveals weaknesses and points of growth”, “I wonder how it will turn out for us.” Most volunteers considered it useful for themselves to participate in the examination, noted that the successful completion of such certification increases self-esteem and shows whether the student can then work in school.

The possibility of developing a new competence “Teacher-organizer of life safety” in the WorldSkills Russia standards

The analysis of specifications in the WorldSkills Russia standards, the tasks of the university championships, as well as the interest of educational organizations in the preparation of teachers motivated to the profession, revealed the urgency of developing the competence “The Teacher”, the characteristics of which can be based on the requirements of a professional standard.

The experience of the examination using WSR techniques has shown the prospect of developing the competence “Life Safety teacher-organizer”. This statement is based on the fact that in this case it is possible to apply precise technological descriptions of actions based on the implementation of laws, orders and instructions. This profession requires skills in working with equipment and learning how to work with it. Equipment for the Life safety demonstration cabinet can be used in future to conduct professional tests, career-oriented activities with young people, oriented to work in the structures of the Ministry for Emergency Situations and other departments.

Conclusion

Based on the totality of opinions of the participants in the state examination of future Life Safety teachers, the following can be stated. Application of WorldSkills Russia methods and standards allows you to objectively assess the level of the formation of professional competencies, readiness for professional activity. Examination requires the involvement of highly qualified independent trained experts from among employers. The last one can contribute to the expansion of employment opportunities for graduates.

For educational organizations, carrying out such a form of certification makes it possible to assess the effectiveness of the educational process organization, the content and quality of educational programs, pedagogical technologies and methods used; to assess the level of competence of the pedagogical potential to expand employment opportunities.

To conduct certification of future teachers in the form of a demonstration exam, it is necessary to develop new competencies and specifications, train experts.

The examination of the problem revealed the following problems: a great deal of time for preparing the documentation and solving organizational questions, attracting experts; psychological unpreparedness of students to the demonstrative format of evaluation; the need to upgrade the material and technical equipment.

The use of WorldSkills Russia methodology in conducting state certification should be recognized as an effective and promising direction of work, including for conducting current and intermediate certification.

*Educational Environment
and Management*



THE PROSPECTIVS OF THE INVESTMENT OF CONTEMPORARY PARADIGM OF PRESCHOOL EDUCATION IN FUTURE ARMENIA

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Abstract: *The relevance. In the phase of modernization and globalization of education, the operating paradigm of preschool education does not fully satisfy the accomplishment of future citizen's identity. Particularly, there is not only a diversity of paradigms in the system of preschool education, but also there are different paradigms, which differ from the importance in the extent of child's role in the educational process (Golosova S. V., Fedorenko L. P., 2016). A perspective paradigm is necessary for preschool education, the mission of which is in the formation of unique way of thinking or meta-thinking (peculiar, intuitive, and quick). The purpose of the research is to justify the necessity of designing a new paradigm aimed at the promotion of a contemporary child's own activity, self-manifestation, self-expression and reflection abilities. The conceptual basis of the research: The purposeful choice of the conceptual basis of the research is anchored on the synergetic notions and conceptions, according which the psycho-physiological structures of child which promote their self-organization, are activated in the process of preschooler's education. The expected results: An integrated version of a contemporary paradigm of preschool education is represented in the article, the usage of which will contribute to preschooler's self-organization and self-development. The practical meaning: the suggested model can be used both in preschool educational institutions and in the higher preschool educational system.*

Keywords: synergetic paradigm of education, self-organization, personal growth, autonomy.

Introduction

Preschool age has an utmost importance both in the life of a rational person and in the process of the accomplishment of the society¹. The future trend of the development of both each individual and educational system is determined by the effectiveness of preschool² education³. Preschool education is a springboard for pushing development forwards, which predetermines and defines the future trend of life with the trifles seemed invisible at the first sight^{4,5,6,7,8}.

Preschool education is viewed as a pivotal focus of educational system, on which the moral-psychological characteristics of a future member of the society, generalized figure of a human being, are anchored. In the Final Document of the VI (2017) international theoretical-practical conference on the Problems of Early Childhood Education organized by UNESCO in 2017, preschool education was viewed as the most important field of the state's development, taking into consideration the perspectives of sustainable development, the peculiarities of early childhood education according to deepening of the content, organizational processes and financing educational stages. The progress in the development of the system of preschool education is conditioned by the conceptual approaches of the strategy of education

¹ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

² P. J. Carcolini, Curricula for Sustainability in Higher Education. [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 102-104.

³ F. Damgaci & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

⁴ I. Masaru, *Kindergarten is too late*, Virginia, University of Virginia, 2010.

⁵ D. I. Feldstein, A Changing Child in Changing World, in *Psychological and Educational Problems of the New School*, in *Psychology in Russia: State of the Art*, no. 4, 2011, pp. 383-396

⁶ A. V. Voznyuk, A new paradigm of preschool education, Zhitomir, Zhitomir, 2017.

⁷ R. Munck & D. O' Hearn, *Critical Development Theory: Contributions to a New Paradigm*, New York, Rourledge, 1999.

⁸ E. Wood, A new paradigm war? The impact of national curriculum policies on early childhood teachers' thinking and classroom practice, in *Teaching and Teacher Education*, no. 20(4), 2004, pp. 361-374.

derived from the state’s strategy and a contemporary paradigm⁹ developed on the basis of the new achievements in science that offers new options for the separation and resolution of the field’s scientific problems. If the concept of preschool education is designed on the basis of the strategy of education, taking into consideration the state’s perspectives of development, current challenges in public life in a result of re-evaluating social values, national traditional positions¹⁰.

Then, the paradigm of preschool education, including the latest scientific achievements in the development of preschool children, represents theoretically justified scientific-methodological sample-examples of the organization of educational process in preschool institutions. The paradigm of preschool education defines theoretical and scientific-methodological approaches in the field of development of preschooler, adopted by the majority of the scientific community.

Thus, the paradigm of preschool education is a perspective model of contemporary landmarks of conceptual propositions, which are starting points for the development of the system, the organization of pedagogical process, in fact, it is a whole set of methodological landmarks aimed at implementing the social order of preschool education.

The author of the term of “Paradigm”, American scientist Thomas Kuhn, in his “The Structure of Scientific Revolutions,” monograph states that the scientific field develops, first of all, by changing psychological paradigms, designing new scientific hypotheses and theories, and introducing innovative approaches to solving problems and in a result of alternative daring interpretations. The “displacement” of the current paradigm enables to review the accents and rules of both professional and scientific-research activity¹¹.

The necessity for a new paradigm of preschool education derives from the need to identify the preschooler’s psycho-physiological opportunities during the socialization and child’s identity through educational process. Particularly:

⁹ G. James, A narrative inquiry perspective into coping mechanisms of international postgraduate students’ transition experiences. *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 41-56.

¹⁰ G. R. Constantine, The Biological Basis of Performativity of Identity-Linking Scientific Evidence to Social Theory, in *Journal of Ethnic and Cultural Studies*, 4(2), 2017, pp. 88-95.

¹¹ S. T. Kuhn, *The Structure of Scientific Revolutions*, Chicago, University of Chicago, 2012.

1. Scientists' researches in different fields speak of unprecedented psycho-physiological opportunities and diverse abilities of a developing child.^{1,2,12,13,14} but their mechanisms of disclosure and social comprehension are not regarded as priorities of preschool education and are out of the view of pedagogical activities.

2. The process of manifesting preschooler's potential is intertwined with his/her development of personality and is regulated through educational process. The methodological landmarks of the discovery of child's identity and social-personal development, the pedagogical emphasis on the activation of appropriate psycho-physiological mechanisms are not presented in the paradigm of preschool education.

3. The educational paradigm is reviewed in the case of explicitly and scientifically justified alternative approaches, which implies a completely different trajectory for the organization of educational process. Adaptation, as well as the ability to reconsider own experience, reflection are typical to human consciousness¹⁵. If the educational process continues to work under predominant mechanism, formatting conventional reflections, then the manifestation of inner freedom of an intelligent person, with self-consciousness, will be jeopardized. The educational process that is based on the necessity of the reflexive analysis of own experience, constantly pushing for internal work, is a current imperative need.

Methodological framework

There are different paradigms in the educational system today, which partially reflect the demands of the postindustrial informative society and the strategic problems of education. There is no generalized educational paradigm yet.

There is a diversity of paradigms in the system of preschool education, parallel there are different paradigms, that corresponding to

¹² A. R. Luria, *Fundamentals of Neuropsychology*, Moscow, Publishing Academy, 2006.

¹³ S. L. Rubinshtein, *Fundamentals of General Psychology*, Moscow: Academia, 1989.

¹⁴ A. R. Masalimova, B. V. Sangadzhiev, R. V. Shagieva, R. A. Gurbanov & S. P. Zhdanov, Philosophical and socio-psychological meaning of the concept of psycho violence in learning environment, in *XLinguae*, no. 11(1), 2018, pp. 126-135.

¹⁵ C. Faltis, Toward a Race Radical Vision of Bilingual Education for Kurdish Users in Turkey: A Commentary, in *Journal of Ethnic and Cultural Studies*, no. 1(1), 2014, pp. 1-5.

the challenges of contemporary society, differ from importance of child's role in the educational process¹⁶.

Thus, the modern educational system has the following widespread paradigms:

- traditional-cognitive /cognitive/,
- functional-competent,
- culturological,
- developing or individual-centered,
- philanthropic,
- synergetic.

Cognitive paradigm¹⁷. From Latin, “cognition” term means “knowledge” and “cognition”. That is, the basis of educational process is cognition, world perception implemented due to thinking. The goal of education is the implementation of knowledge-ability-skill system. The child is an object of educational process, which is transmitted the necessary knowledge, cognitive abilities are formed. The latest materials of science, scientific and methodological positions to the organization of the educational process are interpreted through transition of teaching material. The interpersonal interest of a learner, during the study, is limited with the acquisition of cognitive interests and world outlook motives.

Functional-competent paradigm. The educational process is based on the preparation of qualified /competent/ specialist, and this is considered to be a priority, a social order for education by the state. And education is viewed as “socio-cultural technology for the preparation of competent specialists”¹⁸. The person-society cooperation is highlighted in the paradigm, because the individual, first of all, is a representative of the society, therefore, it is obliged to undertake certain functions and responsibilities of the society. The factor of interpersonal interest is the expectation of being assessed by the working environment and society.

The mentioned paradigm, in the field of preschool education, emphasizes the importance of ability of self-manifestation in the

¹⁶ S. V. Golosova, & L. P. Fedorenko, The main paradigms of modern pedagogical science, in *Scientific and methodical electronic journal "Concept"*, no. 3, 2016, pp. 36-40.

¹⁷ De Mew Mark, *The Development of a Cognitive Vine*, Chicago, 1974.

¹⁸ N. A. Alekseev, *Personally oriented learning: Questions of theory and practice*, Moscow, AST, 2006.

environment of peers, teamwork skills, and the availability of social competences on the eve of school study.

Culturological Paradigm. According to this paradigm, the didactic unit of education, as well as the main form of cultural survival, is intercultural dialogue¹⁹. The paradigm emphasizes “education-culture” dialogue, education is viewed as a developing cultural environment, and the person is a subject of educational-cultural environment. The goal of education is to create a cultural human, form of a human figure in the result of mastering cultural values.

Developing or individual-centered paradigm (E. Gillon, 2007²⁰; N. A. Alekseev, 2006²¹; E. W. Bondarevskaya, 1995²²; O. S. Gazman, 1996²³). The individual-centered paradigm is wide spread in preschool and general education, the main advantage of which is child-oriented, child-centered educational process. According to the paradigm, child is not only a peculiar, unique phenomenon of development, but also an individual responsible for his own development. The educational process is based on the principle of cooperation, with the compulsory account of child’s needs, preferences and interests.

It should be noted that the educational system of Armenia is guided by an integrated model of individual-centered, culturological and competent paradigms, complementing each other, try to make close pedagogical theory and practice.

The other two **philanthropical** and **synergistic paradigms** of preschool education view the child from the aspect of his internal interests, considering him not only as a subject of pedagogical process, but also an active participant in organizing own life, with all the opportunities of self-development.

The philanthropic paradigm (A. Maslow, 2013²⁴; K. Rogers, 1983²⁵) highlights the development of preschooler’s inner world through

¹⁹ M. M. Bakhtin, *Aesthetics of verbal creativity*, Moscow, Art, 2002.

²⁰ E. Gillon, *Person-centered Counseling psychology*, London, Routledge, 2007.

²¹ N. A. Alekseev, *Personally oriented learning: Questions of theory and practice*, Moscow, AST, 2006.

²² E. V. Bondarevskaya, Value foundations of personally oriented education, in *Pedagogy*, no. 4, 1995, pp. 29-36.

²³ O. S. Gazman, Pedagogy of freedom: the path to humanistic civilization, in *New values of education*, no. 6, 1996, pp. 10-38.

²⁴ A. H. Maslow, *A Theory of Human Motivation*, Ontario, 2013.

²⁵ C. R. Rogers, *Freedom to learn for 1980s*, Columbus, Charles E. Merrill publishing company, 1983.

recording motion between the dialogue with the environment and personal growth. The purpose of education is the accomplishment of self-confident, self-sufficient happy person striving for perfection. The mechanism for organizing the educational process is pedagogical support in developing environment.

Synergetic paradigm (H. Haken, 2004²⁶; N. M. Talonchuk, 1997²⁷; N. Shulga, 2015²⁸; A. V. Voznyuk, 2017²⁹; S. D. Yakusheva, 2014³⁰). Over the last decade the synergetic paradigm has gradually drawn to its stable place. According to Estonian famous scientist³¹ the basic concepts of synergetic pedagogy have revolutionary meaning in designing of a new, self-organization paradigm.

The synergetic paradigm of education is prospective, as it is aimed at the development of a person able for self-perfection through self-awareness, self-education and self-upbringing. The emphasis of the paradigm expand the possibilities of designing own way of life, self-manifesting, and promote the process of self-fulfillment of development. The basic concepts of the theory of self-organization today are included in the system of second-generation criteria for assessing the quality of education, revising the goals and organization of pedagogical process.

The synergetic paradigm also gives an opportunity to acquire knowledge based on own research and search activity³².

Results

The usage of synergetic paradigm in preschool education is most appropriate, as it enables the activation of the psycho-physiological mechanisms, that do not result in adaptation with the formation of

²⁶ H. Haken, *Synergetics*, Berlin, Heidelberg, 2004.

²⁷ N. M. Talanchuk, System-synergetic philosophy as a methodology of modern pedagogy, in *Master*, 1994, pp. 32-41

²⁸ N. Shulga, Construction of the Detector for Synergetic Educational System Based on Quality Standards, in *American Journal of Educational Research*, no. 3, 2015, pp. 36-40

²⁹ A. V. Voznyuk, A new paradigm of preschool education, Zhitomir, Zhitomir, 2017.

³⁰ S. D. Yakusheva, Synergetics in the Development of National Education, in *World of Scientific Discoveries*, no. 54(7), 2014, pp. 399-423.

³¹ S. D. Yakusheva, Synergetics in the Development of National Education, in *World of Scientific Discoveries*, no. 54(7), 2014, pp. 399-423.

³² B. Deborah, B. Huguenard, B. Nagy, C. Armstrong. Understanding the Process and Success Factors to Increase Synergies between Research and Teaching Systemics, in *Cybernetics and Informatics*, no. 7, 2016, 235-246.

conventional reflexes but contribute to self-regulation due to inner work. According to the synergetic paradigm, a person is a self-organizing, self-developing system, moreover, self-organizing mechanisms are within the system. They are reflection and self-educational abilities. The external factor is the developing environment that offers a choice to a child during education. Pedagogical activity, in this case, becomes a process of a pedagogical support with the building of a developing environment providing the internal changes and positive development of a person³³. The purpose of education is the formation of self-controlling abilities, and the outcome is not the degree of adaptation, but the degree of autonomy.

Autonomy manifestations at senior preschool age are:

The autonomy manifestations at senior preschool age are:

- ability to analyze situations;
- independence of decision-making;
- reflexive abilities,
- ability to analyze own actions, accept own mistakes,
- self-assessment objectivity.

The synergetic paradigm of preschool education does not contradict the strategy of education of the Republic of Armenia, so it can be discussed in the context of becoming a guide-book in the process of preschooler's development.

We believe that an interesting integrated version of a contemporary paradigm of preschool education can be a combination of three following paradigms that complement one another, emphasizing the inner interest of the child in the educational process:

- developing or individual-centered,
- philanthropic,
- synergetic.

Discussions

In the researches of preschoolers' developing problems^{34,35} it is directly or indirectly emphasized the importance of reflection of the

³³ N. M. Talanchuk, System-synergetic philosophy as a methodology of modern pedagogy, in *Master*, 1994, pp. 32-41

³⁴ M. Woodhead, *Changing perspectives on early childhood: theory, research and policy*, London, Routledge, 2006.

subject of education, promoting child's development, but it is viewed as a result of different outward influences. Whereas, in fact, child's activity is ignored (physical, mental) due to self-organization and self-promotion, which, from point of psycho-physiological mechanisms, lead to actual reflection. At the same time the analyze of the directions doesn't lead to such a paradigm, according to which, a contemporary child, with his inner psychological resources (mental, emotional) and interests, is more able to realize the opportunities of self-organization and self-promotion.

According to individual-centered paradigm (E. Gillon, 2007¹⁴; H. Haken, 2004²⁰; C. R. Rogers, 1983¹⁹) children's preferences and interests are activated during collaboration, which not always lead to self-organization and self-promotion.

According to philanthropic paradigm¹⁸, the operating mechanism of organizing educational process is a pedagogical support in developing environment, which, of course, aims at child's activation, but reflective activity, in this case, is not prior.

The wide opportunities of child's psychic inner resources are described in synergetic paradigm, but the main mechanism of their realization at preschool age is not suggested. To our opinion, the combination of individual-centered, philanthropic and synergetic paradigms will contribute preschooler's self-organization and self-promotion, if the necessity of reflective development is considered dominant during child's development.

Conclusions

1. The current paradigm does not derive from today's realities of social life, ever-changing needs of the growing generation.

2. The usage of perspectives of the integrated version of the preschool education paradigm are:

- promotion of child's inner activity,
- broadening the opportunities of self-organization and self-development through the development of reflection,
- justification of the premises of peculiar thinking.

³⁵ N. Veraska, Modern Trends in Early Childhood Education Development in the Natural vs Cultural Paradigm, in *European Early Childhood Education Research journal*, no. 22(5), 2014, pp. 585-589.

INTEGRATION MECHANISMS OF POLYCULTURAL DEVELOPMENT OF UNIVERSITY STUDENT PERSONALITY IN GLOBAL OPEN SOCIETY CONDITIONS

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Abstract: *The relevance of the study is due to the fact that the modern higher school should provide the student with the opportunity to enter the open global society in the multicultural space actively as a competent and creative representative. The purpose of the paper is to provide scientific and methodical support for the process of forming a multicultural personality of a specialist when changing the educational paradigm in a dynamic socio-cultural situation. The authors clarified the concept of multicultural competence, which is interpreted as an integrative value-semantic professional-personal peculiarity that ensures the future specialist's readiness for multicultural interaction in the conditions of cultural pluralism; its content, structure, criteria and indicators are determined. A technological complex was developed, oriented to ensure the subjectivity, autonomy, reflexive activity of students. The scientific and methodical resource presented in the paper creates comfortable conditions for the formation of a modern specialist with a high level of multicultural competence as a socio-cultural imperative of professional education.*

Keywords: multicultural competences, integration mechanisms, open global society, technological complex, multicultural interaction.

Introduction

The analysis of literary sources in the course of the study suggests that the emergence of a trend in politics such as “multiculturalism”

(coexistence and interaction in a society of different cultures)^{1,2}, and in the broader social context - the phenomenon of “multiculturalism” / “poly-cultural” of living space predetermined the emergence in the pedagogical science of the problem of training people for life in the conditions of an open global society^{3,4} and the pluralism of cultures, the search for solutions of which are conducted in the context of poly-cultural education^{5,6,7,8,9,10}. The processes of globalization and integration in all spheres of human life activity, occurring in the world community, the basic characteristic of which is multiculturalism, are reflected in the education system^{11,12,13}.

¹ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

² E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

³ I. I. Mitran, Indigenous Heraldry: Transferring ethnic imagery from the mundane to the canonical, in *Journal of Ethnic and Cultural Studies*, no. 4(1), 2017, pp. 26-33.

⁴ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

⁵ A. I. Bobylev, Society, civil society, personality, state, law, in *Law and policy*, no. 3, 2011, pp. 15-22.

⁶ R. H. Gilmeeva, Formation of multicultural competence of the student on the basis of the project-target approach in the process of humanitarian training, in *Socio-economic and technical systems: research, design, optimization*, no. 6(73), 2016, pp. 31-41.

⁷ E. V. Leonova, Formation of General cultural competence of students of technical University, in *Higher education in Russia*, no. 2, 2010, pp. 124-131.

⁸ G. G. Litvinova, Multicultural education in the system of preparation of students for future professional activity, in *Modern problems of science and education*, no. 4, 2012, pp. 24-31.

⁹ E. Yu. Levina & E. S. Belashova, Internet space as a means of forming multicultural competence of young people, in *Kazan pedagogical journal*, no. 1, 2015, pp. 63-67.

¹⁰ S. R. Chaikin, Sociological monitoring of interethnic and interfaith relations of the Federal Agency for nationalities, in *Public opinion monitoring: Economic and social changes*, no. 5, 2016, pp. 97-110.

¹¹ A. A. Vasilieva, Multicultural education in the context of world experience: acculturation and dialogue approaches, in *Problems and prospects of education development in Russia*, no. 8, 2011, pp. 19-24.

¹² V. I. Zagvyazinsky, Strategic guidelines for the development of national education and ways to implement them. Education and science, in *News of the Ural, Russian Academy of education*, no. 4, 2012, pp. 3-16.

Currently in pedagogical science there is an increased interest of scientists in the study of multicultural education¹⁴. In a number of studies^{15,16,17,18}, multicultural education is defined as “the consideration of the cultural and educational interests of different national and ethnic minorities and solves the following tasks: human adaptation to the value of multinational cultures; formation of an understanding of the equivalence of different peoples’ and nations’ cultures; training to interact between people with different traditions; orientation to dialogue of cultures.¹⁹ Definition of pedagogical principles on which multicultural education is based: education of human dignity and high moral qualities; education for the coexistence of social groups of different races, religions, ethnic groups; the education of tolerance, readiness for mutual cooperation can be traced in the study of A.M. Khounsarokova²⁰. A.T Akhmetzyanova²¹ believes that one of the tasks of multicultural education is the creation of various cultural environments where the student will develop and gain experience, culturally appropriate behavior and he will be assisted in cultural self-identification and self-realization of

¹³ L. S. Sinyakova, Youth parliamentarism as one of the tools for the formation of civil society in Russia, in *News of Saratov University. New series. Sociology*, no. 7, 2011, pp. 121-125.

¹⁴ Y. Kaya, The Opinions of Primary School, Turkish Language and Social Science Teachers regarding Education in the Mother Tongue (Kurdish), in *Journal of Ethnic and Cultural Studies*, no. 2(2), 2015, pp. 33-46.

¹⁵ P. S. Norkina, Formation of General cultural competence of students by means of learning a foreign language, in *The Bulletin of Adyghe state University*, no. 3, 2013, pp. 22-27.

¹⁶ N. M. Pavlutsкая, Multi-level laboratory work as a means of formation of General cultural competences in teaching physics to bachelors of technical areas of training, in *Scientific notes*, no. 6(59), 2014, pp. 135– 138.

¹⁷ A. V. Petrov, Value preferences of young people: diagnosis and trends of changes, in *Socis: Sociological research*, no. 2, 2010, pp. 83-90.

¹⁸ T. V. Zhukova,. Cross-cultural communication among students, in *Ethnosocial and ethnic culture*, no. 2, 2008, pp. 157-179.

¹⁹ D. Kaya, & H. Aydin. (2016). Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), pp. 619-629.

²⁰ A. M. Khounsarokova, Subject-content components of multicultural competence of the teacher, in *The Bulletin of Adyghe state University*, no. 1, 2011, pp. 50-55.

²¹ A. T. Akhmetzyanova, Structural and functional model of formation of socio-cultural competence of students of pedagogical universities, in *Modern problems of science and education*, no 3, 2015, pp. 25-31.

his creative talents and abilities. S.V. Kamyshev²² believes that globalization puts before education the difficult task of preparing young people for life in a multinational and multicultural environment²³, developing skills to communicate and cooperate with people of different nationalities²⁴. At the same time, it is very important to teach young people to understand and appreciate the uniqueness of different cultures, to educate them in the spirit of peacefulness and respect for all peoples. S.A. Khazova²⁵ reveals the formation of the future teacher's ethno-pedagogical culture in a multicultural society, which involves the restructuring of the entire educational process, the transformation of the curriculum on the basis of the world vision from the positions of different cultures' representatives.

At the same time, the process of student multicultural competence formation is not fully explored. There is a need to identify the specifics of this process in relation to university students. Professional development of students provides for the development of knowledge that allows them to improve their professional activities, but the development of their personal potential is possible only in a sociocultural environment. In this regard, there has been a trend towards the development of higher professional education, aimed at creating a multicultural competence of students²⁶. In the course of the study it was determined that in order to solve the problem of multicultural competence's effective formation, future specialists, taking into account its integrative nature, need a significant organizational and methodical

²² S. V. Kamyshev, Globalization of education and " global education " in the modern world, in *Philosophy of education*, no. 6(45), 2012, pp. 124-131.

²³ R., Corona, E. Velazquez, S. McDonald, M. Avila, M. Neff, A. Iglesias & R. Halfond, Ethnic labels, pride, and challenges: A qualitative study of Latinx youth living in a new Latinx destination community, in *Journal of Ethnic and Cultural Studies*, no. 4(1), 2017, pp. 1-13.

²⁴ G. James, A narrative inquiry perspective into coping mechanisms of international postgraduate students' transition experiences, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 41-56.

²⁵ S. A. Khazova, *Multicultural competence of the teacher*, Maikop, Elite, 2015.

²⁶ J. Duffy, L. Wickersham-Fish, L. Rademaker & B. Wetzler, Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/protégé relationships, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 57-76.

restructuring of the educational process in the university, based on an integrative approach to the formation of the competency being analysed.

Methodological framework

The methodological base of the research is:

- *Integrative approach* that can become a decisive factor in the success of the process of student multicultural competence forming. Defining the direction, organization and content of this process, the integrative approach makes it possible to unite all its aspects and elements into an integral semantic space, having at the same time received a new quality - the optimal result of training future professionals for life and professional activity in the conditions of cultural pluralism;

- *socio-cultural approach*, providing for the creation of an educational environment in which the development of personality takes place in the context of culture, taking into account the specific conditions of human life. It allows you to realize fully the developing function of professional education in its systematizing role for the process of becoming a specialist.

- *System-based approach* that reflects the patterns of professional activity and the cause-and-effect relationships of its development;

- *Competence-based approach* in education, based on the idea of developing an integral personality with a set of declared competencies, assuming a set of interrelated qualities (knowledge, abilities, skills, ways of doing things, personality relationships);

- *Culture-based approach*, reflecting the axiology of education, which acts as a means of broadcasting culture and personality adaptation to the conditions of a constantly changing society;

- *The entity-humanistic approach* to education, which focuses on the consideration of individual subjective experience, the aspirations of the individual to reproduce the world in itself and to comprehend itself in the world.

Based on the methodological foundations of the study one should allocate pedagogical principles that formulate the basic requirements for the educational process, its content, forms and methods in the context of the integrative approach, on the basis of which the students' multicultural competence is formed: - the principle of integrity, ensuring internal unity, consistency, interrelation and the interdependence of all

stages of students' training for social and professional pedagogical activity a multicultural environment;

- the principle of cultural appropriateness, implying the implementation of training and education in unity with a thorough and comprehensive study of the historical and cultural development of peoples, which ensures the harmonious synthesis, integration of intellectual, social and cultural characteristics of the individual];

- the principle of the dialogue of cultures, which means the transition to a multicultural educational model, which implies reflection in the integrative content of the disciplines of the cultural diversity of the world taught in the university, the process of interconnection and mutual enrichment of cultures, the study of the achievements of various cultural systems and their contribution to the development of world civilization; as well as the organization of the training and educational process of higher education as a dialogue of different cultures and subcultures in space and time;

- the principle of tolerance, understood as the recognition of equal rights for all peoples, the equivalence of their distinct cultures, the focus on interpersonal, interethnic and intercultural interaction on the basis of mutual respect, the education of friendly international relations among students;

- the principle of creativity, which determines the construction of the educational process on the basis of interaction, contributing to the disclosure and development of the creative abilities of the individual, as well as integration of heuristic and design technologies into the methods of mastering the educational material that will allow students to increase the effectiveness of their own creative activity that forms the multicultural competence of the individual;

- the principle of reflexivity, reflecting the manifestation of students' subjectivity in the pedagogical process through regular monitoring, analysis and correction of their own activities aimed at the formation of multicultural competence, as well as its manifestation as a result of this activity

In order to verify the solution of the tasks, **the following research methods** were used: theoretical: problem analysis and synthesis of ideas that help to comprehend the category of multicultural competence of university students; analogy, generalization, concretization, abstraction, idealization, modeling of organizational and pedagogical conditions for the formation of multicultural competence of

student youth; extrapolation of the revealed tendencies and patterns of social orientation of the educational process in the university on the possibility of their use and application in practice of other educational institutions; *empirical*: ascertaining, forming, control experiment; *mathematical statistics*: statistical processing of questionnaire data and experimental results.

Experimental work was carried out on the basis of Russian universities (the sample of students was 294 people). Experimental work was built in the process of educational and extracurricular activities of students in the university in the framework of professional education, using the possibilities of educational disciplines, in the forms of lectures, seminars, master classes, mini-trainings, role-playing, business games, in the course of training practice; resources of scientific activity (conferences, seminars, round tables); various forms of educational work (debates, reviews, competitions, festivals, thematic and festive events, club meetings, actions, adaptation meetings).

Results

Socio-pedagogical study of the significance of the concept “multicultural competence”

In the process of experimental work all participants in the experiment (both students and teachers) were asked to define the concept of “multicultural competence” in order to see what meaning they give to the concept. Typical answers include the following definitions of multicultural competence given by students: 1) “the availability of knowledge in the field of culture and the use of this knowledge in practical activities” - 22.5%; 2) “the level of development of the teacher’s general culture, necessary for the successful implementation of professional activities” -18.2%; 3) “awareness of the issues of common culture” - 44.2%; 4) “I find it difficult to answer” - 12.8%. Teachers gave the following definitions to the concept of multicultural competence: 1) “a broad concept, which includes a high degree of development of general culture - 39.2%; 2) “the ability to build pedagogical activity in accordance with the norms of culture” -17.4%;3) “the quality of the teacher, testifying to the high level of his general culture” - 37.0%; 4) other answers - 8.7%. The majority of respondents (more than 88%) noted that in the current university textbooks “this concept is practically not found” and therefore they could not name (or

called wrongly) which of the scientists was dealing with the problem of forming the multicultural competence of the student. Many identified multicultural competence with either a general culture (46.5%) or with a simple knowledge of culture (33.7%), thus underestimating the importance of other components of multicultural competence. So, in the course of the questionnaire it was found out that the overwhelming majority of the interviewed students (84.1%) could not give a clear definition of the concept of “multicultural competence”, 15.9% either gave an incorrect interpretation, or even evaded the answer. Students found it difficult to identify the essential characteristics and included in this concept the majority of the answers proposed in the questionnaire, while noting that it was difficult for them to prioritize any characteristics. Based on the results of the questionnaire, the following conclusion can be drawn: both students and teachers understand the dependence of the success of professional activity on the level of multicultural competence: the lack of connection between these phenomena was noted by only 2.7% of the total number of respondents. The bulk (72.0%) noted a significant degree of interrelation between the multicultural competence and professionalism of the teacher, 6.2% - a small connection, 19.1% - the average degree of this dependence. Thus, the majority of teachers (91.3) recognize the importance of the multicultural competence of the student for his professional activities

Pedagogical conditions for the formation of student multicultural competence

A set of pedagogical conditions is defined, the observance of which predetermines the effective formation of multicultural competence of students:

- 1) Providing faculty's facilitating function in this process;
- 2) Creation of a stimulating cultural and educational environment;
- 3) The choice of educational disciplines in the framework of educational standards, the content of which is to the maximum extent aimed at the formation of multicultural competence;
- 4) Development of adequate program-methodical maintenance of educational process;
- 5) The organization of interaction on the basis of interpersonal integration and cooperation with equal, partner interrelationships of subjects;
- 6) Stimulating the autonomy of future specialists in the formation of multicultural competence on the basis of building their personal educational trajectories;

7) Integration of all types of student activities: teaching, non-academic, research, training and vocational (in the course of occupational practice).

For practical implementation of the simulated process, a technological complex has been developed that is used to form the multicultural competence of students in the context of an integrative approach; a diagnostic criteria-level complex has been constructed to determine the level of formation of the competence being studied; the characteristic of its initial level among students is given; a description of the progress and results of experimental work is given, including data on the final diagnosis of levels of future specialists' multicultural competence formation.

The technological complex, developed on the basis of theoretical prerequisites determined by the projected model of multicultural competence's formation for students of pedagogical specialties in the context of an integrative approach, includes traditional and innovative pedagogical technologies (modular, project, active and problem-based learning, assessment and self-evaluation, training in cooperation, practice-oriented actions, the technology of the co-study of language and culture - an “expanding circle of cultures”, information and cognitive and information and communication technologies). The most effective technology is project training, which implements the possibilities of integrative cultural study and local history projecting, as well as media projecting, as it integrates training, educational, practical, creative and reflexive potential.

Realization of experimental work on the formation of multicultural competence of students

The main task of the *ascertaining stage* of experimental work was to determine the initial state of multicultural competence of future specialists in accordance with the developed diagnostic map, including the levels, criteria and indicators of its formation, as well as the identification and analysis of the socio-psychological characteristics of students, their value orientations, motivation for training and cognitive activity, development of abilities, qualities, skills and experience of interaction with representatives of other cultures, since these factors have a significant impact on the successful solving of professional tasks.

The study showed that the consideration of students' multicultural competence as an integrative unity of its cognitive, activity-based and axiological components predetermines the need to diagnose the degree

of its formation in terms of the gnostic, praxeological and value-orienting criteria described for three levels (elementary, threshold, advanced).

The empirical study of the participants of the experimental (EG) and control (CG) groups (56 and 55 people, respectively) with the help of a set of methods of psychological and pedagogical research (included observation, questioning, conversation, testing) showed that the majority of first-year students (77.5%) is characterized by an elementary level, the remaining 22.5% - a threshold level of multicultural competence.

Diagnosis has made it possible to identify the most common problem areas for students in both groups: insufficient level of knowledge and skills in multicultural communication, instability in the manifestation of culturally appropriate behavior, empathy; the weak expression of value-semantic reference points, as well as the desire for independence, reflexing in educational and cognitive activities, which confirmed the need for purposeful work on the formation of their multicultural competence, taking into account the facilitation role of the teacher, as well as creating conditions for the manifestation of students' subjectivity. At the same time, the existing differences in the levels of competency being analyzed between the students of the EG and the CG are insignificant.

At the formative stage of the experiment, students were provided with such organizational conditions and a cultural and educational environment where they could gain experience of interaction with carriers of other cultures, which makes it possible to apply culture-study and linguistic knowledge, models of culturally appropriate behavior and realize the acquired skills in practice, including in self-research and educational and professional activities. The study demonstrates that the integrative basis of teaching allowed to identify key concepts, questions, topics and problems that correspond to the content of the cognitive component of multicultural competence, and to carry out their comparative study from the point of view of different scientific disciplines presented in the curriculum of pedagogical profiles; and also include the content of this competence in the content of training not only at the level of knowledge, but also at the level of value orientations, motives, emotional experiences, actions and deeds, ensuring further intrapersonal integration of all components of the formed competence.

The use of the developed technological complex contributed to the development of students as bearers of collective and individual

socio-cultural characteristics as subjects of the dialogue of cultures, as it was aimed at the formation of integrative general cultural and communicative skills to use a foreign language as a means of intercultural communication, generalizing the achievements of the co-studied cultures in the world heritage, their own needs in the sociocultural mastering of the world. Due to the prolonged nature of the process of multicultural competence formation, future specialists needed from the very beginning to strive for maximum student autonomy, assuming the ability and willingness to take responsibility for the course and results of their own multicultural education, for which technologies focused on the development of reflexive activity were applied (three-level estimative technology, language portfolio, reflexive magazine, etc.). Particular attention was paid to the integration of all types of student activities (educational, extracurricular, research and training) so that future specialists become active broadcasters of ideas and values of multicultural education, ready to suppress intolerance of cultural features, manifestations of xenophobia, upholding the idea of equality and dignity all cultures, the right of every cultural community to assert and preserve its cultural identity. To solve this problem, students' activities were directed not only to studying other cultures and subcultures, but also to the culture of their own people as an indispensable condition for integration into other cultures, aspirations to achieve a harmonious unity of universal and national values.

The study showed that the results of the interim diagnostics aimed at differentiated pedagogical assessment of the level of cognitive and activity-based components of students' multicultural competence, in general, confirmed the effectiveness of the applied technological complex, but pointed to the need to pay more attention to work on the vocational content of the formed competence.

In the course of further purposeful work, the cognitive fund of students in the sphere of multicultural education expanded, their motivational and value attitude towards the conflict-free dialogue of cultures was strengthened, experience of intercultural interactions (in native and foreign languages) was developed, practical abilities and skills were developed, personal qualities were improved that contributed to the successful intercultural interaction (tolerance, empathy, friendliness, etc.). The tasks facing the future specialists gradually became more complicated, the prerequisites for their creative activity in situations of multicultural interaction of the general social, educational and

professional spheres developed. From the course to the course, the students' cognitive interest in languages and cultures, a motivation for studying, a manifestation of subjectivity - an active attitude towards the subject matter studied, taking responsibility for planning and implementing the individual trajectory of multicultural education, reflexing the course and results of this process increased²⁷. Future specialists acquired the experience of creative, research, communicative, control and evaluation training and professional activities, teamwork in the context of contact between representatives of different cultural communities.

The control phase of experimental work aimed at determining the level of future specialists' multicultural competence with the help of appropriate diagnostic procedures demonstrates the effectiveness of the formation of cognitive, activity-based and axiological components of this competence among the students of the EG, as well as the expansion of their subject functions in the educational process, which manifested itself in a systematic reflexing of its course and results, aspiration for autonomy. The final diagnosis recorded a significant difference in the levels of the investigated phenomenon among the students of the EG and CG at the ascertaining and control stages of the experimental work.

Table 1: Dynamics of students' multicultural competence formation

Groups Levels	Experimental group			Control group		
	Ascertaining stage	Control stage	Dynamics by level	Ascertaining stage	Control stage	Dynamics by level
elementary	78,6%	14,2%	- 65,4%	76,4%	48,3%	- 28,1%
threshold	21,4%	46,4%	+ 25,0%	23,6%	42,6%	+ 19,0%
advanced	0%	39,4%	+ 39,4%	0%	9,1%	+ 9,1%

On the basis of data comparison on levels in the ascertaining and control stages of the experiment (one can speak about a significant

²⁷ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

positive dynamics of students' multicultural competence formation in EG (change in the speed of the effect of about 52%).CG dynamics was also observed, but to a much lesser extent 19%).

Thus, under the observed equal conditions in the EG and CG at the ascertaining stage of the experiment, one can confidently speak of its success.

The overall growth in the indicators in the CG shows that, to some extent, it provides the opportunity for the formation of multicultural competence of future specialists at the threshold level (stated as a norm). However, the application of an integrative approach to this process, the implementation of a technological complex that is oriented toward subjectivity, autonomy and reflexive activity of students, while observing the pedagogical principles and conditions put forward, increases the effectiveness of work in this direction²⁸.

The interpretation of experimental work results on the formation of multicultural competence among students on the basis of an integrative approach made it possible to formulate methodical recommendations for university teachers on the organization of this process.

Discussions

Socially demanded for today are specialists capable of responsible and productive professional and public activities, cooperation, those specialists who possess multicultural competence and strive for mutual understanding and non-conflict coexistence with representatives of different cultures. Consideration of the competency studied as a goal and result of multicultural education as one of the key European competencies, as an integral part of professional competence, analysis of the interpretations of this concept presented in the scientific literature^{29,30}, its models^{31,32,33} made it possible to clarify its content and

²⁸ L. Akpan, The political undertone in the development of nomadic education in Africa: Lessons from Nigeria, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 1-21.

²⁹ I. M. Degil, The selection of the background knowledge of socio-cultural topics, in *Language and culture*, no. 1, 2012, pp. 28-32.

³⁰ R. A. Fakhrutdinova, Formation of General cultural competences of the future specialist on the basis of language, methodical and pedagogical training, in *Education and self-development*, no. 4, 2012, pp. 55-60.

define it as a value-semantic professional-personal property that integrates system scientific knowledge, creative abilities, skills and experience, motives and values, that characterizes the ability and readiness of a future specialist to provide intercultural, inter-ethnic and interpersonal interaction of students in a multicultural world, including in a multicultural educational space. Studies^{34,35,36} devoted to the problem of the competence approach in education, are aimed at solving the problems of updating the content of education in conditions of changes in the sociocultural realities.

Conclusion

In the course of our research, it has been established that the complex nature of multicultural competence, its integrative nature, makes it expedient to identify the following interrelated structural components³⁷: cognitive, activity-based, and axiological based on the implementation of basic pedagogical principles (integrity, cultural appropriateness, dialogue of cultures, tolerance, creativity, reflexivity, variability³⁸) and pedagogical conditions (creation of a stimulating cultural and educational environment; integration of all types of student

³¹ A. P. Zhokhov, About professional culture as the main reference point of modernization of modern education, in *Education and science. News of the Ural RAO*, no. 9, 2011, pp. 42-52.

³² A. V. Tkachenko, Interactive technologies in formation of some General cultural and professional competences, in *International journal of experimental education*, no. 10, 2014, pp. 303-304.

³³ A. M. Khounsarokova, the Formation of a polycultural competence of future teachers, in *Bulletin of Adyghe state University*, no. 3, 2010, pp. 118-125.

³⁴ A. K. Lukina, *Pedagogical activity in polyethnic and polycultural environment*, Krasnoyarsk, Siberian Federal University, 2011.

³⁵ M. G. Sinyakova, The main approaches to determining the essence of General cultural competence of a bachelor of management., in *International journal of experimental education*, no. 9, 2010, pp. 23-35.

³⁶ S. R. Chaikin, Sociological monitoring of interethnic and interfaith relations of the Federal Agency for nationalities, in *Public opinion monitoring: Economic and social changes*, no. 5, 2016, pp. 97-110.

³⁷ I. H. Yigit & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights, in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31.

³⁸ A. Lesková, M. Valčo. Identity of adolescents and its dimensions in the relation to Mass media: Philosophical-ethical reflections, in *XLinguae Journal*, no. 10(3), 2017, pp. 324-332.

activity, stimulating the autonomy of students on the basis of building their personal educational trajectories) in the context of an integrative approach.

The carried out research allows outlining perspective directions of the further work over the decision of the problems connected with broadcasting of ideas and values of multicultural education in a modern society. These include: the study of multicultural competence's impact on the success of occupational adaptation; the study of the possibilities to integrate the extra-curricular experience of intercultural dialogue into targeted university training^{39 40}, the implementation of the acme-logical approach in the process of improving the multicultural component of the teacher's professionalism; further development of regularities and principles of university students' multicultural competence's effective formation in conditions of transition to a two-tier system.

³⁹ K. Valčová, M. Pavlíková, M. Roubalová, Religious existentialism as a countermeasure to moralistic therapeutic deism, in *Communications: Scientific Letters of the University of Zilina*, no. 18(3), 2016, pp. 98-104.

⁴⁰ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XI), 2018, pp. 289-299.

THE INFLUENCE OF IMPORTANT ADULTS TO THE FORMATION OF HEALTH VALUE FOR SCHOOL CHILDREN

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Abstract: *The task of forming a stable system of life priorities, in which one of the leading places rightfully belongs to the values of a healthy lifestyle, its active implementation and dissemination, becomes vital, especially if seen from the angle of the increase in provocative influences on the younger generation, the loosening up of vital values, the creation of conditions for the formation of the destruction of the individual. In this regard, both theory and practice face the problem of the lack of psychological and pedagogical support of the process of forming the value of the healthy life expectancy of students and the increase of the psychological and pedagogical competence of parents and teachers in terms of preserving the child's physical and mental health. The study involved 357 students of 9-11 grades: 146 boys and 211 girls aged 15-17, 110 parents, 18 teachers. The data of the research have shown that the value of a healthy lifestyle, both for boys and girls of senior school age is important, but not the dominant one. The condition for the formation of a healthy lifestyle is the environment of adolescents and the presence of a number of individuals who are examples for imitation. Introduction of the technology aimed at the formation of the value of healthy life style (HLS) the researchers managed to provide complete information on the role of health and its components, which contributed to a rethinking of life values and motives of actions.*

Keywords: health, a healthy lifestyle, values, school age.

Introduction

Due to the growth of provocative influences of the growing generation, the loosening of some life values, creation of conditions for the personality destruction¹, it becomes of vital importance to form a stable system of life priorities, in which one of the leading places rightfully belongs to the values of a healthy lifestyle, its active implementation and distribution.

¹ I. H. Yigit & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights, in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31;

The formation of life values of the younger generation is an integrated process, based on external (socially defined) and internal (determined by needs and motives) conditions². The frightening numbers of the incidence of older school children, the yearly increasing number of children diagnosed with ‘alcohol and drug addiction’ create the necessary foundation for the actualization of psychological and pedagogical resources and the development of comprehensive programs for the formation of a healthy lifestyle, with the participation of significant adults (parents, teachers).

Problem statement

The global nature of the problem explains the objective fragmentation of available psychological studies³ and their practical isolation, but in the question of the healthy lifestyle formation there are the following achievements: R.M. Davletshina⁴ defined the determinants of the formation of a healthy lifestyle among students; T.B. Nazimov⁵ established socio-pedagogical mechanisms⁶ for the formation of valueological knowledge and the foundations of a healthy lifestyle in older schoolchildren; L.V. Knyazeva⁷ defined an organizational structure for

² D. Kratt, Teachers’ perspectives on educator mental health competencies: A qualitative case study, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 22-40.

³ S. Mofidi, The Left Movement and National Question: From Romanticism to Realism (With a Focus on Komala Organization), in *Journal of Ethnic and Cultural Studies*, no. 3(1), 2016, pp. 20-48; Evelina Ravilevna Galieva, Regina Rafisovna Garipova, Riyaz Gaitaullovich Minzaripov, Maria Yurievna Eflova, Yulduz Rakibovna Khayrullina, “The Position of Children in Family: the Factors of Influence (on the Materials of the Republic of Tatarstan)”, in *Astra Salvensis*, V, Supplement no. 2, 2017, pp. 437-446.

⁴ R. M Davletshina. Factors of efficiency increase of innovative projects implementation, in *Journal of Economics, law and sociology*, no. 1, 2013, pp. 42-44.

⁵ V. A Morozov, E. M. Muhamadiev T. B., Nazimov, in *Vychisl. Metody Programm*, no. 8(1), 2007, pp. 38–60.

⁶ M. Regassa, Females' Voice through Oral Poetry among Limmuu Oromo, Ethiopia, in *Journal of Ethnic and Cultural Studies*, n. 4(2), 2017, pp. 28-40; Irina Petrea-Sullivan, “The Role of Religious Education in the Formation of Children’s Character”, in *Astra Salvensis*, V (2017), no. 9, pp. 75-81.

⁷ E. A. Kazaeva, Methodological and Technological Provisions of Pedagogical Support for Children of Senior Preschool Age with Deviant Behavior, in *Pedagogical Education in Russia*, no. 10, 2014, pp. 105-114.

creating a healthy lifestyle for users of the modern library; Petrova⁸ proved the relevance of pedagogical conditions of formation of a healthy way of life of student's youth in educational environment of high school. The majority of scientists adhere to the complex approach and solve the issue of formation of the health value with the help of taking into account physiological, psychological, pedagogical and social representations; Tokareva⁹ defined an organizational structure for creating a healthy lifestyle for users of the modern library; Fedorova¹⁰ examines the impact of the working environment toxicity on the physical and psychological well-being of employees. It is obvious that the psychological stability of the individual and her healthy lifestyle do not develop on their own; they depend on the circumstances¹¹, but are formed throughout the life of a person purposefully and constantly¹², with varying degrees of awareness, and therefore, require special psychological and pedagogical attention and control

Analysis of the results of the introduction of measures for the formation of the HLS value assures the existence of an unstable short-term effect, which may be caused by a limited focus on the values of the students. Working with children, without the participation of meaningful adults, has minimal effect.

Research Questions

In our opinion, psychological and pedagogical influence of significant adults is one of the mechanisms aimed at the formation of

⁸ L. V. Petrova, Psychological and Pedagogical Program for the Formation of Values of a Healthy Lifestyle in Students, in *Kazan Pedagogical Journal, Kazan*, no. 5, 2015, pp. 82-86.

⁹ Y. Tokareva, A. Tokarev, Social and psychological foundations of formation of the loyal attitude towards the organization, in *4th international conference on education and social sciences (INTCESS 2017)*, 2017, pp. 231-234.

¹⁰ A. Fedorova, M. Menshikova, Social pollution factors and their influence on psychosocial wellbeing at work, in *The International Multidisciplinary Scientific Conferences on Social Sciences and Arts – SGEM2014*, no. 2, 2014, pp. 839-846.

¹¹ F. Damgaci & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

¹² D. Carothers & C. Parfitt, Disability or Language Difference: How Do We Decide? in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 1-12.

values, attitudes, including attitudes toward a healthy lifestyle. The influence of significant adults implies the transition of problems from an adult (teacher and parent) to a child. The action of this mechanism can be carried out in various forms starting from the reflection of the child's opinions and to the assessments of significant adults to the active tuning of the child by meaningful adults (parents, teachers, coaches, etc.). Mental influence is promoted, on the one hand, by the natural age immaturity of children, their suggestibility; and on the other hand, by the increased emotional intimacy with the parent, teacher.

In the study conducted by E.N. Sukhomlinova, the researcher identifies three components of the value attitude towards health, which are the modeling constructs for us, among them namely are such as cognitive, emotionally-evaluative (we call it emotionally valuable) and behavioral¹³. Despite the technological nature and purposefulness of the process of healthy life-style formation, the value attitude to health in older schoolchildren should be based on the actual, already formed state of this personal education (available values and attitude to HLS). It is also important to take into account the individual psychological characteristics of older schoolchildren (psychological standards, health status, indicators of resilience) and to harmoniously join the educational process and the practice of family education.

Purpose of the Study

The theoretical construct of the model consists of the following elements: (a) cognitive, which involves not only the assimilation of theoretical knowledge and practical skills in the field of health conservation, but also the recognition of the value of health as an integral condition of a full life. It is associated with knowledge about healthy lifestyles, forming an interest in health and health saving; (b) emotionally valuable, which includes an emotional assessment of the value of health, which manifests itself in meeting the need for health, a positive attitude toward it; (c) behavioral, which is associated with the creative application of learned knowledge, skills and habits in health-saving activities, including the habit of HLS.

¹³ E. N. Sukhomlinova, *Formation of value attitude to health in senior students*: PhD Thesis. Sochi; 2012.

The suggested model considers internal and external bases of the formation of healthy lifestyle, the influence of significant adults on the development of the life values of high school students.

The principle of the healthy lifestyles formation lies in the effect of psychological influence expressed in the formation (excitation) the values of a healthy lifestyle (of any property or activity) in high school students (in the object) with the help of significant adults, such as parents or teachers (in the presence of an exciting subject), but without direct contact.

Research Methods

At the first stage of the research we used the methods of reflected subjectivity and diagnosed a group of parents and teachers in relation to their value attitude towards health and a healthy lifestyle. Based on the results obtained from parents and teachers, we made several assumptions about the attitude towards health and the health value of schoolchildren. Then the values of older schoolchildren were studied and interpreted with the help of the analysis of three of its components: *cognitive* (questionnaire aimed at identifying health status and attitude toward a healthy lifestyle; a questionnaire ‘Health Attitudes’ offered by R.A. Berezovskaya¹⁴), *emotional value* (the technique ‘Value Orientation’ by M. Rokich¹⁵, questionnaire ‘The Level of Personality Claims’ by V.K. Gerbachevsky¹⁶), *behavioral* (‘Vitality Test’ by S. Muddy in the adaptation of D.A. Leontiev¹⁷, Kettell’s 16-factor personal questionnaire¹⁸; a questionnaire SOMO by Dukhnovsky¹⁹)

¹⁴ R. A. Berezovskaya, Peculiarities of attitude to work and burnout syndrome in managers, in *Bulletin Of Psychology Of Moscow University*, no. 14(4), 2014, pp. 39-46.

¹⁵ S. W. Butterworth, A. Linden, W. McClay, Health coaching as an intervention in health management progras, in *Disease Management and Health Outcomes*, no. 15(5), 2007, pp. 299-307.

¹⁶ H. H. Telepova, Mechanism of destructive changes of the personality under the influence of addictive factors and the formation of psychological stability of the individual to addiction, in *In the world of scientific discoveries*, no. 5, 2012, pp. 8-19.

¹⁷ D. A. Leontiev, Psychodiagnostic properties of the Scale of inner dialogical activity by P. Oles, in *Moscow University Psychology Bulletin*, no. 4, 2015, pp. 66-82.

¹⁸ V. D. Balin, *Workshop on General, experimental and applied psychology*. St.Petersburg: Publishing house "Peter"; 2000.

¹⁹ S. V. Duchnowski, *Diagnostics of interpersonal relations*. St.Petersburg: Speech; 2010.

Findings

The analysis of the questionnaire data showed that both parents and teachers consider health to be a significant value in life, which is very important for the child. They also recognize the fact that it is formed in the family. There are no absolutely healthy parents and teachers; however, there are also no those who aspire to conduct a healthy way of life and to transfer this value to the child thanks to the good relationship with the child. Both parents and teachers pay little attention and time to their health and the health of their loved ones. The reasons for this behavior are the lack of time and absence of knowledge of health-saving technologies. An important cognitive component of healthy lifestyle in teachers and parents are the sources of information about health: 72.2% of teachers and 36.0% of parents rely on media information; from 88.9 % of teachers and 54.1% of parents receive information through doctors-specialists; 94.4 of teachers and 47.5% of parents trust the information coming from their friends; 83.3% of teachers learn something new through popular science books about health. Emotionally valuable aspect indicates that 83.3% of educators have a high value of health and 16.7% of them demonstrate the average health value. There is no low level for teachers because they consider health to be the most important value. At parents, this indicator is slightly different. So, 78.7% of parents consider health as the most important value. 9.8% and 11.5% of parents demonstrate the average and low value of this indicator respectively. In general, we can conclude for both the teachers and parents health is a significant value. Along with similar attitudes toward health among teachers and parents, we managed to reveal the following differences in life values: health ($U = 355,500$, $P = 0,021$), interesting work ($U = 247,500$, $P = 0,000$), education ($U = 355,500$, $P = 0,028$), tolerance ($U = 265,500$, $P = 0,001$), latitude of view ($U = 321,000$, $P = 0,007$). Motivation for a healthy lifestyle is more evident in parents of older students than in teachers ($t = 367$).

33.3% of teachers and 52.5% of parents stick to diets in order to maintain a healthy way of life as an important behavioral aspect. In order to maintain health 55.5% of teachers and 75.4% parents take care of the sleep and rest regime; there are 38.9% and 54.1% of educated teachers and parents respectively; 50% of teachers and 4.9 % of parents visit pediatricians; 38.9% of teachers and 63.9% of parents watch their weight; 50% of teachers and 96.7 % of parents go to the bath or attend

the sauna; 72.2% of teachers and 62.3% of parents avoid bad habits; 38.9% of teachers and 19.7% of parents attend sports sections; 50% of teachers and 21.3% of parents practice special health-improving systems. However, all these actions are not systemic and appear in a situation of illness or health threat.

Correlation and factor analysis of data allows us to distinguish the following typology of the attitude to health and the value of a healthy lifestyle among teachers and parents:

Type 1. People belonging to this category (16.6% of teachers (3 people) and 38.3% of parents (23 people)) have a formed value of a healthy way of life. They have the inner motive, the cognitive motive, the value of ‘Health’, the ability to mobilize efforts, the efficiency, the practice of health procedures, the use of preventive measures in relation to one’s health, playing sports, result orientation.

Type 2. 50% of teachers (9 people) and 43.3% of parents (26 people) have the value of a healthy life-style formed but not implemented. They express high and medium level of the value of family and health. Their driving motives are the motive of avoidance and self-respect. Their behavior can be characterized from the angle of intransigence, courage, not paying attention to health.

Type 3. 33.3% (6 people) of teachers and 18.3% (11 people) of parents do not have a formed value of a healthy life-style. Among the leading ones are material values, values of development and education. These people do not have the strength of will, conditions and necessary support in the sphere of sport. They tend to ignore the disease, and not to pay attention to health, which leads to the feelings of guilt and anger.

The conducted analysis allows us to identify the psychological criteria for a healthy lifestyle of teachers and parents. Among them are sufficient awareness of a healthy lifestyle leading to a positive attitude, both in terms of their health and the health of others; need for a healthy lifestyle and respect for their health; a positive attitude towards restrictions, as well as situations that allow to preserve health or contribute to its strengthening. Both the teachers and parents consider their own state of health to be an important condition for the formation of HLS. Among the other criteria are their interest and motivation caused by life priorities and personal activity.

The questionnaire helped to define that students consider the family and parents to be the main source of healthy lifestyle formation, while the parents themselves are not its supporters and do not occupy a

stable life position in healthy lifestyle. At the same time, the answers of boys are closer to the answers of parents, and the answers of the girls to the answers of teachers. This fact may indicate the direction of the authorities, the boys rely on their parents and the girls rely on teachers. The analysis of the cognitive component has shown that girls know more about the meaning of a healthy lifestyle and about health, including their own. Statistical data processing revealed significant differences in the level of awareness of healthy lifestyles for boys and girls. Awareness in the sphere of health for boys is significant in 4.8%, for girls in 48%. Girls find the information on HLS from mass media (9%), specialists (5.2%). Among the factors that have the most significant impact on health, students identify the quality of medical care (boys 4.8%), (girls 7.1%); ecological situation (boys 7.5%), (girls 4.3%); bad habits (boys 4.8%), (girls 8.1%); way of life (boys 2.1%), (girls 8.1%).

The results of the interpretation of the emotionally valuable and behavioral components have shown that the value of health for schoolchildren is the realization of physical and mental well-being in health, a physical opportunity to play sports, lead an active lifestyle. The conduct of a healthy lifestyle for boys is manifested through sports games (football, volleyball, tennis and other sports, construction of sports grounds). The need for high activity of life is present in 67.6% of boys, the average level in 17.5% and low level in 12.4% of cases.

Correlation and factor analysis of data allows us to set the following typology of the attitude in older schoolchildren towards health and the value of a healthy lifestyle.

Type 1. 13% of boys (13 people) and 24.1 % of girls (51 people) have a formed value of a healthy way of life. These children have inner motive, cognitive motive, adversarial motive, ‘Health’ value, adherence to diet, weight and behavior control, high level of vitality, regular exercise, rejection of bad habits, evaluation of the result are clearly pronounced.

Type 2. 40.4% of boys (59 people) and 44.5% of girls (66 people) have a formed value of a healthy lifestyle, which is not practiced in real life. The main value is material prosperity, self-esteem and independence. These children demonstrate intransigence, courage, ability to mobilize efforts, accepting risk; they pay attention to health only in case of illness.

Type 3. 46.6% of boys (68 people) and 31.4% of girls (66 people) do not have a formed value of a healthy life-style. These children have the material values and values of recognition as the leading ones. They

do not pay attention to health, because there is no need, they do not want to limit themselves, they know how to assess their potential, they control behavior.

The value of a healthy lifestyle, both for boys and girls of senior school age, is important, but not paramount. The condition for the formation of a healthy lifestyle is the environment of adolescents and the presence of a number of people who tend to be the role models.

Correlation and comparison of indicators for each component of the value relationship to HLS revealed a direct positive dependency and the similarity of the values of boys with parents, and girls with educators.

According to the idea of the study, which consists in analyzing the reflected subjectness, the parents of 12 people and teachers of 12 people, belonging to the type with the unformed value of HLS, took part in the forming experiment. The empirical meaning was the analysis of the influence of significant adults on the formation of life values of children. The mechanism of formation included imitation, identification, adaptation to a new way of life.

The tasks are:

1. to inform parents and teachers of schoolchildren about their influence on the life positions of older children and to increase their positive attitude towards their health and the health of others.

2. to form the need to take care of one's health, to systematically go in for sports and to maintain a healthy lifestyle.

3. to be willing to undertake efforts in maintaining health and positive attitude towards their healthy lifestyle.

4. to positively treat restrictions, as well as situations that allow to maintain and strengthen one's health.

5. to enhance the psychological and pedagogical culture in following and maintaining a healthy lifestyle, to perform a psycho-preventive function which prevents diseases.

The researchers managed to introduce the technology for the formation of the value of HLS, to provide a more complete information on the role of health and its components, which in its turn, contributed to rethinking of life values and motives of actions. Thanks to the psychological mechanism associated with the awareness of HLS, there occurred the changes in the emotional attitude to their health and the health of their loved ones. The boys demonstrated changes in the indicators of cheerfulness, independence, courage, risky behavior associated with active management of healthy lifestyle, the importance of

motivation and readiness to apply strong-willed efforts, exclusion of bad habits and the inculcation of useful ones, such as sports. The girls demonstrated the increase of the level of the cognitive motive and the willingness to change activities, to accept more complex tasks, to take an active life position. 83% of schoolchildren belong to the formed type associated with the acceptance and readiness to lead a healthy lifestyle, while there are no children with an unformed type. The results of the study of the HLS value after the formation program of teachers and parents have also changed; they demonstrate a rethinking of specific actions aimed at maintaining a healthy way of life and its inculcation in schoolchildren. The indicator of increasing the level of competence and the value of a healthy lifestyle among educators and parents is to increase initiative, control and diverse activities. Parents' value orientations concentrated on effective deeds and actions.

Conclusion

To sum it all up, there are the following conclusions drawn:

1. The value of a healthy lifestyle as an important health-saving component, as well as the attitude towards healthy lifestyles, is complex and structural in nature and is also associated with a conscious attitude towards one's health and that of the loved ones.
2. The theoretical analysis showed that older students, focused on testing themselves in the process of active life, do not think about their health as a significant value.
3. The depreciation of one's own health is related to the attitude towards the health of people close to the schoolchildren, namely parents and educators, who only deal with the treatment and passive health saving, as needed (in a state of illness), consisting in a periodic reference to diets and reading blogs on the Internet. There is a direct link between the values of children and parents that proves the role of the family in the formation of a healthy lifestyle.
4. The technology for the formation of HLS value, aimed at encompassing the increase in the psychological and pedagogical competence of teachers, parents and the acceptance of this value with their help, makes this approach to life meaningful, allowing its participants to be reoriented to an active health-saving position.

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POTENTIAL OF INFORMATION AND COMMUNICATION ENVIRONMENT IN THE PROCESS OF STUDENT CREATIVE SELF-REALIZATION

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Abstract. *The relevance of the topic of the study which is presented in the paper is to develop pedagogical conditions for the student creative self-realization in the information and communication environment of the educational organization. The purpose of the paper is to reveal the mechanisms of student creative self-realization in such an environment. The authors describe the levels of student creative self-realization; criteria of their estimation are offered. The paper analyses the main functions of the information and communication environment of educational organizations. Modules of such an environment have been developed in the context of its influence on the creative self-realization of students. The possibilities of using information technologies in extracurricular activities are shown. Pedagogical situations of student successful creative self-realization in the information and communication environment are determined: independent creation of various projects based on information and communication technologies; the interrelation of the activity-oriented, personality-oriented approaches and the practice of organizing special classes on mastering the possibilities of creativity in the field of information technology. The paper presents the results of introducing mechanisms of student creative self-realization in the information and communication environment of various educational organizations in Moscow and the Moscow Region. Methodical recommendations for teachers of the basic school and additional education are given.*

Keywords: information and communication environment, students, creative self-realization, activity-oriented approach, information technologies, independent projects.

Introduction

In modern humanitarian knowledge - in social philosophy, cultural studies, psychology and pedagogy, the concept of creative self-realization¹ is considered, first of all, through the definition of the essential human forces carried out in the activity². In particular, this idea closely correlates with the notion of the existence of readiness for self-realization on the level of social consciousness, based on the concepts of “collective subject -entity of life creation³” and “special social atmosphere,” in which a high level of intellectual and moral potential of the social community is achieved, contributing to the flowering and self-disclosure of talents^{4,5,6,7}.

The well-known researcher of personality theory S. Muddy⁸ rightly notes: “At the core level, the actualization version of the implementation

¹ N. Yurtseven & S. Altun, Intercultural Sensitivity in Today's Global Classes: Teacher Candidates' Perceptions, in *Journal of Ethnic and Cultural Studies*, no. 2(1), 2015, pp. 49-54.

² M. R. Zheltukhina, N. I. Klushina, E. B. Ponomarenko, N. N. Vasilkova & A. I. Dzyubenko, Modern Media Influence: Mass Culture – Mass Consciousness – Mass Communication, in *XLinguae Journal*, no. 10(4), 2017, pp. 96-105; See: Amanay B. Myrzabayev, Marzhan N. Shayakhmetova, Bayan K. Shaushekova, Ayagan S. Yerkin, Botakoz A. Zhekibayeva, “Genesis of the Concept Noosphere Pedagogy and the Paradigm”, in *Astra Salvensis*, VI, 11, 2018, pp. 547-563; Olga Budzinskaya, “Competitiveness of Russian Education in the World Educational Environment”, in *Astra Salvensis*, VI, 11, 2018, pp. 565-576; Dmitrii V. Enygin, Nataliia Iu. Fominykh, Anastasiia V. Bubenchikova, Joseba Inaki Arregi-Orue, Rakhila Aubakirova, “To the Definition of the Notion *Multicultural Educational Environment*”, in *Astra Salvensis*, VI, 11, 2018, pp. 601-616.

³ D. Kaya, & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

⁴ A. G. Asmolv, Strategy and methodology of socio-cultural modernization of education, in *Problems of modern education*, no. 4, 2010, pp. 4-18.

⁵ A. A. Vasilieva, Multicultural education in the context of world experience: acculturation and dialogue approaches, in *Problems and prospects of education development in Russia*, no. 8, 2011, pp. 19-24.

⁶ V. I. Zagvyazinsky, Strategic guidelines for the development of national education and ways to implement them, in *Education and science, News of the Ural, Russian Academy of education*, no. 4, 2012, pp. 3-16.

⁷ N. N. Volskaya, L. A. Borbotko, M. R. Zheltukhina, M. E. Kupriyanova & A. Yu. Ilina, Effective Suggestive Psychotechniques in the Political Media Discourse, in *XLinguae Journal*, no. 10(4), 2017, pp. 84-95.

⁸ S. R. Maddy, *Theories of personality*, St. Petersburg, Speech, 2002

model emphasizes the humanistic belief⁹ that the content of this powerful force is the innate potential of man and the unyielding desire to realize it in tangible form”¹⁰.

In the twentieth century one of the most profound and detailed explanations of the personality’s social essence was realized within the framework of the cultural and historical theory of L.S. Vygotsky¹¹, according to which the personality is “being built up to the end” by the system of social relations in which a person develops^{12,13}. In this case, the transition occurs due to the interaction of natural and social factors in the process of socialization, the most important mechanism of which is the individual’s interiorization of the cultural experience of mankind. In the process of ontogeny, relative independence from the innate abilities of man is acquired, which, in the final analysis, does not predetermine the development of higher mental functions¹⁴. The relationship of congenital abilities and evolved abilities is ambiguous and mediated.

Development involves the formation of new needs (secondary, tertiary, etc.), which are satisfied with different forms of activity, among which one of the leading places is occupied by creative activity^{15,16}. One of the motives for creativity (sometimes very significant) is the desire to self-actualize. In creative activity, man self-creates himself. Therefore,

⁹ I. H. Yigit, & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights, in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31.

¹⁰ H. Alanay, & H. Aydin, Multicultural Education: The Challenges and Attitudes of Undergraduate Students in Turkey, in *Education and Science*, no. 41(184), 2016, pp. 169-191.

¹¹ L. S. Vygotsky, (1991). *Pedagogical psychology*, Moscow, Pedagogy.

¹² F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

¹³ S. Mofidi, The Left Movement and National Question: From Romanticism to Realism (With a Focus on Komala Organization), in *Journal of Ethnic and Cultural Studies*, no. 3(1), 2016, pp. 20-48.

¹⁴ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

¹⁵ E. P. Olesina, N. A. Novikova, O. I. Radomskaya, Methods of integration in art education, in *Pedagogy of Art*, 1, URL: http://old.art-education.ru/AE-magazine/archive/nomer-1-2013/olesina_13_04_2013.pdf, 2013.

¹⁶ A. R. Masalimova, A.S. Chibakov, Experimental Analytical Model of Conditions and Quality Control of Vocational Training of Workers and Specialists, in *IEJME-Mathematics Education*, no. 11(6), 2016, pp. 1796-1808.

while studying the features of readiness formation for creativity, it is necessary to examine the state of the individual's readiness for self-realization¹⁷.

A deep characteristic of the need for self-realization is given in the studies of E. Fromm¹⁸ (“To have or to be,” etc.). The need for self-realization, according to Fromm, is an existential need - a mental state, eternal and unchanging at its core. The philosopher also connects the need for self-realization with the needs of the individual in identification and integrity¹⁹.

Representatives of “humanistic psychology”²⁰ attribute the need for self-realization to a purely human need. C. Rogers²¹ connects the need for self-realization with the actualization trends existing in the person, based on the person's desire to develop, receiving a unique experience in accordance with how the person consciously perceives himself. In this trend, according to C. Rogers¹⁰, a quality such as “self” is involved.

Modern psycho-pedagogical studies^{22,23,24,25,26,27} confirm that students who are at a high level of creative self-realization are optimistic;

¹⁷ D. B. Bogoyavlenskaya, *Psychology of creative abilities*. Moscow, Academy, 2002.

¹⁸ E. Fromm, *To have or to be*. Moscow, AST, 2008.

¹⁹ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

²⁰ A. Maslow, *Self-realization*, Moscow, Enlightenment, 1982.

²¹ C. R. Rogers, *A theory of therapy, personality, and interpersonal relationships, as developed in the client-centered framework*, New York, McGraw-Hill, 1959.

²² Yu. P. Shapran & O. I. Shapran Educational environment of the university, in *Young Scientist*, no. 7, 2015, pp. 881-885.

²³ O. V. Stukalova, The system of cultural and creative development of students in the educational environment of higher education institutions in the sphere of culture and art, in *Espasios*, no. 38(56), 2017, pp. 33-43.

²⁴ E. M. Akishina, Y. E. Sudakova, A. I. Prokopyev, K. Y. Yakubenko, N. A. Solovyeva & A. V. Korzhuev, System of cultural experience development of humanities students in modern information media conditions, in *Man in India*, no. 97(14), 2017, pp. 115-127.

²⁵ L. G. Savenkova & A. B. Nikitin, Modern understanding of the problems of integration in education, in *Standards and monitoring in education*, no. 4, 2016, pp. 50-63.

²⁶ I. A. Larisova, Pedagogical conditions for the formation of creative self-realization of adolescents in the educational process, in *Izvestiya of the Russian State Pedagogical University. A.I. Herzen*, no. 129, 2011, pp. 220-225.

possess vital purposefulness, high professional goals, expressed desire for creative achievements.

In the paper the problems of student creative self-realization are considered in the context of the influence of the information and communication environment of the educational organization on this process.

The concept of “information and communication environment” was widely disseminated in pedagogy in the 90s of the XX century. At the same time, such a recent appearance of this concept in the scientific turnover was compensated for by its intensive, wide and diverse application^{28,29,30}.

The generalization of the various approaches to the definition of this term allows us to formulate the following definition: the information and communication environment of the educational organization is a set of conditions ensuring the full and productive creative self-realization of the students and providing for the presence of: a) a system of means of “communication” with the universal culture that serves both for the storage, structuring and presentation of information that constitutes the content of accumulated knowledge, and for its transfer, processing and enrichment³¹; b) system of independent projecting creative works on work with information; c) the presence of intensive links between participants in the educational process - both vertical and horizontal³².

²⁷ E. B. Laktionova, The educational environment as a condition for the development of the personality of its subjects, in *Izvestiya of the Russian State Pedagogical University. A.I. Herzen*, no. 128, 2010, pp. 40-46.

²⁸ L. A. Korostyleva, *Psychology of self-realization of personality: difficulties in the professional sphere*, Moscow, Speech, 2005.

²⁹ E. P. Belinskaya, Interrelation of real and virtual identities of users of social networks. Formation of personality, in *Scientific and methodical journal*, no. 2, 2016, pp. 31-39.

³⁰ E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

³¹ J. Duffy, L. Wickersham-Fish, L. Rademaker & B. Wetzler, Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/protégé relationships, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 57-76.

³² F. Chen, N. V. Gorbunova, A. R. Masalimova, & J. Bírová. Formation of ICT-Competence of Future University School Teachers, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 13(8), 2017, pp. 4765-4777.

The information and communication environment aimed at pedagogical support and stimulation of student creative self-realization includes the following modules: 1) valuable-targeted- includes a set of goals and values of education, which can be significant for the attainment of the stated goal of teaching and learning; 2) program-methodical - contains all the necessary information regarding possible strategies, forms and training programs; 3) informational-knowledge-based - includes a system of knowledge and skills of each student, determining the properties of cognitive activity, affecting its effectiveness; 4) communicational - includes forms of interaction between participants in the pedagogical process; 5) technological - includes the training tools used in the information and communication environment (in particular, the use of new information technologies, including telecommunications networks³³).

The importance of the information and communication environment's influence on the process of student creative self-realization is determined by the following factors: 1) modern society puts forward increased demands on communicative competence of its members and, in particular, on the ability of learners to orient themselves independently in the rays of those communications which are offered him by modern means of communication, mass information and mass communication; 2) communication as an integral part of the cultural space defines two differently directed processes of its development. On the one hand, communicative processes, based on modern technologies, begin to play a significant role in forming the worldview. As a result, the worldview of a man in the XXI century depends to a lesser extent on the traditions and norms of the culture to which he belongs by birth. On the other hand, at the same time in the course of communication there is a process of a cultural space forming that is not associated with a specific ethnos, nationality, state, etc., based on global media technologies³⁴.

Thus, the information and communication environment is a complex interaction of various systems containing a variety of models and ideals of human activity. In such an environment, the process of

³³ M. McLuhan, *Media Understanding: External expansion of a person*, Moscow, Kuchkovo field, 2003.

³⁴ E. Y. Levina, A. R. Masalimova, N. I. Kryukova, V. V. Grebennikov, N. N. Marchuk, D. A. Shirev, K. A. Renglikh, R. V. Shagieva, Structure and content of e-learning information environment based on geo-information technologies, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 8(13), 2017, pp. 5019-5031.

creative self-realization acquires new impulses and requires new more effective mechanisms that stimulate the active disclosure of one's own forces and abilities by the growing person, the improvement of his educational activity's quality through his own efforts, co-creation, cooperation with other people, the society and the world as a whole ³⁵.

Materials and methods

Methods of research

- Theoretical: dialectical, systemic, functional, structural-typological and comparative methods; analysis of scientific literature; analysis of normative and legal documents; analysis and generalization of the educational process modeling;

- Empirical: questioning and testing of students; experimental verification of theoretical conclusions and propositions, developed pedagogical situations, conditions and mechanisms; observation and analysis of creative self-realization of students in the context of the information and communication environment of the educational organization; sociological methods (survey, questioning, interviewing); statistical analysis of the final data;

- A method of peer review of students' creative projects, created on the basis of information and communication technologies.

The study was conducted on the basis of educational organizations in Moscow: schools №№ 2010, 1357, 1253, 121, gymnasium No. 1579; Moscow region - school № 29 (Khimki), as well as in the integrative educational camps organized by Autonomous non-profit organization ROST. The experiment was held from 2014. to 2018 and covered 740 students aged 12-16 years, as well as 70 teachers and psychologists of general education schools, social educators.

Experimental work was carried out within the following **stages**:

- 1) Search (2014) - analysis of scientific literature; general statement of the problem; definition of the purpose, objectives and hypotheses of the study. At this stage, pedagogical conditions have been developed for

³⁵ S. D. Neverkovich, I. S. Bubnova, N. N. Kosarenko, R. G. Sakhieva, Zh. M. Sizova, V. L. Zakharova & M. G. Sergeeva. Students' Internet Addiction: Study and Prevention, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(4), 2018, pp. 1483-1495.

student creative self-realization in the information and communication environment of the educational organization.

2) Theoretical and methodological (2015) - the formation of theoretical and methodological bases of research. Mechanisms of creative self-realization of young students in such an environment are revealed; the levels of student creative self-realization are defined (indifferent, included, and active). The criteria for their evaluation are proposed:

A) value-positional criterion, which was determined on the basis of studying the level of students' “positional attitudes” formation on

- productive exercise of creative self-realization in the learning process - the quality of self-organization,
- constant self-analysis and self-regulation, value-based self-relation - adequacy of self-estimation,
- self-expression, self-realization, self-assertion in independent creative activity - openness to creativity;
- adjusting for any creative and personal problems - reflexive position;

B) the cognitive criterion, which was determined on the basis of studying the level of the students' readiness formation for the implementation of creative self-realization on the basis of actual knowledge in general professional, special disciplines, disciplines of specialization, facultative, general educational, Humanities and socio-economic disciplines;

C) Criterion of readiness for self-assessment of creative self-realization level, which was determined on the basis of studying

- self-evaluation of students' own creative projects;
- the level of their willingness to interact with participants of a different age group in the process of creating a creative product;
- the level of creative activity;
- The level of readiness for self-regulation and overcoming various kinds of difficulties in creative activity.

3) Experimental (2016-2018) - implementation of the experimental part of the study: collection and analysis of empirical and experimental data; conducting a formative pedagogical experiment. The analysis of the basic functions of educational organizations' information and communication environment is made. Pedagogical situations of student successful creative self-realization in the information and communication

environment are determined. The results of the data obtained in the course of the experimental data (based on questionnaires, surveys, expert evaluation of the student creative manifestations, as well as their reflexing about their own personally significant changes), made up the body of facts that allow us to assess the dynamics of the levels of students' creative self-realization and then conclude on the effectiveness of the influence of the allocated conditions and mechanisms, the functions of the information and communication environment and pedagogical situations on the creative self-realization of students; 4) Final (2018) - theoretical generalization of the results and formulation of the study conclusions, the possibilities of using information technologies in extracurricular activities are shown.

Results

The study analyzed the dynamics of student creative self-realization in conditions of stimulating the influence of the information and communication environment. The data of the initial and ending slices were compared. Below are examples of the results' generalization of the initial and the ending slices according to the value-position criterion (tables 1-2) in groups 1 (6th grade); 2 (7th grade), 3 (8th grade), 4 (9th grade) 5 (10th grade), and AG - students included in the advanced group, as they are engaged in special studios, circles, participate in Olympiads related to information -communicative technologies, media-creativity, programming.

Table 1: Results of the data analysis of student creative self-realization in the information and communication environment in the special sample's groups based on the value-position criterion (initial slice) (in %)

Group	Criteria indicators			
	Quality of self-organization	Adequacy of self-estimation	Openness to creativity	Reflexive Position
1	15	18,75	17,88	13,25
2	18,1	18,9	18,8	16,7
3	17,7	19,1	16,8	17,1
4	19,1	18,8	17,9	15,8
5	19,5	18,5	18,8	16,7
AG	18,3	18,6	19,1	15,3

Average	17,9	18,6	18,0	15,7
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Table 2: The results of the data analysis of student creative self-realization in the information and communication environment in the special sample's groups based on the value-position criterion (the ending slice) (in %)

Class	Criteria indicators			
	Quality of self-organization	Adequacy of self-estimation	Openness to creativity	Reflexive Position
1	18	27,75	22	38
2	26	31	36	36,7
3	27,7	39,1	26,8	37,1
4	22,1	23,8	21,9	18,8
5	23,5	25	23	19,7
AG	26,3	22,6	27,1	23,3
Average	23,93	24,42	21,61	28,93

Table 3 summarizes data on the value-position criterion.

Table 3: Dynamics of development of student creative self-realization in the information and communication environment based on the value-motivational criterion (summary data on the results of the initial and ending slices (in %))

Levels of student creative self-realization in the information and communication environment	Groups											
	1		2		3		3		4		AG	
	IS	ES	IS	ES	IS	ES	IS	ES	IS	ES	IS	ES
indifferent	27	5	12	5	10	3	20	14	8	6	14	8
included	53	48	57	45	57	48	53	47	56	46	62	36
active	20	48	31	40	33	49	27	39	36	48	24	56

Conditional indicators

IS – initial slice. ES – ending slice.

The data obtained by this criterion make it possible to confirm the hypothesis put forth in the study on the effectiveness of the revealed

pedagogical conditions and mechanisms that contribute to the growth of readiness level for student creative self-realization on the basis of strengthening the influence of the information and communication environment.

The evaluation of creative self-realization's dynamics according to the cognitive criterion was also carried out on the basis of testing, when the level of knowledge on the academic discipline “before” and “after” introduction of mechanisms, conditions, pedagogical situations and stimulation of the functions of educational organizations' information and communication environment was assessed. Also, the method of peer review of student independent creative projects, created on the basis of active use of information and communication technologies resources, media-creativity, programming, was applied. Examples of such projects are “Virtual tours around Moscow” (7th grade); Internet site “Instruction for independent life” (9-10 class), etc. Below an example of expert evaluation data generalization of student independent creative projects in different categories is presented (Table 4).

Table 4: Results of expert evaluation data analysis of student creative manifestations in projects based on information and communication technologies (arithmetic mean in several slices) (in %)

Criteria	groups			
	2	3	4	5
Originality	11,8	11,3	11,2	10,9
Expressiveness	8,5	7,2	8,14	6,9
Completeness	28,5	25,6	32,8	25,7
degree of having been developed	12,5	9,7	17,8	11,4
Openness to criticism	14,9	15,8	23,1	17,1
Ability to work in a creative team	76,6	69,6	85,7	71,6

The table does not show the results of evaluating the creative manifestations in groups 1 and AG because, on the one hand, they are not sufficiently independent to be included in the creation of projects based on information and communication technologies (younger age³⁶)

³⁶ F. Rice, *Psychology of adolescence and adolescence*, St. Petersburg, Peter, 2000.

on the other hand, they possess considerable development of the skills in mastering the resources of information and communication technologies, which puts students in a special position.

The criterion of students' readiness for self-assessment of creative self-realization level is primarily connected with their reflexing. In this case, polls, surveys, interviews, as well as various psychological methods were used-for example, the well-known technique for investigating self-estimation using the Dembo-Rubinstein method in the modification of A.M. Prikhodzhan. The study involved psychologists working in educational organizations.

Tables 5-6 give generalized data that reveal the characteristics of the students' reflexing on their level of preparedness for creative self-realization. IS – initial slice. ES – ending slice.

Table 5: Student reflexing on the level of readiness for creative self-realization (questionnaire)

Students' assessment of readiness level for creative self- realization	Special sample's groups											
	1		2		3		4		5		AG	
	initial slice	ending slice	IS	ES	IS	ES	IS	ES	IS	ES	IS	ES
Satisfied ("I think I'm on the right track")	12%	28%	16%	32%	16%	36%	18%	24%	16%	20	20	24
Not very satisfied ("I feel that changes are needed")	58%	46%	52%	44%	52%	40%	52%	48%	56%	54%	58	56
Not satisfied ("Everything turns out not as we would like")	30%	24%	32%	24%	32%	24%	30%	28%	28%	26%	22	20

Table 6: Monitoring of self-assessment of manifestation degree of student creative self-realization indicators included in pedagogical situations, stimulating the influence of the information and communication environment (on a 5-point scale)

Learners by years	Self-assessment before experiment (I)	Self-assessment after the experiment (II)	Incrementing (I-II)	Self-assessment six months after the experiment (III)	Incrementing (II-III)
2014-2015 a.y.	2,30	2,57	0,27	2,78	0,21
2015-2016 a.y.	2,53	2,92	0,40	3,17	0,25
2016-2017 a.y.	2,61	3,01	0,39	3,21	0,20
Average value	2,48	2,83	0,32	3,05	0,22

Analysis of self-assessment data by students of their creative self-realization level shows that in groups 1-5 and in the advanced group there is a positive dynamics of student satisfaction with the opportunities for creative self-realization in the conditions of a developed information and communication environment. Thus, the indicator of “satisfaction with the level of creative self-realization” has grown more than 2-fold.

Discussion

The basic functions’ analysis of educational organizations’ information and communication environment in the context of assessing its impact on the process of student creative self-realization makes it possible to identify such functions as:

- the comprehensiveness of the teaching: the knowledge presented through the resources of information and communication technologies is perceived by the students through the activated emotional-sensory perception³⁷, the visualization of facts and vivid visibility;
- variability: reliance on the capabilities of the information and communication environment creates the conditions for varying the

³⁷ K. E. Izard, *Psychology of emotions*, St. Petersburg, Peter, 2000.

learning process for a certain audience, depending on its perception, work with information and the degree of preparedness. This allows students with different types of information perception³⁸ to acquire the ability to form their own position, which promotes the development of not only information competence and readiness for retraining, but also the disclosure of personality potential and the pursuit of full creative self-realization;

– Development of student independent creative strategies on the basis of acquiring the skills for using various means of expressiveness. Programs used in the information and communication environment of the school include methods that allow working with different cultural texts, which makes it possible to verbalize cultural codes. This allows students, using various multimedia means, to form and convey one's own creative thought, which is especially important in modern conditions, when the task of forming a socially active position of a person freely oriented in the information space takes place.

The study identifies pedagogical situations of student successful creative self-realization in the information and communication environment:

– Independent creation of various projects based on information and communication technologies;

– The interrelationship of the activity-oriented, personality-oriented approaches and practice of organizing special classes on the development of creativity in the field of information technology³⁹. Application of these situations contributes to the activation of the above-mentioned functions of the information and communication environment and, accordingly, helps to overcome the indifference of students, to stimulate their readiness for independent manifestations, productive creative activity, involvement in the educational process and development of other personal qualities, which are immanent the creative self-realization.

³⁸ V. V. Sidorova, Intermodal therapy with arts, in *Art & Therapy*, 2, 2015, pp. 31-37.

³⁹ N. Rogers, *Creative communication*, Moscow, Mann, Ivanov and Ferber, 2015.

Conclusion

1. Creative self-realization is the process of personality potential realization, conditioned by activity and aimed at self-cognition and self-determination, realized in the creative process.

2. The pedagogical conditions of students' full, organic and productive creative self-realization in the information and communication environment of the school are: stimulation of the functions of the information and communication environment; the introduction of pedagogical situations' system; reliance on pedagogical mechanisms of student creative self-realization.

3. Mechanisms of student creative self-realization in the information and communication environment are:

- Mastering the methods of creative use of information and communication technology resources, which expands the field of independent creativity and interpretation, leading to the “destruction” of the stereotypes of the sample used. Students master the skills of hermeneutic analysis, learn to understand media texts through comparison with the cultural tradition⁴⁰ and reality; penetrate into the logic of media texts⁴¹. The new reading forms an individual point of view, motivates to search for cognitive information and thereby influences the growth of knowledge, raising the level of information competence;

- Independent research in the form of a project, an essay, creating one's own media text. This is due to the awareness of one's own convictions and the formation of a creative position. Such a creative approach is the basis of creative projects;

- Strengthening the reflexive position in the educational process, this allows us to see ourselves and our possibilities of creative self-realization through the reaction of the information and communication environment. A creative “product” is displayed in the environment with the purpose of building feedback - the vision of “oneself” in the “mirror

⁴⁰ Yu. M. Lotman, *Inside the thinking worlds*, St. Petersburg, The Azbuka-Atticus, 2016.

⁴¹ A. Lesková, M. Valčo. Identity of adolescents and its dimensions in the relation to Mass media: Philosophical-ethical reflections, in *XLinguae Journal*, no. 10(3), 2017, pp. 324-332.

of the environment”^{42,43} (for example, a joint discussion of each project, an attempt to explain and understand, to find all sorts of advantages of the work).

The presented mechanisms contribute to the formation and development of personality competencies of students, giving an incentive to creative self-realization. In addition, as the study has proved, these mechanisms allow students to develop the ability and willingness to create independently projects in various fields of knowledge, skills and abilities to substantiate and defend their point of view, presented in the project, i.e. critical thinking skills and value orientation to conscious choice of creative or behavioral strategy which are so important in the modern era.

⁴² D.T. Kim Hoa, M. Valčo, The philosophy of human rights and the ‘political man’: Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *Xlinguae*, no. 11(2), 2018, pp. 608-624.

⁴³ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XI), 2018, pp. 289-299.

THE MODERN PARADIGM OF TRANSFORMING THE VOCATIONAL EDUCATION SYSTEM

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Abstract: *The urgency of the study of the paradigm of the transformation of the vocational education system is due, on the one hand, to the emergence of new requests from the society for qualified personnel, on the other hand, the changed conditions for the implementation of professional educational programs. The authors of the article carried out a study of the transformation of the vocational education system by the example of personnel training for the service sector. The purpose of this article is to study the modernization and reform of the vocational education system from the standpoint of the current paradigm of transforming the entire education system. In the work, general scientific methods, comparisons, content analysis and system analysis were applied in a comprehensive manner. As a result of the study, several global world trends in the implementation of the paradigm for transforming the system of vocational education were substantiated, including those related to changes in behavior patterns, habits and preferences of students, changes in learning goals in higher education, and changes in teaching technologies. In the Russian Federation, one more area can be identified: the creation and development of a national system of professional qualifications with a view to improving the competitiveness of the Russian economy. The materials of the article can be used by specialists of educational organizations of the system of higher, additional professional and postgraduate education.*

Keywords: vocational education system, educational technologies, professional standard, service sector.

Introduction

In modern conditions of transformation of all forms of development of socio-economic systems and processes due to global

processes of globalization and informatization of society^{1,2,3}, the system of professional education is changing⁴. Transition to an information society⁵ with a digital economy, i.e. economy, based on knowledge and use of information technologies, involves changing the requirements for the development and implementation of professional educational programs⁶.

Many authors note the importance of filling specialized disciplines⁷ of professional educational programs with innovative content; the introduction of an individual-typological route; improvement of information and technical support of the educational process necessary for the formation of professional skills^{8,9}.

B. N. Gerasimov¹⁰ focuses on the transformation of the vocational education system into intensive types of educational technologies, among which he singles out three main forms: non-immanent educational

¹ J. Khosravi, H. Aghapouri & L. Hamehmod, The Islamist Maktab-Quran in Iran and Its Challenges for Kurdish Nationalism, in *Journal of Ethnic and Cultural Studies*, no. 3(1), 2016, pp. 59-73.

² E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

³ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

⁴ J. G. Brooks, *In search of understanding: The case for constructivist classrooms*. [Review of the book, by C. Halpern]. *American Journal of Qualitative Research*, no. 1(1), 1999, pp. 32-36.

⁵ S. Mofidi, The Left Movement and National Question: From Romanticism to Realism (With a Focus on Komala Organization), in *Journal of Ethnic and Cultural Studies*, no. 3(1), 2016, pp. 20-48.

⁶ G. V. Mukhametzyanova & N.A. Chitalin, Scientific provision of modernization of vocational education: Report on the research work of the establishment of RAO "Institute of Pedagogy and Psychology of Vocational Education" for 2010, in *Kazan Pedagogical Journal*, no. 2, 2011, pp. 5-20.

⁷ D. Carothers & C. Parfitt, Disability or Language Difference: How Do We Decide? in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 1-12.

⁸ E. N. Krasikova, Case-method as a didactic tool in conditions of professional training in the university, in *Bulletin of the Stavropol State University. Series: Pedagogical Sciences*, no. 53, 2007, pp. 55-61.

⁹ A. I. Gambari, A. T. Shittu & O. A. Taiwo, Enhancing Students' Understanding of Algebra Concepts through Cooperative Computer Instruction, in *Pedagogical Research*, 1(2), 2016, pp. 55. <https://doi.org/10.20897/lectito.201655>

¹⁰ B. N. Gerasimov, *Intensive educational technologies*, Samara, Publishing house of the Samara Institute of Business and Management, 2009.

technologies (the use of active methods of conducting lecture classes by combining theoretical material with practical examples presented in the form of audio and video materials)¹¹; immanent educational technologies (gaming technologies (business games, staging, game search and testing games) and non-game methods (case technologies, the basket method, the method of production tasks), thought-based educational technologies, including organizational and organizational-activity games, problematically - business games.

According to A.A. Stepanova, M.V. Savina and I.A. Stepanova¹², the modern system of vocational education should be aimed at training managers and professionals able to master the technologies of foresight, development, adoption and effective implementation of non-standard, non-traditional or original non-copied solutions. What is possible only in conditions of transition from the paradigm of the information-reproduction approach in vocational education to the creative-authorized approach.

At the state level in the Russian Federation, the modern paradigm for transforming the professional system is aimed at solving the problems of modernizing the system of vocational education, achieving qualitative changes in the preparation of students, organizing centres for advanced professional retraining and advanced training for already working citizens¹³.

Despite different assessments of the essence of the modern paradigm of transforming the vocational education system, it is obvious that it is possible to identify certain global and national trends in the implementation of the paradigm for transforming the vocational education system, the study of which was devoted to this study.

¹¹ F. Damgaci, & H. Aydin, (2018). What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), pp. 797-810; Vasile Timiş, “The Dissemination of Religious Values through Catechetical-Didactic Activities”, in *Astra Salvensis*, V (2017), no. 9, p. 30.

¹² A. A. Stepanov, M. V. Savina, I. A. Stepanov, Formation of the paradigm of creative-authorized education of management personnel in the innovation economy, in *Actual problems of accounting, analysis and audit in the social sphere*, 2016, pp. 360-367.

¹³ Message from the President of the Russian Federation to the Federal Assembly of 01.03.2018. URL: http://www.consultant.ru/document/cons_doc_LAW_291976/

Methodological framework

The main approach in the study of the transformation of the system of vocational education has become a systematic approach, which makes it possible to study the problem in a logical relationship. The comparative analysis was actively used, based on the comparison of the results of the content analysis of normative legal documents in the sphere of the national system of professional qualifications, the results of sociological research, the ratings of educational organizations, the analysis of theoretical and practical works on the modernization and reform of the vocational education system

The application of these methods allowed us to substantiate several global world trends in the implementation of the paradigm for transforming the vocational education system, including those related to changes in behavior patterns, habits and preferences of students, changes in learning goals in higher education, and changes in teaching technologies.

Results

Modification of behavior patterns, habits and preferences of students and students of advanced training and professional retraining programs

The study carried out by the authors of the article made it possible to identify several main aspects of the modern paradigm of transforming the vocational education system in terms of behavior patterns, habits and preferences of students in professional educational programs.

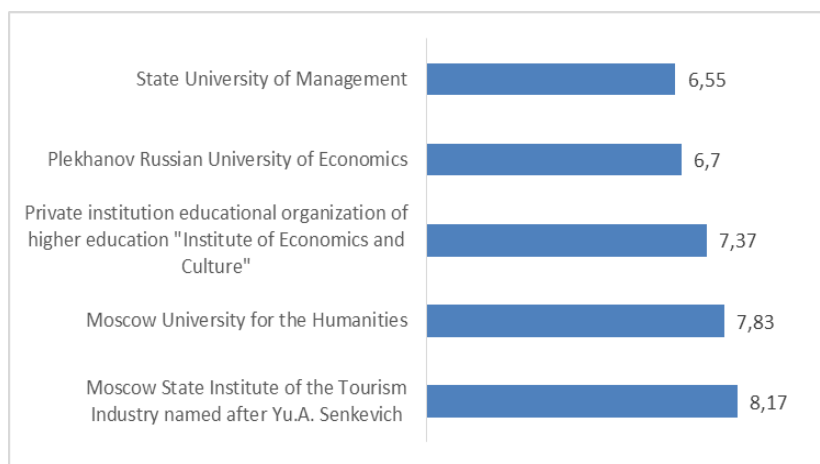
First, it is possible to single out a unique situation, which arose for the first time in the history of mankind, when the younger generation in some cases knows more on some issues than the older generation. For the first time the society faced the situation when the next generation knows more than the previous one, in particular, in issues related to digital literacy and networked existence. Training is now going in the reverse order, and fundamentally different from what was before, because our whole culture is built on the fact that the previous generation passes on its experience to the next one. The younger generation has a higher level of digital literacy, but it does not have the technology to transfer this knowledge, but the older generation has

knowledge of teaching technologies, but does not have time, in some cases, to learn about the changes in different subject areas of knowledge.

Secondly, there is a general decrease in the importance of status attributes, including with respect to the choice of a university or other educational organization. It is well known that the models of behavior of “opinion leaders” form trends in consumer preferences of the society. Black Steve Jobs’ shirts, Mark Zuckerberg’s gray sweatshirts and others form a modern trend, that it’s not fashionable (not modern) to show one’s well-being.

The realization of this trend in education is that applicants and their parents are not ready to overpay for the university brand if they do not provide real knowledge and skills, low demand for graduates in the labor market.

This is confirmed by the results of research by analysts at Career.ru, who analyzed the base of the resume of graduates of Moscow universities in 2016-2017 on the sites career.ru and hh.ru. At the top of the rankings are universities, graduates of which are most often looking for work in the specialty and receive more invitations for interviews. Consider the results of this rating in the sphere of tourism and hospitality (Figure 1).



**Figure 1: Rating of faculties and universities 2017-2018:
Tourism and hospitality (fragment)¹⁴**

¹⁴ The best faculties and universities in Moscow according to Career.ru version 2017-2018. URL:// <https://mytischi.hh.ru/rating>

As can be seen from the data in Figure 1, graduates of federal universities – Plekhanov Russian University of Economics and the State University of Management - universities with well-known brands, less often than graduates of local (Moscow) state universities and private (private) universities, are looking for work in their specialty. There are many reasons for this, including low wages in rank positions in tourism and hospitality, which graduates of higher educational institutions who do not have experience of work can claim. For those who studied not on a budget but on a commercial form of training and paid four years (the term of study in a bachelor's degree) for their education about 200-300 thousand rubles a year (the average cost of education at the Plekhanov Russian University of Economics and State University of Management), wages of 20-30 thousand rubles are not as interesting as those who studied on a budgetary or commercial basis, but with a payment of 50-100 thousand rubles a year (the average cost of education in other universities, reflected in Figure 1). At the same time, those who are really interested in working in the industry, when choosing a university, increasingly began to focus not on the brand of the university, but on information about employment and the demand for graduates in the regional market.

Thirdly, it is necessary to note a very high degree of information saturation of life in modern society¹⁵, as a result of which students are overwhelmed with information, they are often distracted, do not detain long their attention on any objects.

In modern society, people (and students includingly) are often distracted, including various gadgets. For example, research results indicate that they unlock smartphone screens an average of 9 times per hour, watching videos lasting no more than 4 minutes. Going from site to site, they do not delay their attention for more than 5-10 seconds.

Fourth, we must note the very high availability of training, including in various formats. Education is now instantly available always and everywhere, both online and offline. Training is adapted for screens of computers, tablets, smartphones.

¹⁵ N. K. Tasova, New Approaches in Design and Vocational Education: Impact of the Internet Design Education and Digitalize, in *Procedia - Social and Behavioral Sciences*, no. 106, 2013, pp. 1905-1916.

Change of vocational education goals

The result of the high dynamism of socio-economic processes in all spheres of modern society is the variability of vocational education goals. And here also the authors of the article revealed several basic aspects of the modern paradigm of transforming the vocational education system in terms of vocational education goals.

First, it is necessary to note the high uncertainty of individual strategic learning goals. The idea that before 21 years you can learn everything you need to know to work in any position, and then it is enough from time to time to pass a short-term training on specific issues, in modern conditions it looks quite utopian. The modern approach to vocational training - is lifelong training in new technologies within existing professions to related professions (the formation of a specialist in the model of “universal soldier”), getting a new profession in a completely different field (2-4 career for life)¹⁶.

Secondly, throughout the world, there has been a shift in emphasis in the training of personnel in the system of higher and additional professional education from the formation of professional competencies to personal competencies related to communication skills.

Many researchers¹⁷ in the field of prospects for the development of vocational education began to advance the thesis that the modern education system should be built in such a way that a person in this system gained confidence and readiness for change, became less dependent on facts and specialized narrow) knowledge, has learned to develop with technology.

If we take the experience of the Soviet Union, it also solved the problem of the all-round development of a specialist with higher education. In this regard, you can quote the rector of the Moscow State University. M.V. Lomonosov V. Sadovnichy that “we made many mistakes in the reform of education and missed a lot. As a pendulum, from one extreme position we rush into the other. We lost the fundamental nature of our education, it was replaced by the notion of “competence”. We have always been strong in that we taught the student

¹⁶ V. P. Sorikhina, Integration of the Students in Research Activities: Formulation of the Problem, in *Contemporary Problems of Social Work*, no. 1(3), 2015, pp. 48-54.

¹⁷ O. V. Romanovtseva, The Competence Approach in Education, in *Contemporary Problems of Social Work*, no. 4(8), 2016, pp. 83-91.

not to remember and not some competence, but to reflect, think, prove, doubt, overcome. Then he becomes a scientist or specialist “¹⁸.

Thirdly, many studies confirm that in modern society the ability to communicate, organize and support teamwork is becoming an essential condition for the success of the career of not only managers but also ordinary employees. From the person in the future, more and more will be required to communicate with other people, create and maintain relationships, organize people. At the forefront are managerial qualities for maintaining teamwork. And these qualities will be important not only for managers, but also for ordinary employees.

It seems advisable to assign to Moscow and St. Petersburg universities, in cooperation with other leading federal universities and under the guidance of the Federal Educational and Methodological Associations for enlarged groups of specialties and areas of training, the goals of methodological support and support for the implementation of exemplary educational programs, methodological seminars, - pedagogical staff, scientific research within the whole country.

Supporting universities, in turn, should address issues of integrated training and research in accordance with the needs of the respective regions. In the autumn of 2018, the Russian higher education system is planning to update the list of basic higher education institutions, as a result of which some educational organizations that have not coped with the tasks of basic universities can leave this list, while others will join it. Perhaps, as a result of such changes, the role of basic universities in the regions, including the types of professional programs, will be adjusted.

Practically oriented regional universities, in addition to solving specific problems posed by local labor markets, can greatly assist in the formation of a database of evaluation tools, specific cases that allow assessing the level of professional competence of students and graduates of universities.

Change of teaching technologies used in the framework of professional educational programs

The authors of the article revealed several main aspects of the modern paradigm of transforming the vocational education system in terms of improving the teaching technologies used in the framework of professional educational programs.

¹⁸ Rector of Moscow State University: "We replaced the fundamental education with" competencies, URL: http://www.zavuch.ru/news/news_main/1279/.

First, it is important to note changes in the technologies of using distance education. To date, practically every university included in the leading ratings of universities has the opportunity of distance learning. For this, various forms of the organization of distance learning are used: chat-classes; web-based activities; teleconferences; various forms of telepresence and so on. Most often distance learning in Russian universities takes place in the format of a video lecture without feedback, which all interested can download and see when they are comfortable. After that, they have the opportunity to ask questions to the lecturer in the forum or blog. Alternatively, the format of the lecture with the ability to demonstrate slides is used, when listeners have the opportunity to ask questions to the lecturer in the chat and receive enough quick answers to them¹⁹.

Secondly, in recent years training programs developed in the format of gaming, including corporate training, have been widely disseminated. Not only in the higher education system, but also in corporate training, at present the developers of training programs are in great demand using offline versions of gaming, namely business games that simulate reality. In the trend, large playing fields, bright graphics and memorable characters. For example, the largest Russian bank - Sberbank for its corporate university has developed computer business simulations not only for employees, but also for partners.

Features of the modern paradigm of transforming the vocational education system in the Russian Federation

The training system in each country should be aimed at increasing the competitiveness of the national economy, each country achieves this goal in different ways. In the Russian Federation, a national system of professional qualifications has been created for this purpose, one of the directions of which is the change in the system of vocational education and the subsequent evaluation of graduates of professional educational programs.

With the purpose of creating the coordinating body of the national system of professional qualifications, the National Council under the President of the Russian Federation for Professional Qualifications (NCPQ) was established by the Decree of the President of the Russian

¹⁹ T. A. Olkhovaya, A. E. Shukhmana, V. V. Nevolina, L. A. Amirova, N. A. Zaitseva, A synergy-based approach through developing cross-disciplinary module, in *International Journal Of Environmental & Science Education*, no. 11(11), 2016, pp. 4005-4014.

Federation of April 16, 2014 No. 249. In turn, decisions of the NCPQ for the period from 2014 created 28 councils for professional qualifications.

The Order of the Ministry of Labor of Russia developed an approximate provision on the Council for Professional Qualifications, according to which the Council for Professional Qualifications is a management body established on the basis of all-Russian and other associations of employers, associations (unions) and other organizations representing and (or) uniting professional communities, comprehensively carrying out their professional activities in the territories of not less than half of the subjects of the Russian Federation and (or) representing more than fifty percent of workers who is carrying out a certain type of professional activity²⁰. Councils for professional qualifications are responsible organizations for the development (in most cases) and the application of professional standards for the type of professional activity corresponding to the profile of the Council for Professional Qualifications.

At present, in Russia, the professional standard is a multifunctional document that reveals from the perspective of the sphere of work, associations of employers and / or professional communities within the framework of a certain type of professional activity its purpose and content through generalized labor functions, labor actions, place in the level system qualifications, the requirements for education and training, the experience of practical work, the necessary knowledge and skills of the employee.

With the aim of providing informational support to the population, electronic resources have been created that provide information on professional standards and other elements of the national system of professional qualifications:

- Professional standards. Hardware and software system.
(<http://profstandart.rosmintrud.ru/site-map/>)
- Directory of professions
(<http://spravochnik.rosmintrud.ru/about>)

²⁰ Order of the Ministry of Labor of Russia of December 19, 2016 N 758n "On approval of an exemplary provision on the Council for Professional Qualifications and the procedure for vesting the council for professional qualifications", 2016.

– Register of information on the conduct of an independent assessment of qualifications. Section “Professional Qualifications” (<http://nok-nark.ru/pk/list/>)

All this should help to change the very paradigm of training qualified personnel - from the definition of vocational education goals, presented in professional standards, to the development of federal educational standards based on the requirements of professional standards, and the subsequent independent assessment of graduates of the vocational education system by the professional community in the centers of assessment of qualifications which are now being created.

Discussion

In the previously published articles of the authors of this study^{21,22,23}, the issues of improving the training of personnel have already been studied, but to a greater extent these studies have concerned a narrow scope - training for the tourism industry and hospitality.

In this work, the issues of modernization and reform of the system of vocational education are considered from the standpoint of the current paradigm of transformation of the entire education system. For this purpose, the authors of the article substantiated the global and national (by the example of the Russian Federation) directions for implementing the paradigm for transforming the vocational education system.

²¹ N. A. Zaitseva, A. A. Larionova, O. V. Skrobotova, S. N. Trufanova, E. V. Dashkova, The mechanism of business integration and the training system for the tourism industry, in *IEJME - Mathematics Education*, no. 11(6), 2016, pp. 1713-1722.

²² N. A. Zaitseva, A. A. Larionova, Z. V. Gornostaeva, O. Y. Malinina, V. A. Povalayeva, S. L. Vasenev, I. A. Skrynnikova & A. Ersozlu, Laboration of the methodology for assessing the development of managerial competences in university students taught with the use of case-technologies, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 13(11), 2017, pp. 7339-7351.

²³ K. V. Yumatov, L.G. Kiriyanova, N. S. Yakimova, N. A. Zaitseva, A.A. Larionova & N. M. Korsunova, Problem-based learning methods for training staff for tourism and hospitality clusters, in *Eurasian Journal of Analytical Chemistry*, no. 12(5b), 2017, pp. 803-812.

Unlike previously published works^{24,25,26,27,28,29,30}, this study presents a comprehensive framework for implementing the paradigm of system transformation vocational education from changing consumer behavior patterns of students to the introduction of modern electronic educational resources and technologies that improve the quality of training for national economies.

Also, based on the results of the study of the authors of the article, it is justified to mix the emphasis in vocational education from the formation of professional competencies to personal competences, primarily related to communication skills, teamwork skills³¹, project activities, readiness for permanent estates, and the ability to learn new throughout life.

Conclusion

Thus, it can be concluded that, throughout the world, and in the Russian Federation in particular, the goal is to modernize and reform the entire training system based on the integration of the efforts of employers and the educational community. To do this, on the one hand,

²⁴ S. McGrath & L. Powell, Skills for sustainable development: Transforming vocational education and training beyond 2015, in *International Journal of Educational Development*, no. 50, 2016, pp.12-17.

²⁵ D. Shormanbayeva, G. Abdigaliyeva, M. Karassartova, A. Sivodedova, S. Balshikeyev, Social Transformation of Kazakhstan Society in an Education System, in *Procedia - Social and Behavioral Sciences*, no. 114, 2014, pp. 574-578.

²⁶ I.A. Gurban & A.A. Tarasyev, Global trends in education: Russia case study, in *IFAC-Papers OnLine*, no. 49(6), 2016, pp. 186-193

²⁷ H.C. Cathy, Tourism education on and beyond the horizon, in *Tourism Management Perspectives*, no. 25, 2018, pp.181-183

²⁸ T. Kriemadis, I. Thomopoulou & A. Sioutou, *Ideological function of deming theory in higher education: Emerging research and opportunities*, Hershey, IGI Global, 2017. DOI: 10.4018/978-1-5225-2265-2

²⁹ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XI), 2018, pp. 289-299.

³⁰ D. T. Kim Hoa, M. Valčo, The philosophy of human rights and the ‘political man’: Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *Xlinguae*, no. 11(2), 2018, pp. 608-624.

³¹ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

the entire system for the development of professional educational programs is changing - it enhances the role of professional communities and local employers, as customers for training. For this, for example, in the Russian Federation, centers for advanced training of personnel are created, taking into account the regional characteristics of the labor market.

On the other hand, throughout the world, educational organizations of the vocational education system are increasingly turning to the use of individual development trajectories and training technologies that enable people to develop readiness for change, to search creatively, to teach teamwork in the conditions of the development of the digital economy.

HEALTHY HABITS AND BEHAVIOR MODELS MODIFICATION IN STUDENTS' LEISURE ACTIVITY

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Abstract: *The article deals with the students' leisure activity orientation analysis, forming healthy lifestyle skills and the level of their realization during students' life activity. The obtained results show that the healthy lifestyle is due to the modern social and economic situation. High motivation of using the factors of healthy lifestyle is often combined with the inability of their implementation in leisure activities.*

Keywords: leisure activity; students; healthy lifestyle; proper nutrition; motorizing; life activity organization; social and economic conditions.

Introduction

Leisure is a specific form of free time organization, in which students realize their interests. Leisure can be an important factor in the physical and moral development of young people. Favorite activities during leisure time support emotional health, help to get out of stress and minor concerns. The special value of optimally organized leisure is that it can help students realize the best they have and discover new creative abilities. It is important to learn how to use this time to restore health, mental and physical reserves.^{1,2}

The results of the research show that the financial situation and the nature of leisure activities are significantly interconnected. This is reflected by the fact that the need for active leisure increases in direct proportion to the growth of their material well-being. In modern Russian social and economic conditions, a significant part of students may face the inability to practice some media-promoted forms of leisure activities, which are objectively not available to all representatives of student youth. Hence, there may be a contradiction caused by the discrepancy between leisure needs and interests and objective opportunities for their

¹ I. V. Zhuravleva, *Students' Health: sociological analysis*, Moscow, Institute of Sociology of the Russian Academy of Sciences, 2012.

² R. T. Rayevsky & S. M. Kanishevsky, *Healthy and Health-Preserving Lifestyle among Students*, Odessa, Science and Technique, 2008.

implementation, which characterizes the lifestyle of many Russian students. This may contribute to the appearance of certain deformities in their leisure activities, the extreme forms of which are different types of asocial, including and illegal actions.^{3,4} Therefore, the task of higher education teachers is to help students learn how to organize recreational activities health orientation, providing conditions for the formation of students' conscious needs of skills concerning healthy lifestyle, providing a wide range of programs connected with physical culture and health orientation, forming the skills of self-provision of normal life as the basis for the prosperity of the nation and the country.^{5,6}

The aim of the research is to reveal students' habits and behavior models.

Methods and materials

The research is done in accordance with the results of questioning 414 students aged 17-22⁷.

Results and discussions

More than half of the students (64.1%) believe that improving the organization and productivity of students' performing so that there will be health benefits is possible if you start studies from 9-10 a.m. It must be possible to have time to organize completely the beginning of the working day (doing morning exercises, having breakfast, reaching the place of study without hurrying).

For providing proper nutrition 58.2% of students suppose that a course of lectures, conversations and consultations devoted to the basis of proper nutrition should be provided, so that it would be possible to work out an individual program for every student; 47.0% consider

³ I. V. Zhuravleva, *Students' Health: sociological analysis*, Moscow, Institute of Sociology of the Russian Academy of Sciences, 2012.

⁴ V. A. Medik & A. M. Osipov, *University studentship: Lifestyle and Health*, Moscow, Logos, 2003.

⁵ I. V. Zhuravleva, *Students' Health: sociological analysis*, Moscow, Institute of Sociology of the Russian Academy of Sciences, 2012.

⁶ N. A. Bezrukih & N. I. Vavilov. On the applicability of orienting students on healthy lifestyle, in *Bulletin of Saratov State Agricultural University named after*, no. 4, 2006, pp. 81-85.

⁷ R. T. Rayevsky & S. M. Kanishevsky, *Healthy and Health-Preserving Lifestyle among Students*, Odessa, Science and Technique, 2008.

creating a net of cheap food service points at educational institutions and dormitories to be necessary, being aware of the fact that due to the modern social and economic situation, the goods' quality will decrease. Students do not have enough knowledge about the benefits of affordable local foods (fruits and vegetables).

Schedules and timetables at the University are drawn up without taking into account the health-preserving principles of the organization of the day, so according to 53.0% of students study assignments should be given in optimal portions that do not require excessive stress and long duration of evening studies. These facts are necessary to optimize the daily regime of the student. To the question “Do you know how to use your time correctly and effectively?”, the students replied as follows: no (39%), not always (24%), no, but trying (5%), Yes (32%). Students do not have enough free time, they experience large training loads, spend their time inefficiently: a small number of hours are devoted to the regime and the daily routine, while increasing the number of hours devoted to preparing for practical classes and seminars. Lack of time has become a worse impact on students' spiritual life and physical health. At the same time, 85% of respondents wanted to gain knowledge and skills in time management.

Most of the examined students (91.8% of males and 82.0% of females) spend 4-6 hours a day with various gadgets, primarily computers and smartphones. Every year, the number of young people who use modern devices in connection with the educational process and everyday life is growing more often than it should be for a healthy lifestyle.

84.3% of students believe that in order to raise the level of personal hygiene, it is necessary to ensure the regular use of a warm shower and other hygienic procedures in order to care for the body in the places of physical training and residence. Young men and women (25.6%) would like to be able to have constant contact with their doctors for preventing sexually transmitted diseases, AIDS and other diseases. For this purpose, it is necessary to organize constantly operating consultations on the basis of educational institutions.

For optimizing the motoring, i.e. to bringing its duration to the physiological norm of 8-10 hours per week, 42.7% believe it is necessary to provide1 free hour (at the time convenient for the student) for using the University sport facilities daily. The main conditions for attracting

students to active physical perfection are the following: the presence of a modern sports base (46.2%); personal awareness of the importance of physical perfection (42.7%); the availability of free time (32.5%). The most popular sports among students are: swimming (45.9%); aerobics and its variants (44.2%); football (44.2%); athletics (38.4%); volleyball (36.5%).

It is known that physical exercises adequate to the capabilities of a person have a positive impact on health. According to the results of our study the physical activity of students decreases from junior to senior courses – from the 1st to the 5th course the percentage of students engaged in sports sections has decreased (from 20.9% to 9.8%). 16.2% of students are constantly engaged in sports (20.7% of males and 13.0% of females). 46.1% of young people are engaged in sports periodically, and 37.7% do not show interest in sports, not counting the “Physical culture and sport” subject at the University. The decline in the proportion of the engaged in physical fitness is due to the fact that it is taught at the junior courses, where the interest in sport is instilled, and it is also connected with the employment of working students, the number of which increases significantly by the 5-th course. Therefore, undergraduates, with the exception of those from specialized Universities, are engaged in it on their own initiative. The study shows that such activities are not widespread.

Modern social and economic conditions make students combine their studies with working. 13.3% of the examined students (16.7% of males and 11.0% of females) are employed on a full-time basis; 15.5% employ periodically, depending on the ability to combine working with studies (18.2% of males and 13.5% of females). The major part (71.2%) do not work at all. At the same time a 2-4-time increase in the number of those who work (from the first to the senior course, depending on the specialization). Secondary employment is more spread among male students.

Students consider hardening to be the most important component of healthy lifestyle; its most widespread types are fresh air and exercise (69.2%), taking a steam-bath (40.2%) and all-year-round open-air sport exercises (24.8%), which are the most effective ways of immune system and adaptive capabilities strengthening.⁸

⁸ R. T. Rayevsky & S. M. Kanishevsky, *Healthy and Health-Preserving Lifestyle among Students*, Odessa, Science and Technique, 2008.

According to 40.2% of students, teaching special methods of psychological and mental condition regulating, such as relaxation, autogenous training, autosuggestion, soothing breathing etc.) should be included in the curriculum for preventing and liquidating the consequences of stress, which is dangerous for health and life.

For eradicating bad habits among students (smoking, alcohol and drugs), 41.0% of the respondents suggested that those who reject bad habits should be encouraged either mentally (e.g. rewarding certificates, points, trips to sports camps, etc.). According to the results of questionnaires determined that only 16.1% of students (23.2% - boys, 8.8% - girls) smoke at the University; students from nuclear families smoke three times less (7.8%) than students from single-parent families (24.4%).

Students believe that in order to form the recreational orientation of their leisure activities on the scale of the University, the following activities should be carried out: providing more free time (31.6%); active promotion of healthy lifestyle during lectures and conversations with doctors, at the website of the University, on faculty stands, in methodological guidelines for students (28.2%); improving the material support (26.5%).

According to the obtained results, the healthy lifestyle is due to social and economic conditions. In order to preserve and strengthen students' health, on the part of the University, the development and implementation of programs aimed not only at the formation of students' motivation to healthy lifestyle (most of it is inherent), but also the creation of the necessary conditions for optimal life, are required. In order to improve the competitiveness of the University and create the appropriate conditions for sports and improve the health of University students, it is necessary to develop a significant sports infrastructure.⁹

Conclusion

Based on the mentioned above, in order to make the cult of healthy lifestyle prevail in leisure activities, the students must first of all become the bearer of the idea of health as the main life priority. This problem is the most important task of modern higher education and self-

⁹ N. A. Aghadzanyan, V. P. Degtyarev & Ye. I. Rusanova, *Students' Health*, Moscow, People's Friendship University of Russia, 1997.

education. Support from the University is a necessary condition, especially for the 1st year students and students experiencing social and economic difficulties; and this is the basis on which the self-consciousness of the student, focused on understanding the role and place of various means, methods and forms of a healthy lifestyle and the ability to apply them in the life, is formed.

PEDAGOGICAL AUDITING IN INFORMATION TEACHING SYSTEM FOR UNIVERSITY STUDENTS

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Abstract: *Information systems of training are widely used in the professional training of future specialists, contributing to the activation of the processes of perception, thinking, memory, imagination, mobilization of attention of students. The purpose of the study is to identify the potential of pedagogical audit as a means of managing the virtual learning process. The authors reveal the essence and content of pedagogical audit in the information system of University students' training, its typology and functions at the present stage of education. Diagnostic toolkit has been developed to provide methodical support of e-learning through counseling. An algorithm for designing individual recommendations for students based on retrospective evaluation criteria of their vocational training is presented. The article is intended for teachers, heads of educational organizations, and specialists in the design of teaching software systems.*

Keywords: information system of teaching, information technologies, teaching audit, teaching support.

Introduction

The modern education system has embarked on the path of reforms, the definition of its development problems, adequate to the information society¹. Education now provides great opportunities for professional and personal development. In fact, it is education that determines a person's professional career and has a significant impact on

¹ J. G. Brooks, *In search of understanding: The case for constructivist classrooms*. [Review of the book, by C. Halpern], in *American Journal of Qualitative Research*, no. 1(1), 1999, pp. 32-36.

his/her social success². One of the most important tasks in the field of education is to study the prospects of the information educational system's implementation, its teaching potential^{3,4,5}.

Recently, the importance and influence of the information sphere on the educational process and its results, on relations in the educational sphere and on the subjects of education themselves have been increasing⁶. Accordingly, the attention to information educational resources from the side of research-scientists (teachers, psychologists, sociologists, computer scientists, etc.) is increasing. This is a consequence of both external socio-economic and internal conditions and factors of education, formed by the educational process and implemented by the pedagogical system⁷. Many of these components (factors of influence) are created by the education itself, others are provided by the external environment. Therefore, the information educational system consists of both internal and external factors in relation to education⁸. Information representation of the educational environment involves its transformation into a systematic information space⁹, organized, multidimensional and orderly, contributing to the

² J., Khosravi, H. Aghapouri & L. HamehMorad, The Islamist Maktab-Quran in Iran and Its Challenges for Kurdish Nationalism, in *Journal of Ethnic and Cultural Studies*, no. 3(1), 2016, pp. 59-73.

³ A. Scheer, C. Noweski & C. Meinel, Transforming constructivist learning into action: Design thinking in education, in *Design and Technology Education: An International Journal*, no. 3(17), 2012, pp. 14–21.

⁴ I. Mulder, A pedagogical framework and a transdisciplinary design approach to innovate hci education, in *Interaction Design and Architecture(s) Journal*, no. 27, 2015, pp. 115–128.

⁵ K. Shvab, *The Fourth industrial revolution*, Moscow, Eksmo, 2016.

⁶ D. Kaya, & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

⁷ O. Iyitoglu & H. Aydin, The Relationship Between Multiple Intelligence Profiles and Reading Strategy Use of Successful English as a Foreign Language (EFL) Readers, in *South African Journal of Education*, no. 35(2), 2015, pp. 1-21.

⁸ N. Palaoligou & V. Gialamas, Building Intercultural Bridges through TV Serials, in *Journal of Ethnic and Cultural Studies*, no. 2(2), 2015, pp. 1-20.

⁹ A. Racelis, Library Services for the Poor: Theoretical Framework for Library Social Responsibility. *Pedagogical Research*, no. 3(2), 2018, pp. 06. <https://doi.org/10.20897/pr/90831>

dissemination of scientific knowledge as an integral part of world culture^{10,11,12,13}.

Created to achieve educational goals, the information educational system of the University combines information and pedagogical functions, creating a virtual system of interactions that supports the formation of personality in educational activities. But in order for knowledge and information to be effective, they must be constantly increased, modified in continuous educational activities. The current situation is due to the development of the pedagogical system in the aspect of symmetrical relations “teacher – knowledge – student”, their interaction and inter-influence¹⁴. As in any subject-subject relation, the basis of this inter-influence is the psychological and pedagogical impact on the student for the purpose of his professional training and personal development^{15,16}.

Including information, technical and teaching-methodical subsystems, orienting students to obtain high-quality educational results, information educational system, in our opinion, contains information for pedagogical management, contributing to the adaptation and development of professional and personal characteristics of students, individualization of training, as well as the improvement of the educational resources. The solution of this problem is the pedagogical audit, which determines not only the control of educational activities of students, but also a joint design with the teacher of changes in their own learning and development trajectory.

¹⁰ L. MacDonald & M. Shriberg, Sustainability leadership programs in higher education, in *Alumni outcomes and impacts. J. Environ. Stud. Sci.*, no. 6, 2016, pp. 360–370.

¹¹ I. V. Arkuzova, Computer innovations in modern higher education, *Pedagogics*, no. 8, 2012, pp. 33-39.

¹² L. A. Ivanova, Activation of students ' independent work using didactic possibilities of information and communication technologies, in *Alma mater*, no. 6, 2014, pp. 59-63.

¹³ I. A. Vorobyova, Intellectual didactic components of adaptive educational system, in *Higher education today*, no. 12, 2011, pp. 38-42

¹⁴ F. Damgaci & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

¹⁵ K. Hoeksema & M. Kuhn, *Unterrichten mit Moodle 2: praktische Einführung in das E-Teaching*, München, Open Source Press, 2011.

¹⁶ J. Parilla & M. Gootman, *Paris bets big on science and technology with new mega-university. Brookings*, from: <http://www.brookings.edu/blogs/the-avenue/posts/2016/05/11-parismegauniversit-y-parilla-gootman>, 2016.

Materials and Methods

Information system of students' training as a component of educational environment

One of the main ideas of modern pedagogical theory is the provision that it is necessary not only to teach a person, to give him the necessary amount of knowledge, but, above all, to teach him to learn^{17,18,19}. In the course of theories development of continuous learning throughout life (lifelong learning), the increasingly complicating conditions of life, the increasing volume of knowledge, the ability to learn is fundamental. Intellectual systems and technologies of knowledge management are widely spread in higher education; e-learning systems have become an integral part of the scientific and educational process, determining the conditions for the implementation of educational activities of students (within the educational process and outside it).

Information educational system is a complex of teaching, methodical, scientific, educational resources and organized communications that contribute to the organization of student educational activities. Informational and educational system of the University is a key element of the modern educational process, reducing information inequalities and providing access to electronic educational resources, including e-library system.

The use of information educational system promotes maximum activation and individualization of students' work, on the one hand, directing it, on the other – giving them the opportunity to manage their own cognitive activity. The purposeful use of specially organized information resources in the educational process allows students to intensify their independent work with various electronic means of educational and developmental purposes; to form stable skills in the use of computer technology and skills to work with it, gives them the opportunity to develop the ability to obtain new theoretical and practical knowledge.

¹⁷ S. G. Grigoriev & V. V. Grinshkun, "Smart audience" - a step towards the integration of educational Informatization tools, in *Bulletin of the Russian University of peoples' friendship*, no. 1, 2014, pp. 16-26.

¹⁸ I. V. Robert, *Theory and methods of Informatization of education (psychological, pedagogical and technological aspects)*, Moscow, IIO RAO, 2010.

¹⁹ U. P. Shapran & O. I. Shapran, Educational environment of the University: typology, functions, structure, in *Young scientist*, no. 7, 2015, pp. 881-885.

The typical structure of interactions in the information training system of the University is shown in Fig. 1.

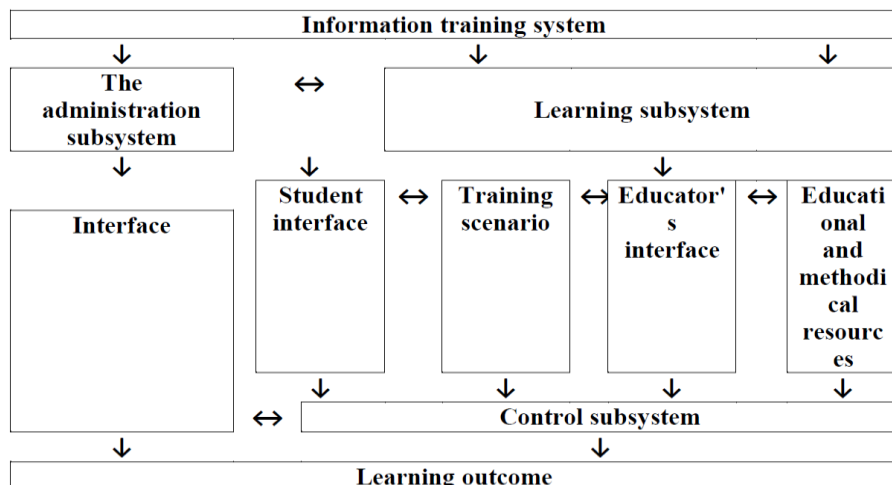


Figure 1: The structure of interactions in the information training system of the University

According to the standard scheme of application of the information training system in the training of students, each of the participants of educational relations has its own interface and level of access to the components of the system.

The administrative unit stores the entire database of the University and provides General management of the learning process, the teacher provides teaching and methodical content, learning scenario and controlling measures; the student, mastering educational information, carries out educational activities, the result of which is checked by the subsystem of knowledge control.

The designed information training system is an educational process infrastructure, characterized by interactivity, including electronic information and educational resources, interactive tools and technologies that ensure the effective use of these resources in the educational process and information and pedagogical interaction, serves to meet the information and educational needs in the process of interactive dialogue of teachers and students in this environment. The author's system is characterized by technical (material) software, information technologies

and resources, software and *conscious presence of the environment participants*. The author's idea of including *pedagogical audit* in the information system of education, technologically, will not change the structure of the system, but will significantly change its functions and will increase the productivity of educational activities.

The role and essence of pedagogical audit

The audit is an independent checking of the activities on the selected indicators of the studied processes. In pedagogical research, audit is usually understood as a form of independent examination of educational institutions' activities – comparison of results and organization of activities with the required standards. The task of the pedagogical audit is to study the educational situation in order to make judgments aimed at improving the performance^{20,21,22}. Pedagogical audit is designed to ensure the independence of judgments on the activities of educational organizations, managers, teachers of educational organizations to ensure the correction process. The essential difference between pedagogical audit and financial audit is its focus on professional and personal improvement. The need for pedagogical audit is determined by the importance of tasks to optimize educational activities in order to rationalize resources and improve the quality of education. At the same time, the effectiveness of students, as a rule, evaluated after the fact, has no significant impact on the audit Protocol. Students neither participate in the audit process as equal subjects of training, nor know about its results. Meanwhile, in modern conditions, the involvement of students in the process of their own education is recognized as necessary one. This attitude not only meets the requirements of the state and public administration of education, the trends of its humanization and personal orientation, but also determines the formation of personal

²⁰ S. I. Zhminko, *Internal audit*, Rostov-on-don, Phoenix, 2008.

²¹ O. V. Basharina, Transdisciplinary electronic educational– methodical complex of specialty as part of the information– educational environment, in *Bulletin of the Chelyabinsk state pedagogical University*, no. 2, 2014, pp. 70-82.

²² M. V. Chikurova, Pedagogical audit as a function of management of an educational institution, In the book: Innovative processes in education: strategy, theory and practice of development, in *Materials of the VI all-Russian scientific and practical conference*, 2013, pp. 204-205.

characteristics of students-motivation, professional orientation, social responsibility for the effectiveness of training.

Thus, *pedagogical audit in the information system of students' training* is a form of joint organization of the teacher and the student, aimed at creating conditions for the development of the student, improving learning outcomes and learning tools. The differences between pedagogical audit and pedagogical control are in the expansion of tasks from the statement of the fact of educational results' achievement to the organization of analytical and consulting procedures based on the obtained control data. We believe that the pedagogical audit of students' activities within the framework of their use of the University information system will allow:

- provide a multi-dimensional assessment of educational achievements of students;
- stimulate correction and self-correction of educational activities of teachers and students;
- To improve methods and forms of pedagogical control;
- To fully implement the tutor tasks of the teacher;
- To develop students' social and cultural practices;
- ensure the construction of strategies for the students' training;
- To optimize the educational process.

In the practice of auditing there are two types – external and internal, within the framework of objectives, under the *external audit* is understood the analysis of the characteristics of the educational activity of the student by teacher (tutor) on the basis of decisions of the educational organization's head, self-initiative, established control points or at the request of the student; under *the internal audit* is understood an analysis of one's activities by the student (self-auditing). For example, an external audit can be carried out to confirm the effectiveness of the information educational system, analyses of the reliability of pedagogical controls, implementation of pedagogical support of the learning process. Comparison of types of audit among themselves on certain parameters is presented in table 1.

Table 1: Typology of pedagogical audit in the information system of University students' education

Factor	Internal audit	External audit
Purpose	professional and personal	training quality management

	growth	
Task	confirmation/correction of learning trajectory	analysis / correction of educational activities
Object	one's own educational activities	student, group of students, information educational environment
periodicity	Any	on demand
independence	is limited	High
organization of work	automated audit system	the automated audit system, examination, analysis
responsibility	is not defined	social responsibility of the teacher and educational organization
accountability	is automated	documented recommendations

Functions of pedagogical audit

A number of new tasks are put forward before the modern education of students at the University:

1) standardization of education caused by mass education, which requires the provision of individual training on the basis of individual goal-setting;

2) creation of information training system taking into account heterogeneous base, profile of training, educational syllabi aimed at formation of necessary professional and General professional competences;

3) Increasing the role of the student in their own learning while providing pedagogical support for educational activities.

The solution of the tasks is facilitated by pedagogical audit, which implements the functions of:

- *the function of self-organization and self-government*, which entail the “stability” of learning, focus on achieving educational results, a positive attitude and high motivation for educational activities;

- *information function* that helps to obtain organizational and management information, first of all, on the fact of the audit request from the student, then on the content and analysis of the characteristics of monitoring the achievements of students in the framework of working with the information training system;

- *analytical function* providing formation of pedagogical “diagnosis” on the basis of comparison of characteristics of students’ achievements control with standard (typical) indicators, an assessment of variation of

values’ portals and psychological and pedagogical regularities of the organization and realization of educational activity;

- *consulting function* that provides assistance to the development of students, creating an atmosphere of trust, because the pedagogical audit is aimed primarily at the interests of the student and its request. Also, this function determines the clarification of compliance of educational and methodical support: 1) educational standard; 2) the logic of the educational process; 3) the planned training plan, and so on;

- *Forecasting and planning function*, realized through the drawing of correction plans of the training trajectory considering the risks and opportunities of the student, and (where need is identified) changes’ making in training and methodical support of the process.

Thus, through the examination of the results of training, pedagogical audit promotes the organization of cognitive activity and the development of educational resources, pedagogical technologies of training and control.

Results

The information training system is formed on the basis of educational standards in the direction of training, educational traditions of the University, social order of the region and is focused on the “service” of the scientific and educational community of students and teachers. It is designed to combine electronic information resources, electronic educational resources, a set of information and telecommunication technologies, appropriate technological tools, software which is used in the educational and administrative process. The tasks of the information training system are:

- Ensuring the interaction of educational Internet resources at all levels and the formation of a single interactive educational, training and methodical resource;

- Providing access to students and employees from any device connected to the network, to electronic educational and information resources through the use of information and telecommunication technologies and services;

- Creation of a management system and mechanisms for monitoring the quality of the educational process;

- Providing of student educational trajectory individualization.

The information training system should combine both open, public content and protected data. All information materials intended for a wide audience (news, announcements, information about the University, etc.) are in the public access, closed content is data protected by copyright, confidential information for internal use, reports on student progress, etc. All server equipment must have certified hardware and software for information security. The environment should be well protected from interference and hacking attempts by internal access of authorization systems and logging of access to the system. Electronic information resources must meet the standard requirements for the educational process.

The authors developed *the principles of functioning of the information training system*:

- The principle of relevance, which determines the correspondence of the system to modern needs, demands of society and students;
- The principle of openness, expressed in the freedom of educational resources' choice, the ability to plan their educational trajectory, choose the time and pace of learning;
- The principle of interactivity, on the basis of which interaction with the user is organized, active and adequate response to his actions (human-computer interaction), allowing the user to interact with the content;
- The principle of integration (inclusion, Association), which implies the ability to integrate other resources into the information training system, to be combined with other systems;
- The principle of adaptability, allowing the system to be flexible, responsive to changes, to support updates;
- The principle of dynamism, focused on the active expansion and development of content;
- The principle of information necessity and sufficiency, providing access to information through the web interface, simple and understandable navigation system, without overload on students within the framework of the system (information frames).

The author's information training system allows creating additional tools for the analysis of indicators of educational process efficiency, about qualitative and quantitative changes, problems and defects, tools for carrying out various monitoring. The structure of the interactive

information training system of the modern University (figure 2), proposed in the article, includes characteristics and components of the educational environment, a complex of electronic information educational resources, subjects of interaction, the environment of interaction, educational resources of free access, the system of diagnostics and pedagogical audit.

INTERACTIVE INFORMATION TRAINING SYSTEM				
Information educational resources		Software		Administration, diagnostics and audit tools
<ul style="list-style-type: none"> • e-learning courses • video lectures • educational and methodical recommendations • scientific chat • training chat • file storage • instructions for classes 		<ul style="list-style-type: none"> • organization of files sharing • organization of materials delivery upon user's request • access restriction system (by type of user, by type of training direction, by training promotion) • data protection system • personal account 		<ul style="list-style-type: none"> • user activity reports (time, types, levels) • statistical and analytical data • the results of knowledge control • audit system (parameter control) • reporting system
System users				
students	teachers	Methodists	technical support	head of divisions

Figure 2: Structure of the interactive information training system

All these units interact with each other and serve as a system of management of educational processes taking place in the information educational system. The content of the electronic educational environment is represented by information and educational resources: electronic training courses, syllabi of disciplines, manuals, recommendations, requirements and regulations governing the implementation of educational activities, instructions for working with the system. The system operation is provided by the appropriate software and hardware, including the technical base of operation (server equipment, communication networks, personal computers, etc.), as well as software solutions (distance learning system, author's software, modules and add-ons, Personal account, tools and services for communication, etc.). Monitoring and administration tools are used by the University units involved in the educational process. Interactive learning, while maintaining the final goals and content of the educational process, modifies the form from broadcasting, information-receptive, passive (for students), when students receive ready-made knowledge, and not extract it on their own, into dialogue, cognitive, search, including the exchange of information, interaction and mutual understanding.

The unit of pedagogical audit serves to ensure effective information and pedagogical interaction of subjects of the information training system, participating in the process of education quality control. By means of built-in system diagnostic procedures (various questionnaires, psycho-pedagogical tests, and diagnostics of professional tests in the disciplines under observation) the quality of education is assessed and the appropriate reports are generated. At the request of the users of the system (student, teacher, head of Department) pedagogical audit is provided - methodical support of the educational process in the information training system, pedagogical support and advice, based on the identified diagnostic (psychological, pedagogical, professional) parameters of each student.

The changes in the system of interactions within the framework of the pedagogical audit system connection are presented in figure 3.

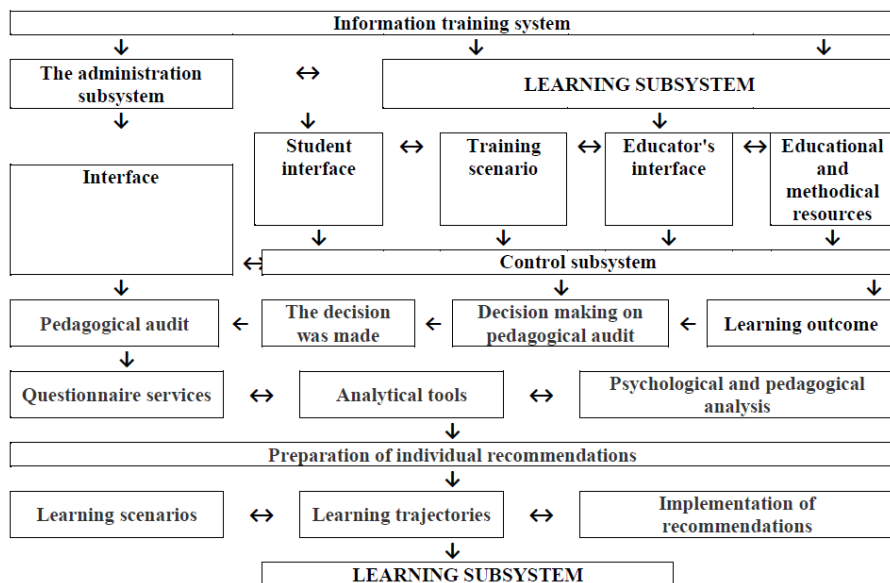


Figure 3: The structure of interactions in the information training system of the University in the implementation of pedagogical audit

The preparation of individual training trajectories will allow developing recommendations for the assimilation of the necessary training information and performing tasks provided by the information

system of training. In this regard, the problem of creation of personal recommendations for mastering the disciplines on the basis of diagnostic information is in the foreground.

For recommendations' development within the pedagogical audit (Fig. (3)) is necessary:

- To assess the initial level of student knowledge on the basis of the developed criteria and indicators according to the assessment of their competencies' formation (testing);
- To assess the ability of students to solve the problems in the professional sphere (control);
- To identify the speed and frequency of the student work with the information training system;
- To assess the psychological characteristics of the student, affecting the result of educational activities;
- To take a decision on correction of the learning trajectory and to develop the recommended scenario.

It is obvious that the pedagogical audit requires special training of the teacher in several directions:

1) Professional readiness, contributing to the development of educational and methodical support, which is adequate to the logic of the discipline and psychological and pedagogical patterns of the educational process;

2) Organizational readiness, ensuring the ordering of educational activities-registration, accounting, data storage, consulting on methodical support and emerging technological problems when working with the information training system;

3) Information readiness, which provides a high level of knowledge of information and communication, and multimedia technologies, the ability of a critical attitude to information;

4) Motivational readiness formed on the basis of teachers' interest in the development of e-learning system, change of usual pedagogical situations, transition from education to support of students;

5) Communicative readiness, which determines the productivity of all types of psychological and pedagogical interactions in the framework of students' work with the information training system.

Thus, the development and implementation of guidelines, programs of training courses, scientific and methodical seminars and individual consultations for teachers working with the information

training system, can stimulate the improvement of University teachers' competence in order to optimize the use of modern technologies in educational and professional activities.

As part of the experience analysis of information training system's introduction in the educational process, the analysis of the University students' appeals to the section of the electronic portal designed for pedagogical audit over the past 3 years is presented (Fig.4).

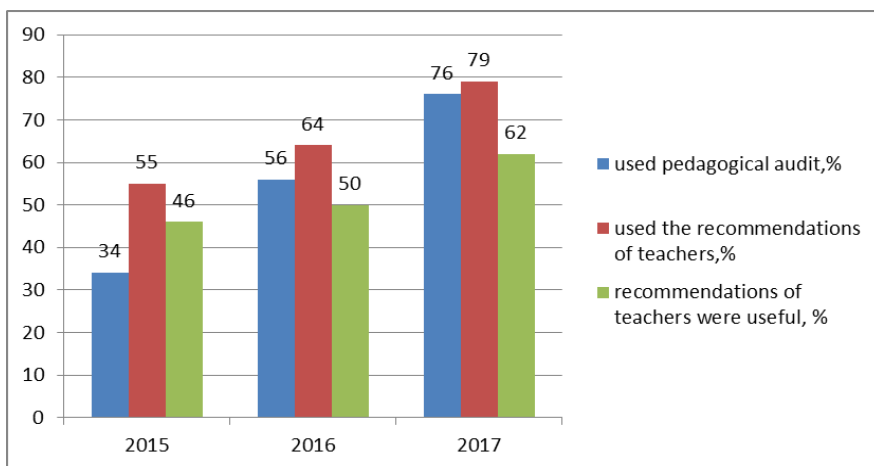


Figure 4: Dynamics of students' appeals to the pedagogical audit based on the results of teaching monitoring in experimental groups (EG)

The results indicate the development of the system of pedagogical audit and its productivity. According to the results of the students' survey, 76% of students used the pedagogical audit; took note of the teachers' recommendations 79%; found them useful to be 62%.

Discussion and Conclusion

One of the problems of modern education is the lack of time and a large amount of information necessary for the formation of professional competencies²³. The use of information technology causes

²³ G. James, A narrative inquiry perspective into coping mechanisms of international postgraduate students' transition experiences, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 41-56.

many factors that positively affect educational activities: motivation, visibility, reducing the time for training, optimization of labor, and so on. Modern information technologies are diverse and can be used at any stage of work with the material: familiarization, training, consolidation and control. In addition, their use meets the needs of modern society and corresponds to the tasks of the modern education system^{24,25,26,27}.

Despite all the advantages offered by the use of information technologies, they can cause a number of problems associated with their implementation and effective use in the educational process: the removal of contradictions between the traditional content of education and modernization of this content in line with new opportunities and the demands of the modern information civilization; the complexity of the real process of integration of information technologies in education on the technological, methodical and financial level; a significant amount of time spent on the organization of information educational systems, etc.; lack of pedagogical support of educational activities with the use of information technology.

Thus, there is a need to introduce new pedagogical models that take into account the complexity and diversity of emerging relationships in the framework of the information training system. One of such effective models is the system of pedagogical audit, which was developed, tested and successfully implemented in the educational process of the University, selected by the research base.

The results of the theoretical study allowed finding ways to improve the quality of information and pedagogical interaction, the formation of professional competencies of students in the information training system and integrated use of software, information technology in the educational process of the modern University. The study allowed substantiating and complementing the educational environment of the University, which implements the principle of interactivity, aimed at reactive, active, mutual information-pedagogical and information-computer interaction. The study allowed us to conclude that the

²⁴ S. B. Kalinovskaya, Model of interactive learning process in the educational system in higher education, in *Alma mater*, no. 4, 2012, pp. 40-43.

²⁵ V. D. Shadrikov, *The quality of teacher education*, Moscow, Logos, 2012.

²⁶ N. N. Kovaleva, The essence of the mechanism of information support, in *Questions of law*, no. 1, 2012, pp. 41-48.

²⁷ E. Yu. Levina, Control of educational activities on the basis of quality management methods, in *Fundamental research*, no. 11(3), 2012, pp. 567-571.

pedagogical audit implemented by us in the information system of education provides a variety of links both within the system of training of specialists in the University and in its relationship with the external environment.

DIVERSIFICATION POSSIBILITIES OF HIGHER EDUCATION IN CULTURE AND ART: THE EXPERIENCE OF LONGITUDINAL STUDY

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Abstract: *The purpose of the article is to reveal the potential of diversification of specialists' professional training in universities in the field of culture and art. The essence of diversification process is revealed, the theoretical analysis of its characteristics and types is given. The article describes the structural directions that support the effective diversification of higher education. The approach to diversification based on the structure of the matrix type organization, which creates temporary structural units which are ready to cease to exist after achieving the goals and which are focused on the solution of a certain problem, the implementation of the project. At the same time, horizontal coordination of joint actions dominates. When building the organizational structure of the matrix type, target groups are created that are responsible for the implementation of integrated projects. Therefore, this type of organizational structure is characterized by decentralization, the transfer of responsibility for a number of decisions to the lower levels of management. On the basis of the developed approach to the diversification of the University in the field of culture and art, its system-forming elements are identified. The place and role of diversification processes in the reform of modern higher education are determined. The program of implementation of this approach is made. The analysis of longitudinal research conducted in various Russian universities of culture and art is presented.*

Keywords: diversification, higher education in the sphere of culture and art, matrix structure, horizontal coordination, professional training, longitudinal research.

Introduction

Diversification is one of the significant phenomena of

modernization of modern higher education¹.

The term “diversification” comes from a combination of Latin words: *diversus* — different and *facio* – do. At the heart this concept means the expansion of areas of activity.

Currently, the concept of education includes such aspects as diversity, expansion of the types of educational services provided, as well as the development of new types of professional activities. Diversification involves multi-levelness, multi-stage nature of vocational training, multi-functionality of educational institutions, the variability and flexibility of educational syllabus implemented in them.

In addition, diversification is based on the principles of activity and openness to innovation. It is obvious that diversification:

1) reflects the formation of a new educational paradigm focused primarily on the development of the individual;²

2) Characterizes the increase in flexibility of the educational system, the ability to rebuild in a fairly short time in the presence of the need for changes in the quality of training.

Organized on the basis of diversification, education is thus transformed into the field of designing the creative realization of its personal and professional potential^{3,4}.

Modern theorists offer several approaches to the interpretation of the term “diversification in education⁵”.

Sometimes this term is used to mean the idea of a globalized process, within which there should be a departure from the traditional structures of educational systems, from the principle of their unitary and

¹ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

² K. Andrews, Culture, Curriculum, and Identity in Education. [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 99-101.

³ D. Neubauer, Ten Globalization Challenges to Higher Education Quality and Quality Assurance, in *Evaluation in Higher Education*, no. 1, issue 4, 2010, pp. 13-37.

⁴ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

⁵ M. Houdyshell & P. Kirk, Graduate students’ perceptions’ on a professional pathway for academic advisors, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 77-96.

unified construction^{6,7}. Diversification of education in this context should be considered as: a category of philosophy; one of the directions (trends) of education reform; the principle of modern educational policy; immanent characteristics of modern educational systems and academic culture.

In a number of works diversification is treated as an alternative to traditional education⁸ - especially in the direction of improving the educational process⁹, which creates for the individual not only the conditions for the extension of knowledge, enrichment of experience, mastering the methods of cognitive, practical and social activities, but also contributes to its spiritual, moral, creative-active and socially significant formation.

F. Altbach¹⁰ argues that the diversification of education is “the most important trend of recent years, which will determine the formation of the academic system”. According to A.G. Smirnov¹¹, in the process of diversification, it is possible to create a more flexible education system capable of responding to any acts in the field of labor market conditions. This scientist considers diversification as a factor of smoothing access to prestigious University education and a way to improve the education system itself.

The analysis of the diversification of socio-cultural education's system at the present stage reveals a number of contradictions:

- thus, one of the most important tasks of continuous socio-cultural education is the formation of a qualitatively new level of thinking and innovative style of life of a specialist, while at the present time the

⁶ L. L. Alekseeva, Research in the field of art education in the context of reforming the national science. *Pedagogy of art*, no. 1, 2015. from: http://www.art-education.ru/sites/default/files/journal_pdf/alexeeva.pdf Oh?

⁷ A. N. Khuziahmetov & A. A. Valeev. Advantages of bilingual training in national schools, in *XLinguae*, no. 11(1), 2018, pp. 114-125.

⁸ P. J. Carcolini, Curricula for Sustainability in Higher Education. [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 102-104.

⁹ G. James, A narrative inquiry perspective into coping mechanisms of international postgraduate students' transition experiences, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 41-56.

¹⁰ F. D. Altbach, Models of development of higher education on the eve of 2000. Moscow: Science, 1992.

¹¹ A. G. Smirnov, The system of higher education in the West. Moscow: peoples' friendship University, 1991.

system of continuous socio-cultural education is characterized by a lack of system of scientific and methodical base, which classified and structured scientific approaches to the problem of pedagogical impact on the formation professional skill of the person. In addition, this system operates in the conditions of violation of continuity, the lack of a single methodological framework, coupled didactic models and practice-oriented technologies;

- at present, there is a clear gap between the dynamic socio-economic development of society and the system of socio-cultural education, which does not have time to adapt to such a rapid pace of reforms: in particular, to respond quickly to the need for the introduction of new socio-cultural services.

Materials and Methods

The study focused on effective using in the educational process in higher educational institution of culture and art of innovative project-humanitarian pedagogical and communication techniques that implies rely on task force groups responsible for implementing socio-cultural projects.

Testing of research and implementation of its results were carried out in the process of implementation of the approach to the diversification of higher education on the basis of building the structure of matrix type organization in universities in the field of culture and art, as the Moscow state University of culture and arts, a branch of the Moscow state University of culture and arts in Norilsk, the Moscow regional College of culture and arts, the Orel state Institute of arts and culture, etc. The control bases of approbation were the Krasnodar state Institute of culture and arts, Krasnodar College of culture, Belgorod state Institute of culture and arts.

Stages and selection of experimental groups of research. The study was *longitudinal* and lasted for 2009-2018. Special attention was paid to the development of assessment criteria of preparedness level for continuous growth of professional skills among students in the experimental and control groups of Moscow state University of culture and arts (later the MSIC) (580 people) and Orel state University of culture and arts (later OSIC) (294 people). For this purpose, the technology of monitoring the personnel of the social and cultural sphere was created.

The course of the research. The developed approach to diversification based on the structure of the matrix type organization is based on a) the idea of the educational system as a set of complex processes for the management of which such conditions are necessary: as the target orientation; reliance on the principles of integrity; productive planning; targeted distribution of available resources; regular feedback, ensuring timely adjustment of pedagogical efforts, their intensity and content; b) methodological provisions on the unity of General and professional development of the individual.

The structure of this approach to the formation of professional skills is multi-component and includes such components as scientifically based forecasting of the results from the implementation of the program-target approach to the formation of professional skills of a specialist in the socio-cultural sphere; constant monitoring examination of its implementation quality; accounting for the real resources and capabilities of this educational institution or educational structure (the staff of the teaching staff, the contingent of students, material and technical base, opportunities for its updating, etc.); horizontal and vertical diversification of continuing education; connection of mechanisms to increase the prestige of the profession through the introduction of the state social order through competitive mechanisms for both public institutions and organizations, and for the commercial sector.

Structurally, the approach to the diversification of higher education in the field of culture and art is presented in the figure 1.

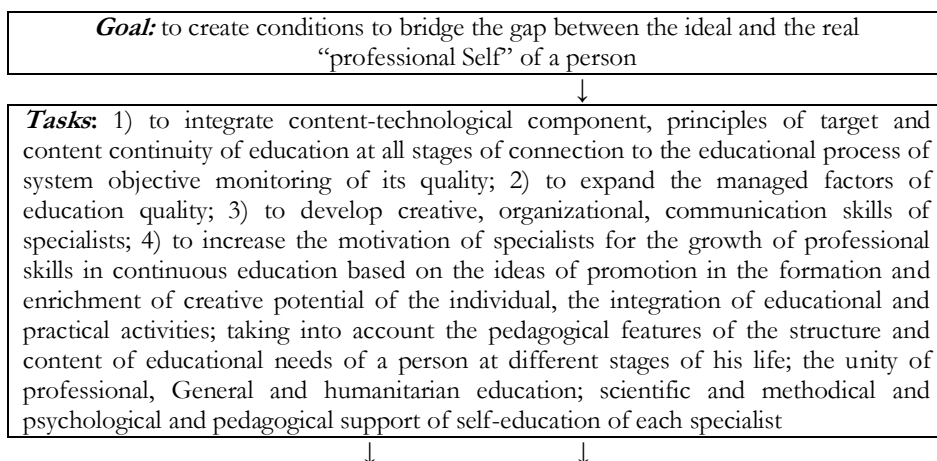




Figure 1: The structure of the approach to the diversification of higher education in the field of culture and art on the basis of the matrix type organization

The system-forming elements of this approach were also introduced in the educational process of universities:

- formation of pilot experimental sites for new methods’ testing in solving problems recognized as priority ones;
- creation of a system of training, retraining and advanced training;
- full and comprehensive design of innovations introduced;
- information and education support;
- continuous monitoring and periodic evaluation of the project’s effectiveness during the process and at different stages of their implementation;
- Organization and implementation of complex observations and studies of the processes taking place within the framework of this project.

Figure 2 presents the key directions of this approach’s implementation in the vocational training of future specialists in the University educational process.

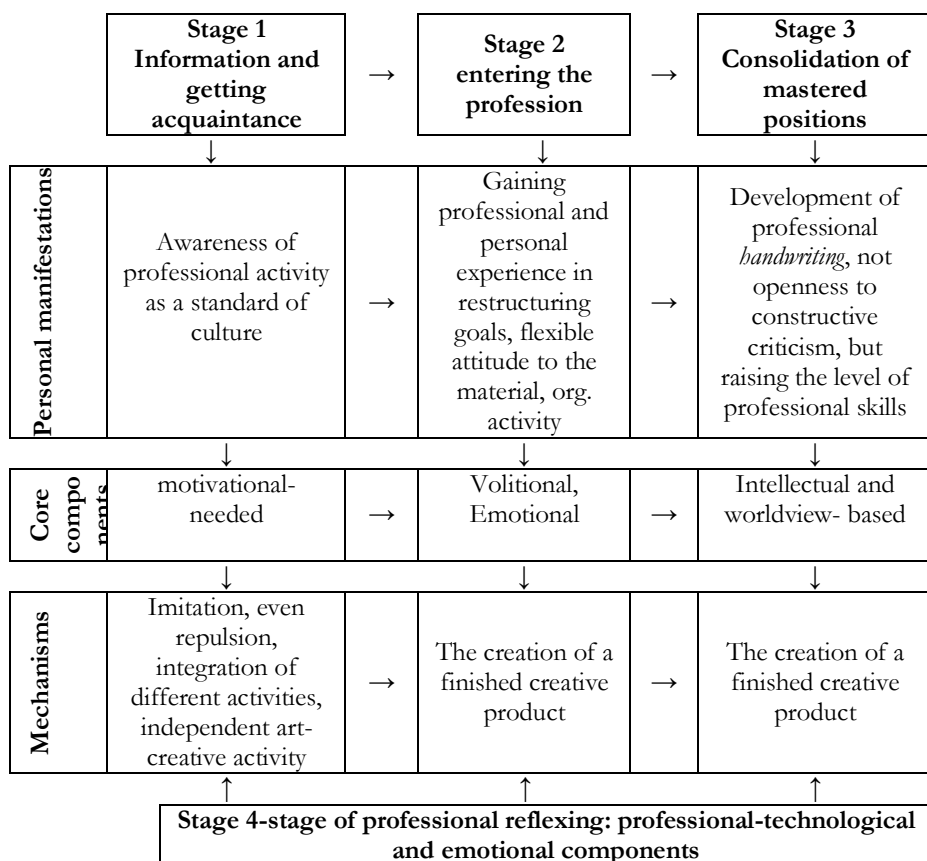


Figure 2: Key directions of this approach’s implementation in the vocational training of future specialists in the University educational process

Also during the study, special variable educational complexes were created, including, in particular, centers for creative development of children based on their inclusion in social and cultural projects, studios for working with gifted children, as well as children from socially unprotected families and children with special health opportunities, etc. These centers were built on the principle of socio-cultural partnership; the resource of social and cultural volunteering was used.

In the educational process, the constant monitoring of education’s quality, assessing the formation of students’ self-assessment, the severity of value orientations associated with higher education in the field of culture and art, information readiness, the relationship of individual goals with the choice made in the presence of the initial level of educational training. Twice a year (during the winter and summer examination sessions, which provided the most complete coverage of students’ contingent) an anonymous blitz survey was conducted. Each student was asked one question in written form: “Do your future plans include professional socio-cultural activity?”

The program of the approach implementation

Description and generalization of the pilot sites’ activities is presented in a special pilot map. The goals, tasks, specifics and the process of the activity of this experimental site were noted here, all the successes and difficulties arising in the course of work were recorded. For example, the number of students who chose the socio-cultural sphere as their main area of professional activity and confirmed their choice with real work was taken into account.

1. A permanent database for the collection and systematization of data on new progressive approaches and methods, on the basis of which there is a selection of priority for this area of problems.
2. The activity of the support group of innovations introduced, which includes teachers, psychologists, students.
3. The system of training, retraining and advanced training of personnel, which receives applications from young professionals who

want to learn new or related professions, to deepen their knowledge in the already acquired profession.

4. Information and educational support (publications issued by the student scientific society, live journal (Internet), regular information sheets, etc.).

Results

Anonymous answers of students to the question of future professional plans were taken into account for several years. The dynamics of significance of social and cultural sphere activity for students of different courses is reflected in table 1.

Table 1: Assessment of the dynamics of students' professional orientation to work in the socio-cultural sphere

course	I course	II course	III course	IV course
Number of students focused on further work in the social and cultural sphere (%)	2009-2010 y. 12%	2010-2011 y. 26%	2010-2011 y. 44%	2010-2011 y. 86%
	2011- 2012 y. 15%	2012-2013 y. 26%	2011-2012 y. 48%	2012-2013y. 87,5%
	2013– 2014y. 15,5%	2014-2015 y. 32%	2012-2013 y. 51%	2014-2015 y. 87%
	2015-2016 y. 14%	2016-2017 y. 38%	2013-2014 y. 55%	2016-2017 y. 89%

This blitz survey covered 1268 students-a representative sample, which allows concluding that these results are valid ones; it can be argued that in the process of learning the socio-cultural sphere becomes more attractive for future professionals in terms of further professional activities.

It is also necessary to take into account that many students entering the first year of the University of culture and arts believe that the only worthy of their abilities area in further personal and professional development is the field of performance (vocal, dance, film and television actor), or artistic creativity associated, in most cases with the media area – the creation of advertising, video clips, television series, and so on, production and distribution of television, film and video products. The survey data are shown in Table 2.

Table 2: Changes in student professional views as a result of the educational process diversification's influence

	I course	II course	III course	IV course
Pop vocal (soloist)	62%	43%	15%	4%
Pop dance (soloist)	21%	15%	7%	2%
Film and television actor	12%	15%	13%	5%
TV host	3%	12%	14%	8%
film Director	2%	10%	15%	20%
Director of mass events	-	-	10%	24%
filmmaker	-	5%	12%	16%
Administrator of art collectives	-	-	6,5%	9%
Head of the literary part	-	-	-	1,5%
Head of the dramatization part	-	-	-	2,5%-
Advertising project Manager	-	-	6,5%	8%

We note that the influence of diversification is reflected in the fact that initially professions which were not taken into account by students, which are the links between creative (actor, Director) and technical ones, or creative, but located in another field of creativity – such as the head of the literary part, the head of the production part – become quite relevant in senior courses. This means, firstly, that students have a clearer idea of the “professional landscape” and see its differentiated picture, and secondly, the students understand that these intermediate professions can often become the basis for the manifestation of their own creative qualities and further development of professional skills. There is also a more adequate assessment of their capabilities and abilities and a more comprehended approach to their future profession.

An oral survey of university teachers that were involved in the experiment (142 respondents) allowed us to state the following: the majority of them (87%) do not plan and do not deal specifically with the diversification of future specialists' training in social and cultural sphere,

explaining that they do not know the modern methodical literature on this issue and do not have sufficient information about best pedagogical practices.

On the other hand, it is important to note that teachers agree that it is not only possible, but also necessary to rely on the components and directions of diversification in the educational process of the University.

Discussion

The obtained results allowed us to determine the following important positions for the implementation of diversification in higher education in the field of culture and art:

1) diversification is a General pedagogical principle for the development of the system of continuous education in the socio-cultural sphere, forming the conditions for the effective use of socio-cultural technologies, taking into account the individual abilities, capabilities and needs of each student;

2) the process of diversification of the system of continuous education in the socio-cultural sphere is based on the integration of content-technological component, target and content continuity of education at all stages, connection to the educational process of system objective monitoring of its quality;

3) diversification of the system of continuous education in the socio-cultural sphere is inextricably carried out at two levels – horizontal, which is expanding the range of use of pedagogical and socio-cultural technologies, and vertical one, which includes the improving of continuous education in the socio-cultural sphere;

4) an objective fact of diversification of continuing education is the possibility of its planning and regulation^{12,13}: in this case, the managed quality factors are significantly expanded, which are enhanced in the aggregate of application in the educational process – one of the main

¹² D. Kaya & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication. *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

¹³ J. Duffy, L. Wickersham-Fish, L. Rademaker & B. Wetzler, Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/protégé relationships, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 57-76.

results in this case is a high level of professional skill, reflecting a high level of professional consciousness, and the achievement of the necessary competency in profession;

5) The leading trend of modern diversification of continuous socio-cultural education is the creation of conditions for further humanization of the entire educational system.

The study also reveals the *principles* of managing the diversification of higher education in the field of culture and art:

- the principle of improving the controllability of quality formation processes, including passive and active consideration of known quality factors;
- the principle of enlargement of controllable quality factors;
- the principle of combining of controlled quality factors;
- The principle of quality monitoring in real time of its formation; the principle of value dynamics of quality change.

Conclusion

In General, the main achievements of the study are the following ones:

1) *the goals* of diversification: the development of creative, organizational, communicative abilities of the future specialists in the sphere of culture and art; strengthening the motivation of specialists to the growth of professional skills based on the ideas of progressivity in the formation and enrichment of creative potential of personality, the integration of academic and practical activities; accounting pedagogical features of the structure and content of the person's educational needs at different stages of his/her life; the unity of professional, General and humanitarian education; scientific-methodical and psychological-pedagogical support of self-education of each specialist.

2) *mechanisms* of diversification: creation conditions for independent acquisition of professional knowledge and development of professionally significant skills; consistency and continuity in the process of growth of professional skills; individualization of training, allowing to develop a conscious need to improve the level of professional skills; diversity and flexibility of the types, forms and teaching technologies used; the inclusion in the higher education system of structures such as

educational institutions of different types, additional training centers, formal, non-formal and non-institutional types of education.

3) *Educational components* that implement these conditions:

- fundamentalization of education in the social and cultural sphere;
- integrative principle of building a system of continuous education;
- Socially significant and creative activity character of the educational process.

4) *Productive diversification factors*:

- macro-factors: the scale of socio - economic and socio-demographic changes in society; acceleration of the pace of socio-cultural society development; targeted policy on the organization of education in the socio-cultural sphere; expansion of educational opportunities in the socio-cultural sphere^{14,15}; scientific achievements in the socio-humanitarian sector; increasing competition in the market of socio-cultural services; mechanisms of state funding of education in the socio - cultural sphere, attracting extra-budgetary funds;
- micro-factors: socio-cultural competence at different educational levels; the need to form a qualitatively new level of thinking and innovative lifestyle; systemic sustainability and stability of socio-cultural institutions' functioning which are capable of self-development; modernization of content-technological support in social and cultural activities.

5) *structural components of diversification*: the provision of independence in the selection of social and cultural educational syllabi in accordance with the needs of society; the development and introduction of appropriate innovative technologies of socio-cultural activities, covering the main value-oriented areas of life of the individual.

6) *principles*: the principle of multi-levelness, the principle of complementarity, the principle of maneuverability, the principle of integration, the principle of continuity, the principle of syncretism, the principle of voluntary and General availability, the principle of systematic

¹⁴ D. T. Kim Hoa, M. Valčo, The philosophy of human rights and the ‘political man’: Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *Xlinguae*, no. 11(2), 2018, pp. 608-624.

¹⁵ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XI), 2018, pp. 289-299.

nature, the principle of initiative and self-organization, the principle of facilitation, the principle of diversification of educational services, the principle of multifunctional nature.

7) *indicators of productive implementation of diversification*: a system of measures reflecting the modern period of the educational system's development, its educational paradigm; continuity and stages of the system's organizational and structural reforming; the creation of socio-cultural institutions of a new type and the development of a comprehensive socio-cultural educational syllabi; the process of formation of a humanistic personality.

One of the fundamental conclusions of the study of diversification processes in socio-cultural education is the position that as a result of the diversification in the system of higher socio-cultural education is the formation of a person of culture, i.e. a humane personality, well prepared for professional activities, having formed cognitive demands and spiritual needs, able to meet them independently.

The connection of these phenomena is explained by the fact that the formation of such a person is due to the development of socio-cultural adaptive capabilities of a person throughout his life through the acquisition and development of knowledge, skills and abilities, including professional in the system of continuous socio-cultural education, as well as through the development of motivation and self-education skills^{16, 17}.

One of the basic conclusions is that the diversification of higher education in the field of culture and art is one of the effective ways to bridge the gap between the ideal and the real “professional self” of the person. Through diversification in the educational space the structure is created which is corresponding to modern requirements of the vocational qualification, the content of education is developed and realized in the process of specialists' professional training in the socio-cultural sphere which is adequate to this structure, which is implemented in constantly updated educational syllabi, courses, forms of educational activities.

¹⁶ O. D. Nikitin, Pedagogical model of creative development of students of pedagogical universities: monograph. Moscow: Music, 2017.

¹⁷ K. Valčová, M. Pavlíková, M. Roubalová, Religious existentialism as a countermeasure to moralistic therapeutic deism, in *Communications: Scientific Letters of the University of Žilina*, no. 18(3), 2016, pp. 98-104.

Thus, the solution to the problem of diversification of higher education in the field of culture and art allows to provide the diversity of the developing socio-cultural sphere at different levels, in all existing profiles and forms (full-time, part-time, distance), which will provide the socio-cultural sphere with the necessary personnel, on the one hand, and the interests of the individual in the growth of professional skills-on the other.

ETHICS IN THE LIGHT OF SUBJECTIVITY – KIERKEGAARD AND LEVINAS

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Abstract: *The focus of this study is to examine the fundamentals of ethical thought in two prominent personalities of the modern history of European philosophy – S. Kierkegaard and E. Levinas. In the case of Levinas, it is his concept of transcendence that we can perceive as the foundation of his grasp and interpretation of ethics. In the case of Kierkegaard it concerns the key term of truth, which forms the basis for his reflections on subjectivity in relation to ethics. The dialectics of the relationship between transcendence and subjectivity thus represents a complex where the two authors both meet and diverge. Despite being firmly founded on the Judeo-Christian understanding of the world and of man, which actualizes his freedom and responsibility before “the face of God,” these two thinkers diverge in their understanding of ethical relations. The goal of this study is to gain a deeper understanding of said dynamics. We operate with the thesis that they both believe that an individual’s existence takes place in the teleological anticipation of the future. However, while Kierkegaard believes that the inner source of existential movement is an individual’s relation to truth, Levinas considers invitation/revelation of the Other to be the primary source of such movement. Both concepts are prophetically inspiring and operate with essential reflections on the nature of ethics, which constitute a significant contribution to the contemporary discourse in the field of metaethics. The present age is essentially a sensible, reflecting age, devoid of passion, flaring up in superficial, short-lived enthusiasm and prudentially relaxing in indolence. In contrast to the age of revolution, which took action, the present age is an age of publicity, the age of miscellaneous announcements: nothing happens but still there is instant publicity. The age of great and good actions is past; the present age is the age of anticipation. No one is willing to be satisfied with doing something specific; everyone wants to luxuriate in the daydream that he at least may discover a new part of the world. Ours is an age of anticipation; even appreciative acknowledgment is accepted in advance. S. Kierkegaard. The leap from a means to an end, from the actual to the possible, from a palpable configuration to the telos it refers to or relates to or signifies, is the metaphysical thrust that opens a field, that reveals a world. It is constitutive of our existence as being-in-the-world, it makes our existence an ecstatic propulsion. Our being does not close in upon itself and sustain itself, like a substance; it continually projects itself out of itself, simultaneously into the potentialities it elaborates for itself and into a world of possibilities that answer to them. E. Levinas.*

Keywords: Kierkegaard, Levinas, subjectivity, ethics.

Introduction

The renaissance of ethics that marked the last two decades is a natural outcome of the evolution of ethical thought in the globalized world of the early 21st century. The calling for a deeper understanding of the moral background is related not only to nanotechnologies and the consequences they bring into the lives of individuals and social entities, but also to the migration of people groups representing a different philosophical, religious and ethical perception of the world. The contemporary society is naturally generating new ethical challenges and dilemmas and their solutions cannot simply be found in the traditional theoretical foundations of ethics. In his voluminous monography *The Gaggling of God*, Carson analyzes the historical context of the process of adapting traditional ethical frameworks into a contemporary postmodern context and their modification with regard to the changing cultural environment and values of the society. He arrives at a weighty assertion: that the present age is lacking a consensus in the matter of a universal basis for moral behavior in the Western society¹. He thus points to the limits of philosophical pluralism, which enables various ethical theories to coexist despite the fact that they present irreconcilable outcomes and equally irreconcilable practical consequences.

The problem of moral consensus poses a serious challenge to the complex territory of ethical systems, especially from the perspective of their coherence. A vision of a coherent system of ethical frameworks, wherein lie mutually contradictory moral standpoints, remains distant from the perspective of current knowledge and the imperative of coherence. In his work *Deliver Us from Evil*, Zacharias demonstrates a direct relation between coherence and the meaning of ethical theories: where coherence is absent, meaning cannot exist. A healthy society demonstrates a natural desire to find coherence in life, and in its attempts at bettering its own functionality, it searches for coherence in the space between law and life; between word and action; between promises and their fulfillment; between love and trust.² The criterion of coherence is considered to be an inspiring modus, in the light of which we can identify several characteristics, whose fulfillment needs to be taken into account when searching for ethical answers to contemporary

¹ D. A. Carson, *The Gaggling of God*, Grand Rapids, Zondervan, 1996.

² R. Zacharias, *Deliver us from Evil*. Nashville, Word Publishing, 1997.

moral challenges. It is directly related to the epistemology of the universality of moral categories, absolute truth, relativization of values, etc.

It is evident that when seeking answers to fundamental questions, Descartes' rationalism can no longer address the challenge of understanding the issue of ethical universals in a satisfactory way. In his book *A Passion for Truth*, McGrath claims that the mere mind cannot provide a morality appropriate for the real world that we live in. He insists that it is necessary to search for a point of reference which would safely anchor ethical diversity in the space of coherence.³ In the case of moral thought, the question of a reference point is complex. Shafer-Landau highlights the difference between the subject of research in the field of natural sciences and the subject of the research of moral reality itself.⁴ As strict naturalism does not provide a sufficiently strong basis for an examination of moral realities, a new space emerges; a space for reestablishing the metaphysical questions, which have only rarely brought about the necessary impulses for researchers in the field of moral philosophy over the ages.

In this regard, European philosophy is marked by two prominent personalities, S. Kierkegaard and E. Levinas, who represent a noteworthy perspective on the ethical facet of the life of an individual and a society. They both strictly rejected Hegel's and Kant's approach to morality as a system. They both perceived the limitations of rational systems and, with immense expectations, they both heeded the potential hidden within the concept of transcendence. They were both lonesome and misunderstood in their homelands; Kierkegaard in Denmark and Levinas in France. They both expressed their frustrations with the history of Western philosophy. They both resorted to Hebrew texts of the Scripture and tried to grasp them to such an extent that they might be able to translate their message into a world dominated by Greek thought. In the case of both, the question of faith and individual represents the cornerstone supporting the surrounding walls of ethics, social responsibility, individual freedom or the development of society. As much as both consider subjectivity to be an equivalent of responsibility, their concepts of individual and ethics differ in various respects.

³ A. McGrath, *A Passion for Truth*. Downers Grove, Inter Varsity Press, 1996.

⁴ R. Shafer-Landau, *Moral Realism: A Defence*, Oxford, Clarendon Press, 2005.

Levinas' transcendence

The concept of transcendence, as E. Levinas understood it, is rooted in an understanding of freedom and autonomy of subjectivity, which is actualized in an encounter with “the other.” In his 1961 work *Totalité et Infini: essai sur l'extériorité* (Totality and Infinity), Levinas distinguishes ethics from morality, or rather from justice: „Morality is the laws and principles you and I might live by, and through which we might judge others who have failed to do so... but ethics, as the concrete experience of the other, is always first, and if our moral discussions are to have any basis, then they have their source in an ethical experience rather than in reason, or a particular history or community”.⁵ Levinas' ethics is not principally rooted in the freedom of a man who acts in his will, but rather in the requirements of “the other”, who impels that person to account for their actions, even in a possible refusal to do so. In that sense, ethics is not subjective, but rather corresponds to existential metaphysics, as „subjectivity appears for Levinas as the self-activating power to operate gear, to organize for itself a practical field”⁶. Levinas rejects the standard understanding of metaphysics, where the Other becomes an object of the self. He therefore intertwines metaphysics with ontology, while strongly differing ethics from the latter. For Levinas, ethics is not only different from ontology, but without ethics there would be no ontology at all. In his approach ethics is the condition of objectivity and reason, but it does not mean he sees ethics as a substitute for reason. Nor, he argues, should we give up a rational account of reality. His only concern is that we ought to distinguish between the description of ethics and the theories of ethics that scholars elaborate upon. According to Levinas, authentic interiority is lived rather than described. This is precisely the interiority of the self. In this case any „what preserves this interiority is not that totality of a system of signs, where the individual eventually evaporates and disappears, but relation to the other”.⁷ In the perception of a foundational ethics and a foundational ontology Levinas principally differs from Heidegger or Husserl, who make subject the center of ethical reflection and decision dynamics as well as the perception of the other. For them the subject becomes the

⁵ W. Large, 2015. *Levinas' Totality and Infinity*, New York, Bloomsbury Academic, 2015.

⁶ E. Levinas, 1995. *Existence and Existents*, Dordrecht-Boston-London, Kluwer Academic Publishers, 1995

⁷ W. Large, 2015. *Levinas' Totality and Infinity*, New York, Bloomsbury Academic, 2015.

starting point of their philosophy and thus they constitute the other through the self, rather than the other way around. Levinas does not see the other as an element belonging to the self-understanding of the self, rather someone, who belongs to the realm (transcendent) that radically calls into question and limits such self-understanding.

He explains the basic foundations of his thought in an interview for a French radio conducted by Philippe Nemo: “All philosophical thought resides on pre-philosophy experiences, in my case the reading of the Bible. It played a vital role in my thought being directed towards all people”.⁸ E. Levinas does not perceive the Judeo-Christian story as an enclosed system, but rather uses the story of the Jewish nation to prove that even in the present context, the experience described is current and relevant, while its existential depth determines his perception of not only himself, but also the Western philosophy. He recognizes its “right to the last word,” but rebukes it for rejecting the original purpose of being and the beginning of its purpose”.⁹ It is why Levinas emphasizes that both transcendence and ethics need to present an open system of “becoming,” where a man existentially grasps his own freedom and his responsibility towards another. In Levinas’ eyes, that which transcends man constitutes neither a subject of objective examination, nor a subject of man’s cognitive understanding, but rather an existential imperative which inspires man and leads him to act ethically, decide freely and live authentically.

E. Levinas’ concept of the me-you relationship is rooted in the texts of the Old and New Testament, which never ceased to inspire him and motivate him. In his work *Du sacré au saint - cinq nouvelles lectures talmudiques* (1977), he describes his own understanding of the story of Moses, who was spoken to by the Lord.¹⁰ God, an absolute being, speaks with Moses “face to face” and calls him to action. An encounter with a naked face does not present a cognitive challenge to objective cognition, but rather presents an opening of self towards life in its nature of the mystery of eternity, as „the welcoming of the being that appears in the face, the ethical event of sociality, already commands inward discourse and the epiphany that is produced as a face is not constituted as are all

⁸ E. Levinas, 1995. *Existence and Existents*, Dordrecht-Boston-London, Kluwer Academic Publishers, 1995.

⁹ Ibid. p. 24.

¹⁰ Bible, Exodus 3:14.

other beings, precisely because it reveals infinity”.¹¹ According to E. Levinas, the dialectics of the relation between eternity and time, where a man is faced with the urgency of absolute transcendence, is rooted in the social relationship of “me and you”: „The Torah is given in the Light of a face. The epiphany of the other person is ipso facto my responsibility toward him: seeing the other is already an obligation toward him”.¹² The role of language is essential in the “me and you” encounter, as E. Levinas is convinced that „the Bible is the outcome of prophecies”¹³ and thus man can approach to ethical testimony being deposited in the form of writings. Thus, for E. Levinas, ethics becomes an exegesis, and reading of such texts an ethical act. Subjectivity, therefore, is not a given, rather it is a response to a commandment, “obligation and responsibility not for what is but for what ought to be”.¹⁴ E. Levinas ties the descriptive dimension of ethics to the objective side of examining reality, while he intrinsically connects the prescriptive dimension to an existential encounter with the other.

E. Levinas deals with the problem of identifying the other or perceiving the reality of the Other in a remarkable way. For him, the story of Moses presents the God who cannot be linguistically grasped: „God said to Moses, *I am who I am*. This is what you are to say to the Israelites: *I am* has sent me to you”.¹⁵ The so-called tetragram is an unutterable name of God, who, in the nature and character of his being, is different from any notion of man or his rational or intuitive concept of God. E. Levinas refuses to approach this mystery through the lens of standard metaphysics, which adopts an instrumental approach. He rather enters the mystery with all of his being, coming to terms with the important text found in Dt 4:39: „Acknowledge and take to heart this day that the Lord is God in heaven above and on the earth below. There is no other besides Him “It is this very text that Levinas perceives as existential tension hidden behind the utterance “in heaven above” and

¹¹ E. Levinas, 1996. *Totality and Infinity: An Essay on Exteriority*, Pittsburgh, Duquesne University Press, 1996.

¹² E. Levinas, 1990. *Nine Talmudic Readings*, Bloomington, Indiana University Press, 1990.

¹³ E. Levinas, 1995. *Existence and Existents*, Dordrecht-Boston-London, Kluwer Academic Publishers, 1995.

¹⁴ E. Levinas, & R. A. Cohen, *Ethics and Infinity: Conversation with Philippe Nemo*. Pittsburgh. Duquesne University Press, 1995.

¹⁵ Bible Exodus 3:14.

“on the earth below”. E. Levinas thus speaks of God “from our side” and of God “from his own side,” while the two coexist in paradox. Both views contradict each other, and yet they are simultaneously valid. E. Levinas reached a stance, from which he perceives eternity as the state of being unfinished, as God cannot be determined or bound by definition. The absolute is not a subject of understanding, but rather a reason for the teleological direction of the ethical existence of a man with a direct access to the Revelation and the knowledge of God” since E. Levinas associated the “future world” with the spiritual-moral life in the world. His concept of neighbor stems out of Moses’ narration, whose ethical consequences he stresses in the New Testament exegesis as well. His commentary on Matthew 25 supports his radical stance: “In my relation to the other, I hear the Word of God. It is not a metaphor; it is not only extremely important, it is literally true”.¹⁶ He is not saying that the other is God, but that in his or her Face the Word of God could be heard.

E. Levinas identified structures which exist in relation to “the other” and cannot be reduced to Heidegger’s intentionality. According to Levinas “time is not a simple experience of duration, but a dynamism which leads us elsewhere than toward the things we possess”.¹⁷ Time represents a relationship with unreachable differentness. Ethics thus transports one in time into an existence, which goes beyond the boundaries of knowledge, letting us dive into the mystery of social relationship as a lonely being, who regards loneliness as a sign of truth. One of the most enigmatic and important ideas is E. Levinas’ concept of the *third* that goes along with his concept of the other. The third are those others, who are in some way represented by the other who stands before me.¹⁸ That allows E. Levinas to reach a new space, where he addresses the ethical problems of politics and justice. According to Levinas, we should always have the option to control and criticize politics from the standpoint of ethics. Only then will it be rectified for the mystery that is life, but not in the isolation of personal interiority, as much as in secrecy, which holds to the responsibility for the Other. The ethical entitlement to politics and other disciplines with a society-wide

¹⁶ E. Levinas, *Entre Nous: On Thinking-of-the-Other*, New York, Columbia University Press, 2000.

¹⁷ E. Levinas, & R. A. Cohen, *Ethics and Infinity: Conversation with Philippe Nemo*. Pittsburgh. Duquesne University Press, 1995.

¹⁸ W. Large, 2015. *Levinas’ Totality and Infinity*, New York, Bloomsbury Academic, 2015.

reach seeks foundation and solutions to concrete challenges in the space between I, the Other and the Third.

Kierkegaard's truth

Truth is the key issue Kierkegaard elaborated across his monumental writings. Climacus (one of the pseudonyms which Kierkegaard used) opens his chapter “Subjective Truth” in *Concluding Unscientific Postscript to the Philosophical Fragments* with a polemical discussion of two classical philosophical concepts of truth : “ Whether truth is defined more empirically as the agreement of thinking with being or more idealistically as the agreement of being with thinking, the point in each case is to pay scrupulous attention to what is understood by being and whether the knowing human spirit might not be lured into the indefinite and fantastically become something such as no existing human being has ever been or can be”.¹⁹ He constantly indicates a substantial difference between being in idealistic mode and in a physical (empirical) mode. “If, in the two definitions given, being is understood as empirical being, then truth itself is transformed into a desideratum [something desired] and everything is placed in the process of becoming, because the empirical object is not finished, and the existing knowing spirit is itself in the process of becoming” (Ib.). Thence for Kierkegaard the object of cognition is ‘incomplete’ and no human idea can be considered to embrace the knowledge of the reality of objects. Truth as an epistemological concept is involved in the process of constant correction and revision, and therefore cannot be ultimate and definitive, but can only be an approximation of absolute truth. The subject of cognition itself is the process of becoming and susceptibility to correction or a development of its cognition of truth. This fact only accentuates the deficient character of the cognitive process.

Climacus proposes the definition of truth which reflects his dialectical view on objectivity and subjectivity in relation to truth: “An objective uncertainty held fast in an appropriation-process of the most passionate inwardness is the truth, the highest truth attainable for an existing individual”.²⁰ Such an objective uncertainty is not merely a

¹⁹ S. Kierkegaard, *Concluding Unscientific Postscript To Philosophical Fragments*. Princeton, Princeton University Press, 1992.

²⁰ Ibid. p. 203.

borderline, that no one as a self-defining being is allowed to cross, but also creates a foundation for a principal possibility of choice. Climacus also indicates that no logical system can relate to understanding the concept of eternal life and death. For him there is no neutral position for objectivity, from where the truth might be embraced by the means of logical reasoning. Death, for example, cannot be an object of logical definitions, as the individual subject, trying to explain death, is existentially involved. Kierkegaard's view of this matter is that objectively the emphasis is on what is said; subjectively the emphasis is on how it is said, consequently he directs his understanding of truth as human existence to “how do I live” and “who I am” (ethical dimension) rather than “what do I think” (intellectual dimension). For Kierkegaard, a conflict between the absolute and actual is not a reason for skepticism, but happens to be an argument indicating a certain infirmity of fundamental epistemology. The concept of subjective truth becomes for Kierkegaard a coherent entity bearing a paradox: truth is subjective – subjectivity is untrue. This concept he bears against his view, that truth is existential, subjective and yet if truth should stay true, its source must stand outside an external reality, while being existentially embraced internally. The dialectics of this paradox, according to Kierkegaard, contains an important moment of every individual's inner decision.

In his perception of morality Kierkegaard controverts Kant with his metaphysics and rejects speculative methods of metaphysical philosophers with their logical processes. He tends to direct the rational capacity of the human spirit to an existential dimension of truth, to questioning the issues which cannot be answered formally. Explaining the ethical context, Kierkegaard via Climacus opens the idea of the “teleological suspension of the ethical”²¹, presenting God as the ultimate purpose that every man owes to his existence. While Kant's metaphysics reduces religion (man's faith) to a matter of ethics at the horizontal level of human relationships, Climacus transforms religion into the category of universals and sees ethics in the first place as the vertical relationship between the individual and God. Kierkegaard along with Kant sees morality as a universal imperative, yet for him the motivation for human action is much more important than Kantian consequences of actions. God is not just a result of the projection of thoughts (categorical

²¹ S. Kierkegaard, 2009. *Concluding Unscientific Postscript*. Ed. & transl. A. Hannay, New York, Cambridge University Press, 2009.

imperative), but the reason for a „leap”, which carries man beyond universal reality. The crucial entity in this is an authenticity and integrity of every individual ‘s existence in relation to the object of knowledge.

The climactic issue in S. Kierkegaard’s thoughts about the foundation of morality is related to Abraham. The binding of Isaac plays one of the most prominent roles in Kierkegaard’s thinking about ethical frameworks in relation to prescriptive and descriptive ethics but also in terms of metaphysics with regard to metaethical horizons. In his work *Fear and Trembling*, Kierkegaard, under the pseudonym Johannes de Silentio, writing of Isaac’s sacrifice, unfolds universal aspects of the ethical concept in relation to the truth. Abraham – “true son of ethics”²² – is named a man of faith in his dilemma but also a tragic hero and a knight of infinite resignation. These different names provide a space for analysis of the ethical and religious aspects of Abraham’s dilemma and also provide an opportunity to embrace the human existence as a unity of temporal and eternal in a very complex way. Without the teleological suspension of the ethical, Abraham’s sacrifice of Isaac stands beyond the sphere of understanding ethics and he would be considered a murderer. The teleological suspension of the ethical is thus Kierkegaard’s response to the limitations of the Hegelian concept *Sittlichkeit* and to the Kantian imperative by which he makes room for a paradoxical movement of faith which stands above the ethical level, because ²³ “teleological suspension of the ethical proposes the religious end”.²⁴ Kierkegaard argues against Hegelian philosophy that “has no ethics”²⁵ since in such philosophy a man is the observer who contemplates the empirics according to the rules of absolute reason. Such intellectual thinking oscillates between finality and incompleteness with no relation to transcendental reality and eternity. While thinking by means of Hegel’s dialectics of contradictions embraces merely the immanent world, the sphere of faith touches the transcendent realm, where the absurdity of paradox is the key that leads to the reality beyond the boundaries of reason and speculation.

²² S. Kierkegaard, *Bázeň a chvění. Nemoc ke smrti*. 1. české vyd, Praha, Svoboda - Libertas, 1993.

²³ I. Kant, 2001. *Religion and Rational Theology*, New York, Cambridge University Press, 2001.

²⁴ S. Kierkegaard, *Concluding Unscientific Postscript To Philosophical Fragments*. Princeton, Princeton University Press, 1992.

²⁵ Ibid. p. 119.

Abrahamaic controversy

E. Levinas respected Kierkegaard: “Can one still be a Jew without Kierkegaard?”²⁶. He appreciated his struggle for an individual’s moral integrity rooted in existential passion and a sense of social justice stemming from love towards one’s neighbor. Simultaneously, the relationship with one’s neighbor becomes a point where they ethically diverge.

It is true that they both understand singularity as requiring an individual response to the other, where the singular individual is not viewed as a self-legislative, autonomous subject, but rather a respondent within a mode of obligation to transcendent alterity or divinity. They also agree about the singularity as paradoxical reality, because it represents the basis for responsibility to both a transcendent other and to a society of equal individuals. But they don’t agree in the view of the definition of the other. E. Levinas opposes Kierkegaard by defining this other only as a human being. He rejects the idea of obedience to God trumping obligation and responsibility to other persons. For E. Levinas there is the infinite call to ethical responsibility in terms of human relations and therefore the ethical mode could never be suspended. For him, religion cannot be reduced to the ethical. While Kierkegaard brings teleological suspension of the ethical, E. Levinas, for the sake of ethics, embraces teleological suspension of the religious. According to E. Levinas’ concept, God cannot put someone on trial, as Abraham experiences, where he would have to choose between obeying God’s order and betraying his commitment to humanity. For E. Levinas, however, the concept of the other contains the imprint of transcendence and he sees a dimension of divinity in the other, which compels us to attend to him.

Jewish thinker Rabbi Jonathan Sacks brings into this debate a very interesting perspective that correlates with E. Levinas’, which should not be a surprise: “As Jews - indeed as humans - we must reject Kierkegaard’s principle of the teleological suspension of the ethical”.²⁷ His argument develops in this way: Kierkegaard in his perception made the point that ethics is universal and the love of God is particular. In Abram’s case the Knight of faith was willing to let the I-Thou love of

²⁶ E. Levinas, *Difficult Freedom: Essays on Judaism*, Baltimore, John Hopkins University Press, 1997.

²⁷ J. R. Saks, *Essays on Ethics*. Jerusalem, Maggid Books & The Orthodox Union, 2016.

God overrule the universal principles that bind humans to one another. Saks calls this view “the logic of the Inquisition and the suicide bomber” (Ibid.) unlike the logic of Judaism, in which God does not ask man to be unethical. The problem on the human side of this matter is that humans may not always understand ethics from God’s perspective of eternity and therefore should not expect more than is possible when facing their own limits. In this way, Kierkegaard’s singularity involves a teleological suspension of the ethical, while E. Levinas believes this obligation to be inherently ethical. For E. Levinas, singularity means ethical obligation instead of the suspension of ethics.

Conclusion

Both Kierkegaard and E. Levinas reject any attempt to understand and grasp truth as a rational totality, or perceive the reality of being in terms of a complete system. Kierkegaard propounds that the singular individual develops through religion and the inner development of a radically unique subjectivity that is impossible to be reduced to the universal. He therefore criticizes the search for universally valid truth that would be detached from the uniqueness of the single individual. E. Levinas claims that universal reason has its source in obligation to the other and alterity provides the source for all knowledge. Because alterity cannot be defined by knowledge, the source of human knowledge will remain continually elusive. In tune with E. Levinas, Kierkegaard understands singularity as requiring an individual response to the other. Neither understands the single individual as a self-legislating, somehow autonomous subject. Rather, they point to dynamics, where a single individual is responding and making a radical choice under obligation to transcendent alterity or divinity. Though they differ in their understanding of the divine, they agree on the paradoxical nature of such singularity given by the tension between the responsibility to both a transcendent other and to a society of individuals that are of equal value. Though E. Levinas strongly criticizes Kierkegaard’s understanding of human sacrifice in the service of God, it is evident that sacrifice also plays a role in E. Levinas’ understanding, and he asserts that the individual is defined by infinite responsibility to the other. The fundamental difference between Kierkegaard and E. Levinas is that while the former holds that God should remain the middle term between me

and my neighbor, the latter insists that it is the neighbor who is always the middle term between me and God.

Universally applicable moral law is ultimately subordinated to an ethical obligation based on difference, rather than on common humanity. For Kierkegaard this opens the space for God, the absolutely transcendent other, where the singularity represents a teleological suspension of the ethical. E. Levinas unlike Kierkegaard, points to singularity as inherently ethical, because it is defined by obligation to the other person. In this area of research, the difference between Kierkegaard and E. Levinas is most obvious. For Kierkegaard, the relationship of the singular individual with God trumps a relationship between human beings. Therefore, faith, according to Kierkegaard, reaches the realm beyond ethics. For E. Levinas, singularity belongs not to faith alone but also to ethics. E. Levinas sees ethics as both general and singular while Kierkegaard sees ethics as general and religion as singular. Our view is that the Jewish-Christian perspective that contains both unity and diversity permeates into different positions held by Kierkegaard and E. Levinas. The most evident differences lie behind the question about the relationship between man and God. Levinas departs from Kierkegaard as he does not envision a direct relationship between the human being and God, while Kierkegaard brings in his concept of Absolute Paradox. For E. Levinas, one's relationship with God must be mediated through the neighbor. He sees Kierkegaard's private relation of man to God as problematic because it refuses all exteriority and all relation to other humans. Against Kierkegaardian elevation of absolute duty to God above duty to other humans, Levinas posits the other to whom a human is ethically responsible. Though God is to be found in Levinas' ethics, yet there is no personal God as Kierkegaard believes. God, for E. Levinas, is merely that trace of transcendence that can be found within our ethical relations to others; therefore faith is not the radically unique phenomenon it is for Kierkegaard. However, for E. Levinas, the ethical is existential rather than theoretical, since it designates the concrete encounter between the Same or the subject and the Other. Such encounters between the Same and the Other are, according to E. Levinas, ethical and phenomenologically grounded in the most origin and primordial dimension of human existence. In this view, he finds ultimate resonance with Kierkegaard.

**SCIENTIFIC AND METHODOLOGICAL APPROACHES TO
CLASSIFICATION AND EVALUATION OF SOCIO-
CULTURAL CONSEQUENCES OF EVENT TOURISM
DEVELOPMENT**

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Abstract: *The importance and necessity of researching the issues of scientific and methodological substantiation of event tourism development is determined by its growing role not only for the tourism industry, but also for solving many social, economic, political, environmental and other problems. The main objective of this study is to clarify the essence of event tourism and the development of events types classification used in the formation of tours in the direction of “event tourism”. To implement this research, the authors of the article used methods of content analysis, factor analysis, systematization of data, the method of expert assessments, the method of coordinating expert assessments, and other scientific approaches that allow a comprehensive study of the problem. As a result of the existing scientific research analysis in the field of event tourism, the authors of the article concretized the essence of concepts “event” and “event tourism”. The author suggested classification of events types that can be used in the formation of tours in the direction of “event tourism”. Based on the results of the study, it is justified that for assessments and socio-cultural consequences of event tourism development it is necessary to calculate the cost indicators for assessing the aggregate region tourist potential where events are organized and conducted, as well as the total income received by enterprises and organizations of the tourist infrastructure of the region during the period of the event. The article may be of interest to specialists of state and municipal departments in the development of tourism, private investors, as well as other organizations involved in the preparation and conduct of various events.*

Keywords: event, event tourism, socio-cultural consequences of tourism development, tourism development efficiency.

Introduction

In the modern world, event tourism develops at a great pace and is an extremely interesting, diverse and independent type of tourism.

According to L.K. Jago, R.N. Shaw¹ an event is a one-time or infrequently repeated arrangement of limited duration that provides consumers with opportunities for leisure and communication² that are not available in the context of daily life³. In the opinion of these authors, it is possible to single out the main characteristics within which the event should:

- be aimed at increasing the tourist flow;
- be limited in duration (usually not more than one week);
- be a one-time event or repeat at sufficiently large intervals;
- to increase attention to the region, to strengthen its image or increase recognition;
- to involve participation in them of a relatively large number of people and to provide opportunities for direct communication of event participants;
- must go beyond the daily routine.

Despite the availability of research in the field of events, their creation and promotion, there are currently few scientifically substantiated research results on the impact of various activities on the development of tourism regions and the formation of event tourism as an independent type of tourism.

Methodological Framework

The methodological basis of this study was the work in the development of event tourism in the regions. To analyze the current situation and trends in the development of event-based tourism in the world, the authors of the article used methods of content analysis, factor analysis, systematization of data, the method of peer review, the method of harmonizing expert assessments, and other scientific approaches that

¹ L.K. Jago & R.N. Shaw, A conceptual and differential framework, in *Festival Management and Event Tourism*, no. 5(2), 1998, pp. 21–32.

² E. S. Nwofe, Pro-Biafran Activists and the call for a Referendum: A Sentiment Analysis of 'Biafraexit' on Twitter after UK's vote to leave the European Union, in *Journal of Ethnic and Cultural Studies*, no. 4(1), 2017, pp. 65-81.

³ I. H. Yigit & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights, in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31.

allow a comprehensive study of the problem and analytical reviews of McKinsey companies (2018), Hyundai Research Institute (2011) and others.

The application of these methods has made it possible to identify the main trends in development and event tourism. In addition, based on the study of existing methods of economic evaluation of the events effectiveness⁴ and development of tourism in the regions⁵, the work was analyzed and the author proposed approach to the evaluation of development effectiveness in the regions of event tourism.

Literature Review

For a more accurate understanding of the essence of the “event tourism” concept, first we will dwell in more detail on the essence substantiation of the concept “event”⁶.

D. Getz⁷ examines the definition of the “event” concept essence from two different points of view:

- the customer or the organizer of an event for which this one-time or infrequently repeated arrangement is outside the usual program of activities of the organizer or the customer;
- a visitor or visitors of an event for whom it is an opportunity for leisure, socializing or cultural enrichment, not available within the usual set of pastime options or beyond the scope of daily life.

Characteristics that an event should have: a holiday atmosphere, uniqueness, high quality, authenticity, rootedness in any tradition, hospitality, special themes, symbolism.

Based on the above definitions and the characteristic we can conclude that the event is one of the main phenomena of attracting tourists. The authors of this study believe that the “event” is the organization of a one-time or rarely-repeated arrangement, aimed at

⁴ G. Moscardo, Sustainable Tourism Innovation: Challenging basic assumption, in *Tourism and Hospitality Research*, no. 8(1), 2007, pp. 4–13.

⁵ M. V. Vinogradova, *Strategic management of a regional tourist complex*, Moscow, Dashkov & Co., 2009, pp. 160-178.

⁶ N. Palaiologou & V. Gialamas, Building Intercultural Bridges through TV Serials, in *Journal of Ethnic and Cultural Studies*, no. 2(2), 2015, pp. 1-20.

⁷ D. Getz, Event tourism: Definition, evolution, and research, in *Tourism Management*, no. 29, 2008, pp. 403-428.

attracting a relatively large number of tourists who can act both as participants and as spectators.

Next, let us move on to the study of event tourism essence. First, it should be noted that for the first time the term “event tourism” was introduced and used by the Department of Tourism and the public of New Zealand in 1987, which established a direct link between tourism and the event. Further summarizes the current scientific and theoretical approaches to defining the “event first tourism” concept essence of:

1. The event tourism is focused on visiting the area at a certain time and is associated with an event. An event is understood as a set of phenomena that are distinguished by their ambiguity, significance for society or humanity as a whole⁸.

2. Event tourism is a kind of tourism, focused on visiting the area at a certain time, associated with an event. In the world there are a lot of countries, and in each of them there are events from the field of culture, sport, art - something that is historical, cultural, sporting value and importance⁹.

3. Event tourism is an enduring atmosphere of a holiday, individual conditions of rest and unforgettable impressions. The main feature of event tourism is a lot of bright unique moments. This is a promising and dynamically developing type of tourism¹⁰.

Having considered the approaches the authors presented, to defining the essence of the “event tourism” concept, we can conclude that the “event tourism” is a visit to the individual areas at certain times associated with participation in a one-time or infrequent event, which leaves behind itself unforgettable impression and set of bright unique moments.

Classification of types of events included in the tourist product in the direction of “event tourism”

There are several approaches to the classification of the events included in the tour in the direction of “event tourism.” Therefore, Glenn Bowden proposes to allocate subspecies of event tourism depending on their scale (territory where the event is held)¹¹:

⁸ A. E. Nazimko, *Event marketing: a guide for customers and performers*, Moscow, Vershina, 2007.

⁹ I. A. Kolupanova, Modern trends in the development of world international tourism, in *Materials of the XI International Scientific and Practical Conference*, 2009, pp. 90 -92.

¹⁰ A. V. Babkin, *Special types of tourism*, Rostov-on-Don: Phoenix, 2008.

¹¹ G. A. Bowdin, *Events Management*, Oxford, Elsevier, 2006.

- local events - events organized by local administrations or local non-governmental organizations;
- major events - events of regional scale;
- “Symbolic” events - events that are “visiting cards” of a particular city or region, attract a large number of tourists and receive wide coverage in the media, social networks and other media resources;
- mega-events - the events are so large-scale that they have a tangible impact on the economy of the country as a whole and for a certain time become one of the main topics in the global media space.

Having studied other scientific approaches to the classification of event tourism types¹². The authors of the article developed the following classification of subspecies of tourism

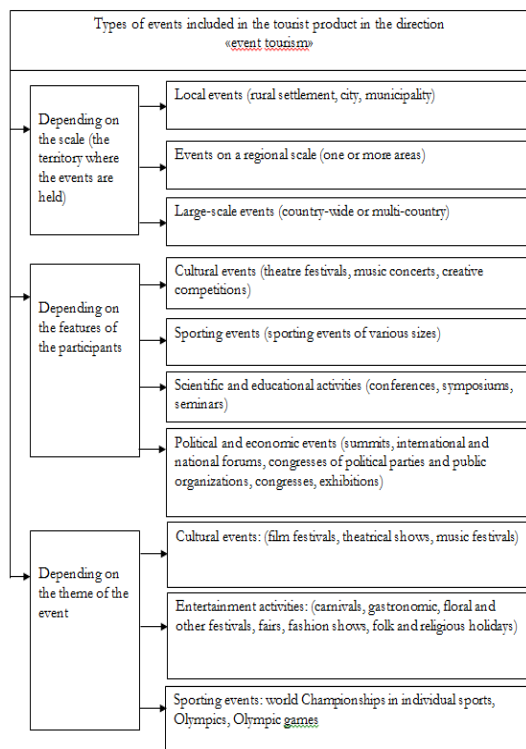


Figure 1:
Classification of types
of event tourism

¹² K. Bres, J. Davis, Celebrating Group and Place Identity: A Case Study of a New Regional Festival, in *Tourism Geographies*, no. 3(3), 2001, pp. 326–337.

In addition, all events held in the regions can be divided into one-offs and repeats with a certain frequency (annual, every two, four years, etc.). It is possible to classify events according to the duration (one-day and multi-day), at the venue (outdoors or indoors), seasonally (seasonal and off-season), organization and financing (commercial and non-commercial).

One of the main advantages of event tourism is that the organization of the event is not tied to the tourist season or weather conditions, but directly depends on the characteristics of a certain area and the schedule for holding mass events. The event is organized by the operators themselves (event organizers), and by third-party commercial, international or state organizations¹³.

Depending on the degree of tourism development in the region, during the organization of the event, it is necessary to implement systematic strategic planning, which should include: identification of the target audience; creating links between various organizations and interest groups; creation of an attractive tourist product, taking into account the potential and peculiarity of the territory.

However, the development of event tourism, as well as other types of tourism, has not only positive but also negative consequences.

The main positive and negative socio-cultural consequences of event tourism development in the regions

Developing strategies for the event tourism development in the regions is important not only to focus on the advantages that this type of tourism has, but also to take into account the possible negative consequences from its mass development. These questions were dealt with by various researchers¹⁴. Summarizing the results of their research, as well as considering their own research, the author's article, the main positive effects of tourism development in the regions, find it necessary to include the following:

- Creation of new jobs necessary for servicing tourists coming to the region for an event

¹³ C. Gibson & J. Connell, *Music and tourism: on the road again*, Clevedon, Channel View Publications, 2005.

¹⁴ V. M. Matetskaya & M. A. Dedova, Actual approaches to the evaluation of direct and indirect effects of cultural events, in *Journal of the New Economic Association*, no. 4(24), 2014, pp 190-194.

- improving the infrastructure of the regions where activities are carried out (improving transport services, building new enterprises, providing accommodation, food, and other additional services)
- Increase the level and quality of life of the local population by obtaining additional sources of income, as well as improving the infrastructure of the region
- Strengthening the values and national traditions of the regions in which the activities are held
- Increase of recognizability of the regions on the territory of which the events are held, as a tourist destination, in the domestic and foreign markets
- Preservation, modernization and renovation of objects of cultural and historical heritage located in the regions in which the events are held
- the creation of new natural and artificial attractions in the regions in which the events are held.

At the same time, it is impossible not to take into account the negative consequences of the development of event tourism in the regions. Some of them have short-term effect, while others have a long and sometimes irreversible consequences:

- increase in prices for goods and services during the events, growth in property prices in the regions in which activities are held
- Increased anthropogenic pressure on tourist destinations due to temporary overpopulation of the territory, the probability of deterioration of the crime situation during the events
- a negative change in the environmental situation (increased air pollution, soil, noise) during the events
- additional costs of the regional budget for carrying out activities (protection, medical assistance) and eliminating the consequences of activities (garbage collection, repair of infrastructure facilities)
- Reducing the attractiveness of recreation for tourists coming to the region, in which events are seen for the purpose of recreation.

Thus, when planning events in different regions, it is important to evaluate the effectiveness of each specific event correctly.

Evaluation of development effectiveness in the region of event tourism.

A study of available scientific research on the development effectiveness evaluation in the regions of event-based tourism led to the

conclusion that most often the effectiveness evaluation is implemented based on the use of economic indicators¹⁵.

So G. Moscardo¹⁶ proposes to use the model for evaluating the effectiveness of the activities based on the “cost-result” ratio.

Other researchers T. J. Tyrrell & R. J. Johnston¹⁷ suggest conducting performance calculations of event tourism development in regions using data on the net costs of benefits received by organizers of events.

Here are just two examples of evaluating the effectiveness of activities for tourist purposes:

The Carnival in Rio de Janeiro annually collects an average of 700 thousand tourists and contributes to the economy of the country three times more than the cost of it

- Cannes Film Festival in France receives about 400 thousand people annually. Calculations show that in addition to bringing additional income into the economy of the region, due to this Festival over 2 thousand jobs were created¹⁸.

M.V. Vinogradova¹⁹ proposes to use the resulting indicators of tourism development in any region on the basis of indicators “the aggregate tourist potential of the region “and” total income received by enterprises and organizations of the tourist infrastructure of the region “, calculated by the formulas:

1. the total tourist potential of the region, in value terms :

$$C_{to} = VRTP + S_{prt} + C_{ck} + C_H \quad (1)$$

where C_{to} is the total value of the objects display including revaluation in terms of value

VRTP is the value of the gross regional tourist product in value terms

¹⁵ G. Richards & R. Palmer, *Eventful Cities*, London, Routledge, 2012.

¹⁶ G. Moscardo, Sustainable Tourism Innovation: Challenging basic assumption, in *Tourism and Hospitality Research*, no. 8(1), 2007, pp. 4–13.

¹⁷ T.J. Tyrrell, R.J. Johnston, A Theoretical Framework for Assessing Direct Economic Impacts of Tourist Events: Distinguishing Origins, Destinations, and Causes of Expenditures, in *Journal of Travel Research*, no. 40(1), 2011, pp. 94–101.

¹⁸ A. S. Kozhevnikova & A. Z. Karabaeva, Event tourism abroad, in *Geographical sciences and education materials of the 10th All-Russian Scientific and Practical Conference*, 2017, pp. 111–113.

¹⁹ M. V. Vinogradova, *Strategic management of a regional tourist complex*, Moscow, Dashkov & Co., 2009.

Sprt is the total value of natural resources used for tourism purposes in value terms

Cc is the total cost of social and cultural facilities, taking into account the stored values in value terms

CH is the total cost of the development, implemented and used for tourism purposes in value terms

2. the total income received by enterprises and organizations of the tourist infrastructure in the region:

$$IN= NP+ HO+I+B \quad (2)$$

where: NP is net profit received by enterprises and organizations of the region tourist infrastructure in value terms

HO is tax deductions for the performance of enterprises and organizations of the tourist infrastructure of the region in value terms

I is income from investments in the tourist infrastructure of the region in value terms

B is the sum of budgetary financing of development programs of the regional infrastructure in terms of value

It seems advisable to take these two indicators as a basis and use them to determine the effectiveness of development effectiveness evaluation in the regions of event tourism. At the same time, it is important to take into account the specific features of event tourism - a short (from one day to several weeks) period during which an event occurs. During this period, there is a maximum influx of tourists and other participants in the event (local residents who participate in the event as professionals, workers or volunteers, or who are present as spectators).

At the same time, the peculiarity of event tourism is that some tourists and other participants of events come in advance (preparation for the event, adaptation to climate conditions, premises, etc.), and some remain after the event for recreation, cultural and historical and other attractions of the region.

Also, carrying out the events, as mentioned above, contributes to raising awareness of the region, which results in attracting tourists to the region to get acquainted with attractions specially designed for the event (for example, objects of the Olympic heritage) or used during the event (concert halls, theaters, national museums, etc.).

Thus, the index value of the total income received by enterprises and organizations of the tourist infrastructure in the region because of the event, can be calculated by the formula:

$$IN_{et} = IN_1 + IN_2 + IN_3 + IN_4 \quad (3)$$

where: IN_1 - is the total income received by the companies and organizations of tourist infrastructure in the region during preparation for the event

IN_2 is the total income received by the companies and organizations of tourist infrastructure in the region during the event itself

IN_3 is the total income received by the companies and organizations of tourist infrastructure in the region immediately after the event

IN_4 is the total income received by the companies and organizations of tourist infrastructure in the region after the event by bringing in tourists coming to the region to explore the attractions and other objects that were involved in the event.

It is very important, when planning events, especially large-scale ones, to take into account how a constructed or reconstructed infrastructure can be used in the future in accordance with strategic plans for tourism development in the region. As negative examples, we can mention the sports grounds in Athens, almost unused Beijing “Bird’s Nest” stadium. In contrast, classical example is success in Barcelona, which used the Olympic Games in 1992 in order to reverse that old post-industrial city, turning it into a lively centre for leisure and services²⁰.

Analysing the results of the last Winter Olympics, in particular published in the brochure by Organizing Committee of 2018, we can conclude that the overall economic impact of the Olympics is estimated at \$ 54.4 billion. In 2011, when

Pyeongchang was chosen as the capital of the Winter Olympics 2018, according to calculations of the analytical center Hyundai Research Institute for ten years after the Olympics, it was forecasted an increase in the number of foreign tourists to 1 million people per year. Creation of the image of Korea as a winter recreation center could, according to the

²⁰ B. Hanway, Learning from experience: How hosting the Olympics can leave a positive legacy, 2017. URL: McKinsey. www.mckinsey.com

calculations of this analytical agency, bring economic benefits to the country as a whole of \$ 30 billion²¹.

At the same time, due to problems, primarily foreign policy, the flow of tourists to Korea in recent years has declined (in 2017 - about 25%), and the future of the tourism industry is uncertain. Considering the capital prospects for XXIII Games as a promising tourist destination, it should be noted two significant drawbacks: it is not only in a remote distance from the centre of the province, but less than 100 km from the border with North Korea.

Thus, it is obvious that the development effectiveness in the regions of event tourism is influenced by a large number of factors that are not directly related to how the event was organized and held.

Discussion

Given studies is a continuation of previously conducted studies of the authors^{22,23,24} (on the issues and prospects for tourism development. Within the framework of this article, the objective was to clarify the essence and classification of event types, evaluate the positive and negative consequences of the event tourism development in the regions.

In contrast to existing methods for events effectiveness evaluation²⁵ and the tourism development in the regions²⁶, the author proposed to determine the economic impact of tourism development on the basis of an evaluation of the total income, received by enterprises and organizations of the tourist infrastructure in the region as a result of

²¹ M. Overchenko, How much does the Olympics cost in Pyeongchang, 2018. URL: www.vedomosti.ru/business/articles/2018/02/09/750470-skolko-stoit#_

²² M. V. Vinogradova, A. A. Larionova, E. V. Povorina, I. A. Suslova & N. M. Korsunova, Development of social tourism: organizational, institutional, and financial aspects, in *Regional and Sectoral Economic Studies*, no. 15(2), 2015, pp. 123-136.

²³ N. A. Zaitseva & L. I. Chernikova, Features and Prospects in the Development of the Services Provided in the Field of Travel Insurance, in *Middle-East Journal of Scientific Research*, no. 16(7), 2014, pp. 996-1002.

²⁴ N. A. Zaitseva, The role of education system in adaptation of graduates from Russian institutes and colleges at European enterprises, in *Middle East Journal of Scientific Research*, no. 13(5), 2013, pp. 693-697

²⁵ G. Moscardo, Sustainable Tourism Innovation: Challenging basic assumption, in *Tourism and Hospitality Research*, no. 8(1), 2007, pp. 4–13.

²⁶ M. V. Vinogradova, *Strategic management of a regional tourist complex*, Moscow, Dashkov & Co., 2009.

the event, taking into account income from tourists who come to the region before and after the event, including in the long term by raising awareness of the region, creating a new infrastructure, disseminating information about the national the culture of the region .

Conclusion

Summarizing the study on the evaluation of the socio-cultural consequences of the event tourism development it should be noted that currently there is no consensus about whether these consequences can be considered positive or negative, as it all depends on how environmentally friendly the events were.

On the one hand, the development of tourism throughout the world has led to intensive introduction of various innovations in the sphere of culture²⁷, leisure and recreation of the population. Augmented and virtual reality has become the norm in many museums, cultural centres, leisure centres for children and youth. The competitiveness of tourism products in the direction of “event tourism” is largely due to the reflection in them of the identity of the national culture, its uniqueness. In addition, the development of tourism in general contributes to the formation of a tolerant attitude towards representatives of other cultures^{28,29,30,31}.

At the same time, the consequence of the globalization processes influence on the development of tourism is that due to a large influx of tourists into certain regions, the traditional way of local population changes, their cultural habits and preferences. The penetration of

²⁷ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

²⁸ C Arcodia & M. Whitford, Festival Attendance and the Development of Social Capital, in *Journal of Convention and Event Tourism*, no. 8(2), 2006, pp.1–18.

²⁹ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XL), 2018, pp. 289-299.

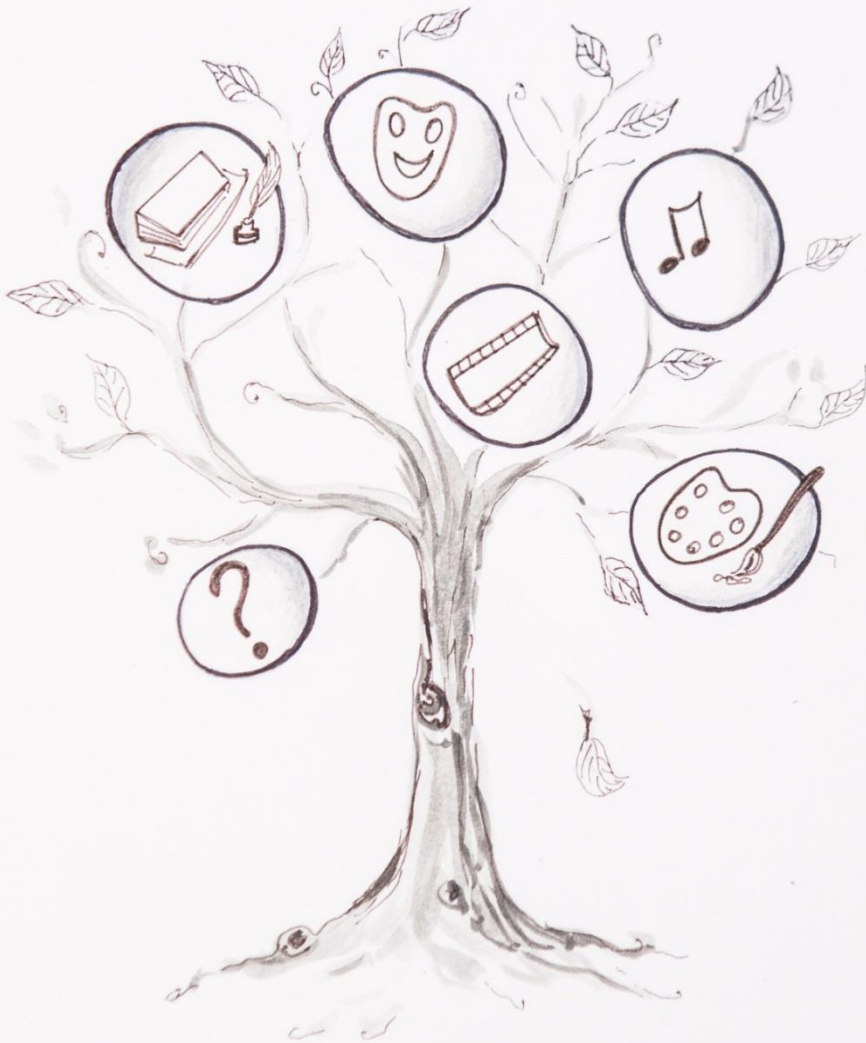
³⁰ D. T. Kim Hoa, M. Valčo, The philosophy of human rights and the ‘political man’: Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *Xlinguae*, no. 11(2), 2018, pp. 608-624.

³¹ K. Valčová, M. Pavlíková, M. Roubalová, Religious existentialism as a countermeasure to moralistic therapeutic deism, in *Communications: Scientific Letters of the University of Zilina*, no. 18(3), 2016, pp. 98-104.

transnational companies into the regions and the massive development of tourism lead to an increase in anthropological pressure on cultural and historical sites, specially protected areas, and other display objects that have restrictions on the number of visitors. In addition, often in the place of promotion of little-known display objects, but of cultural interest, artificial attractions associated with “mass” culture, for example, the creation of display objects associated with heroes of comic books, cartoons, etc., are beginning to be included in the regional tourist product. As a result, traditional cultural attractions of the regions are excluded from the excursion routes, which negatively affects their financial situation.

Thus, overall, it can be concluded that in order to prevent negative socio-cultural consequences of the event tourism development, it is necessary to change the planning system for implementing various activities, linking it with plans for the prospective territorial development of individual regions and several tourist destinations. At the same time, the development effectiveness of event tourism is important to evaluate from the point of view of not only economic, but also socio-cultural consequences for a particular region and the country as a whole.

Educational Psychology



GENDER DIFFERENCES IN PROFESSIONAL IDENTITY WITHIN EDUCATIONAL SYSTEM OF ARMENIA

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Abstract: *The topicality of the study is based on the contradiction between women's intensive participation in professional activity and the idea of «male» and «female» professions existence, which is due to gender stereotypes, as well as the lack of studies on scientific and methodological aspects of formation of professional identity as a basis for person's self-actualization, professional and personal realization and successful professional activity. The aim of the current study is to identify a connection between gender identity, professional orientation and professional identity in Armenian students and to test a professional identity development program. The empirical methods (focus group research, testing, experiment) allowed us to view the dynamic of professional identity development in connection with professional motivation and professional orientation. The results of the analysis connection between gender identity, professional identity and professional orientation are presented in the article, as well as the results of a training course aimed at students' professional identity development, the realization of professional goals and prospects and increasing the achievement motivation. The practical significance of the study is due to the fact that we created and approbated a training program aimed at the development of participants' professional identity, professional orientation and motivation through realizing their gender features within the context of educational system reforms in Armenia. The data opens up new opportunities for the further examination of gender differences within the professional field.*

Keywords: gender differences, professional identity, gender stereotypes, professional orientation.

Introduction

The theories forming the methodological framework for analyzing the concept of identity are the following: humanistic theory^{1,2,3,4}, theory of identity⁵, identity status theory⁶, gender identity theory⁷.

¹ G. Allport, *Personality and social encounter: selected essays*, Boston, Beacon Press, 1960.

The process of globalization leads a person to a constant search of one's self and identity within the constantly changing and developing social conditions. Due to that the role of person's identity increases since it helps a person to preserve a persistent self-concept and integrity despite the continual environmental changes⁸. There are different approaches to the concept of identity. Some of those concepts emphasize the role of person's integrity⁹, others accentuate the interrelation between individual and society^{10,11} and some pay more attention to the role of person's needs, abilities, beliefs and individual history¹².

Within the reforms of the educational system in Armenia, the study on students' motivation, professional orientation and gender differences in their professional identity is relevant and important¹³. Based on the above-mentioned, in the current paper we analyze gender aspects of professional identity in the educational system of Armenia.

The object of our study is students' gender identity and professional identity. The subject of our study is the examination of the

² A. Maslow, *Motivation and personality*, New York, Harper & Brothers, 1954.

³ C. Rogers, *A theory of therapy, personality and interpersonal relationships as developed in the client-centered framework*, New York, McGraw-Hill, 1959.

⁴ A. R. Masalimova, B. V. Sangadzhiev, R. V. Shagieva, R. A. Gurbanov & S. P. Zhdanov, Philosophical and socio-psychological meaning of the concept of psycho violence in learning environment, in *XLinguae*, no. 11(1), 2018, pp. 126-135.

⁵ E. Erikson, *Identity: Youth and crisis*. New York, Norton, 1968.

⁶ J. E. Marcia, A. S. Waterman, D. R. Matteson, S. L. Archer, J. L. Orlofsky, *Ego identity: A handbook for psychosocial research*, New York, Sprienger, 2011.

⁷ S. L. Bem, *The Lenses of Gender: Transforming the Debate on Sexual Identity*, New Haven, Yale University Press, 1993

⁸ L. K. Wilder, D. Sanon, C. Carter & M. Lancelot, Narrative Ethnographies of Diverse Faculty in Higher Education: "Moral" Multiculturalism among Competing Worldviews, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 1-12.

⁹ E. Erikson, Psychosocial Identity, *A Way of Looking at Things. Selected Papers*. Ed. By S. Schlein, New York, W.W. Norton & Co, 1987.

¹⁰ E. Fromm, *Escape from freedom*, New York, Farrar & Rinehart, 1941.

¹¹ G. H. Mead, *Mind, self and Society*, Chicago, University of Chicago Press, 1934.

¹² J. E. Marcia, Development and validation of ego identity status, in *Journal of Personality and Social Psychology*, no. 3, 1966, pp. 551-558.

¹³ S. Lafer, Democratic Design for the Humanization of Education, in *Journal of Ethnic and Cultural Studies*, no. 1(1), 2014, pp. 6-12.

interrelation between gender and professional identity¹⁴, professional orientation and professional motivation within a sample of Armenia’s students. Our aim was to study gender differences in professional identity within the educational system of Armenia.

The theoretical significance of our study is based on the fact that professional identity, professional orientation and gender differences are analyzed from the individual and psychological standpoint. The analysis of the interrelation between gender and professional identity gives an opportunity for a more explicit understanding of students’ personalities and possible reasons for the existence of traditionally¹⁵ «male» and «female» professions and unequal amount of male and female students at various professional fields. The research data allows examining the individual features of student’s personality, such as professional motivation, professional orientation and their connection gender and gender identity. Collected data opens up new opportunities for the further examination of gender differences within professional field¹⁶.

Within the process of globalization, the role of person’s identity increases, because it allows the person to preserve integrity in a constantly changing world. Despite the development of the society and women’s active participation in economic activity, the idea of «male» and «female» professions existence, that is based on gender stereotypes, still exists nowadays^{17,18}.

Within the professional activity person gets an opportunity to self-actualize, fulfill his/her potential and talents and realize the abilities^{1,2,19}. Person’s formed professional identity is the guarantee of self-actualization, professional and personal realization and successful

¹⁴ A. I. Gambari, A. T. Shittu & O. A. Taiwo, Enhancing Students’ Understanding of Algebra Concepts through Cooperative Computer Instruction, in *Pedagogical Research*, 1(2), 2016, pp. 55. <https://doi.org/10.20897/lectito.201655>

¹⁵ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, 14(3), 2018, pp. 797-810.

¹⁶ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

¹⁷ D. L. Best & J. E. Williams, *Gender and culture*, New York, Oxford University Press, 2001.

¹⁸ R. A. Lippa, Sex Differences in Personality Traits and Gender related Occupational Preferences across 53 Nations: Testing Evolutionary and Social-environmental Theories, in *Archives of Sexual Behavior*, no. 3, 2010, pp. 619–636.

¹⁹ V. Frankl, *Man's search for meaning*, Boston, Beacon Press, 1959.

professional activity²⁰. Formed professional identity is the key to one's personal and professional achievements, which is important both for the person and for the society²¹. The educational system plays an important role in this process as it creates a basis for the further professional activity. The modern educational system emphasizes the role of students' personal development, which is why we find it important to understand the peculiarities of professional and gender identity of Armenia's youth.

In modern society, men and women are free within their career choice and have a relatively equal basis for success. As a result, we see more equality in the number of successful men and women in different professional areas. It should be emphasized that despite the development of the society and increasing number of working women, there is still a stereotype about traditionally «male» and «female» professions^{22,23,24,25}.

Hypothesis

Our main hypothesis was that there is an interconnection between person's professional identity and gender identity.

Our additional hypotheses were the following:

1. There is an interconnection between person's gender identity and professional orientation.
2. There is an interconnection between person's sex and gender identity.

Materials and methods

Methods

²⁰ A. S. Waterman, Identity development from adolescence to adulthood: An extension of theory and a review, in *Devel. Psychol.*, no. 3, 1982, pp. 341–358.

²¹ L. Schneider, *Professional identity: theory, experiment, training*, Moscow, MPSI, 2003.

²² S. Bern, Gender Schema Theory and Its Implications for Child Development: Raising gender-aschematic children in gender-schematic society, in *Signs*, no. 8(4), 1983, pp. 598-616.

²³ M. Sadker, D. Sadker, & S. Klein, The issue of gender in elementary and secondary education, in *Review of research in education*, no. 17, 1991, pp. 269-334.

²⁴ G. Stoet & D. C. Geary Sex Differences in Mathematics and Reading Achievement Are Inversely Related: Within- and Across-Nation Assessment of 10 Years of PISA Data, in *PLoS ONE*, no. 8(3), 2013, pp. e57988.

²⁵ K. R. Wentzel, Gender differences in math and english achievement: A longitudinal study, in *Sex Roles*, no. 18, 1988, pp. 691-699.

Methods chosen for the study were the following.

1. Focus group study, aimed to identify participants' opinions about gender differences in the professional field and educational system, which included the following questions:

1.1 Do you think that higher education is necessary for both men and women?

1.2 Are professional achievements equally important for both men and women?

1.3 Which professions in your opinion can be categorized as «male» and «female» if you think that that type of categorization is practical?

1.4 Whose opinion you think is more important for young men and women while making a career choice?

1.5 Do you agree with the opinion according to which women have better abilities in the field of humanities and men have better abilities in the field of exact sciences?

2. S. Bem's sex role inventory²⁶. American psychologist Sandra L. Bem, a proponent of androgyny theory, recognized that an individual could express both feminine and masculine characteristics and constructed a sex-role inventory¹⁹. L. Bem intended her inventory to represent two fully independent scales of culturally defined masculinity and culturally defined femininity. Personality characteristics that were judged as more desirable for a man than for a woman or more desirable for a woman than for a man qualified for inclusion in the masculinity and femininity scales, respectively. Of those eligible items, 20 were selected for each scale. Personality characteristics that were judged as no more desirable for one sex than the other qualified for inclusion in the social desirability scale. Of those, 10 positive and 10 negative characteristics were chosen. Respondents indicate how well each item describes themselves. The masculinity score is the average of the ratings on the 20 masculine items, and the femininity score is the average of the ratings on the 20 feminine items. The scoring of the BSRI by design does not treat the masculine and feminine items as clustering at opposite ends of a linear continuum; rather, they are treated as measures of two independent scales. In addition to noting that some individuals were exclusively feminine or masculine, Bem also found that some individuals

²⁶ S. L. Bem, The measurement of psychological androgyny, in *Journal of consulting and Clinical Psychology*, no. 42, 1974, pp. 155-162.

have balanced levels of traits from both scales. She described those individuals as androgynous.

3. E. Pavlyutenkov's career choice motives definition questionnaire²⁷. This method allows examining the role of certain motives within the process of career choice. Respondents are offered 18 statements about the profession, which represent 9 groups of motives: 1) social; 2) moral; 3) aesthetical; 4) cognitive; 5) artistic; 6) connected to the content of the work; 7) material; 8) prestigious; 9) practical (utilitarian).

4. E. Klimov's⁴ «differential-diagnostic» questionnaire²⁸.

This method is aimed at professional orientation according to E. Klimov's profession classification, which includes the following types of professions: 1) «person-nature»; 2) «person-tools»; 3) «person-person»; 4) «person-sign»; 5) «person-art image».

5. A. Azbel's and A. Grecov's²⁹ professional identity status study method, which is based on following the classification of professional identity statuses: 1) identity diffusion; 2) identity foreclosure; 3) identity moratorium; 4) identity achievement.

6. A training course aimed at developing participants' professional identity. Training course consisted of five meetings and had the following structure:

Day 1. Aim: to determine participants' professional goals, value orientations within the professional activity, to realize important life events and develop new perspectives.

Day 2. Aim: to train communicative skills and time management skills.

Day 3. Aim: to analyze the level of professionalism and to form its development, as well as to form positive self-concept and positive concept of professional future.

Day 4. Aim: to develop better self-understanding, the realization of future professional activity and possible obstacles on the way to professional goals.

Day 5. Aim: to improve participants' self-esteem and professional motivation, to develop professional identity and to sum up the results.

²⁷ M. M. Vrublyovskaya & O. V. Zikova, *Professional orientation work at school: methodical recommendations*, Magnitigorsk, MaSU, 2004.

²⁸ E. A. Klimov, *Psychology of professional self-determination*, Moscow, Akademia, 2004.

²⁹ A. A. Azbel & A. G. Gretsov, *Methodology for studying the status of professional identity*. Available at: <https://studfiles.net/preview/3800114/page:2/>, 2015

Subjects

We conducted a study with 240 respondents (120 male and 120 female). Participants were students of faculty of mathematics, faculty of physics, linguistic faculty and faculty of journalism of Russian-Armenian (Slavonic) University.

Design

The empirical study consisted of four stages. The first stage included conduction of focus group research, aimed at identifying participants' opinions about gender peculiarities and differences within the professional field and educational system. Focus groups were conducted with two age groups – 10 participants (5 men, 5 women) aged 18-25 and 10 participants (5 men, 5 women) aged 40-50.

The second part of our research consisted of four stages:

1. S. Bem's¹⁹ sex role inventory,
2. E. Pavlyutenkov's²⁰ career choice motives definition questionnaire
3. E. Klimov's²¹ «differential-diagnostic» questionnaire
4. A. Azbel's and A. Gretsov's professional identity status study method.

The third stage of our research was a training course aimed at developing participants' professional identity. The training group consisted of twenty students of faculty of mathematics, faculty of physics, linguistic faculty and faculty of journalism. Participants were divided into two groups: first group consisted of five students of faculty of mathematics and five students of faculty of physics and the second group consisted of five students of linguistic faculty and five students of faculty of journalism.

And the final, fourth stage of the research included retesting of the training course participants using A. Azbel's and A. Gretsov's professional identity status study method. Testing and retesting was also conducted in a control group²³.

Results

Empirical research data

Summing up the results of focus group research we can say, that most of the participants of both sexes noted the existence of differences among sexes within the professional field. Participants also noted the role of the individual peculiarities, professional orientation, abilities and motivation within the gender aspects of professional formation, which led us to focus on those aspects of the current study. And, finally, both groups noted the influence that the society and educational system have on emphasizing gender differences, on career choices made by men and women and on the successful professional formation. Based on the opinions of focus group participants, we chose the methods of our further research, which were aimed at measuring participants' career choice motivation, professional orientation and professional identity status. Also based on the participants' opinions about traditionally «male» and «female» professions, we chose the faculties that represented both categories in our research.

Based on S. Bem's sex role inventory research results the participants were divided into three groups – androgyny, feminine and masculine. 80 % of participants were included into the androgyny group (49% men and 51 % women), 9% of participants were included into the feminine group (all women) and 11% participants were included into the masculine group (all men)¹⁹.

The results show that the participants of both sexes mostly had androgyny gender identity, which indicates that most of the participants have both male and female qualities. After more careful examination, we divided androgyny participants into two groups – participants with significant androgyny and participants with insignificant androgyny, based on the degree, in which they combine feminine, masculine and neutral qualities in their answers. As a result, 62 % androgyny participants were included into the group with significant androgyny (48% men and 52 % women) and 19% participants were included into the group with insignificant androgyny (51% men and 49% women).

Then we compared these groups to each other in order to find out the interrelation between gender identity and professional motivation, professional orientation and professional identity.

Let's examine the results of E. Pavlyutenkov's²⁰ career choice motives definition questionnaire, which allowed us to analyze gender peculiarities of career choice. The dominant motives for the group with significant androgyny were cognitive motives (20%) and practical (utilitarian) motives (16%), for the group with insignificant androgyny

dominant motives were practical (utilitarian) motives (17%) and aesthetical motives (14%), for the feminine group - cognitive motives (28%) and practical (utilitarian) motives and for the masculine group – material motives (43%) and cognitive motives (27%). If we examine the results based on participants' sex than we see that the dominant motives for male participants are cognitive (23%) and material (19%) motives and for female participants - practical (utilitarian) motives (20%) and cognitive motives (17%). We see that different groups had different motives for their career choices, but cognitive motives, which are based on the urge towards professional knowledge, were important for all the groups. Analyzing gender differences we have to note that practical (utilitarian) motives were more important for women. These motives include factors like location of the workplace, comfortable working conditions, flexible working schedule. These factors can be based on the ideas about the peculiarities and norms of traditional «female» professions and can influence women within their career choice. As for male participants, they paid more attention to material motives, which shows that while making career choice the most important thing for them is the amount of money that they will make. These results can also be based on the peculiarities of traditional male gender role.

So, we see that participants with different gender identity have different professional motivation. Let's examine the results of E. Klimov's «differential-diagnostic» questionnaire. Participants of groups with significant androgyny (38%) and insignificant androgyny (30%) were more oriented towards «person-person» professions, participants of feminine group were oriented towards «person-artimage» (56%) professions and masculine participants were more oriented towards «person-sign» professions (50%). If we examine the results based on the participants' sex, then we should note that male participants had more dominant «person-tools» professional orientation (30%) and female participants – «person-person» professional orientation (46%).

Summing up the results, we can note that masculine and feminine participants were more oriented towards mathematical and technical professions. We have to note that these are the professions, which were labelled as traditionally «male» professions by the participants of the focus group research. We see that male participants with masculine gender identity are more oriented towards traditionally «male» professions, which can be explained by their desire to match to the

standards and stereotypes of the society (Pleck, Sonenstein & Ku, 1993³⁰; Thompson & Pleck, 1986³¹). These participants also weren't aimed at professions, which were connected to human interactions and creative activity.

Meanwhile, female participants and participants, who had feminine gender identity were oriented towards professions, which were connected to human interactions and creative activity and showed no interest in technical and mathematical professions. These results can also be influenced by traditional gender stereotypes and society norms^{32,33}. We see that participants' gender identity and sex influence their career choice and professional orientation.

The next step of our research was A. Azbel's and A. Grecov's²³ professional identity status study method. According to the results participants of the groups with significant androgyny (54%), insignificant androgyny (49%) and feminine gender identity (39%) mostly had identity moratorium –status in which person is currently in a crisis, exploring various career commitments and is ready to make a career choice, but has not yet made a commitment to these choices yet. And only participants of the masculine group mostly had identity diffusion (55%) – the status, in which the person does not have an aim of making decision in connection to professional activity, nor is willing to make a commitment. This can have a negative influence on professional motivation and educational activity. We should also note that within the groups with significant androgyny (39%), insignificant androgyny (38%) and feminine gender identity (33%) in second place was identity achievement – the status in which the person has gone through an identity crisis and has made a commitment to a certain professional goal. And within the participants of the masculine group (45%) in second is identity moratorium status. We have to add that masculine participants didn't have identity achievement status at all according to the results,

³⁰ J. H. Pleck, F.L. Sonenstein, & L.C. Ku, Masculinity ideology and its correlates. In S. Oskamp & M. Costanzo (Eds.), *Gender issues in contemporary society*, Newbury Park, Sage, 1993

³¹ E. H. Thompson, & J. H. Pleck, The structure of male role norms, in *American Behavioral Scientist*, no. 29, 1986, pp. 531-543.

³² T. Goetz, M. Bieg, O. Ludtke, R. Pekrun, N.C. Hall, Do girls really experience more anxiety in mathematics? in *Psychological Science*, no. 10(24), 2013, pp. 2079-2087.

³³ R. Pita, Z. Bablekou, N. Malliou, Language power and gender: dominance and submissiveness in children's verbal codes, in *International Journal of Psychology: Abstracts of XXVII International Congress of Psychology*, Stockholm, 2000, pp. 438.

which shows that these participants don't have certain professional goals and ideas about their own professional future.

If we compare the results based on participants' sex, then we will see that no differences were found. Both men (49%) and women (52%) mostly had identity moratorium status and in second place within both groups was identity achievement status (32% men, 38% women).

Summing up the results we can note that androgyny gender identity contributes to the development of professional identity. It can be explained by the restrictions, which are dictated by traditional masculine and feminine gender roles and by the influence of gender stereotypes.

Considering the interconnection between gender identity and professional orientation³⁴, professional identity and professional motivation, which was derived within our research and based on the fact that most of the participants had identity moratorium status the next step of our research was a training course aimed at participants' professional identity development. Training course participants had either masculine or feminine gender identity and had professional identity moratorium status before the beginning of the training course according to the results of the previous stages of the research. The training course was aimed at the development of participants' professional identity, professional motivation and professional goals. Our goal was to develop professional identity achievement status within the participants.

And final stage of our research included retesting of the training course participants using A. Azbel's and A. Grecov's professional identity status study method, which was conducted after the completion of the training course. Results of the retesting show that 40% of participants in the first group and 50% of participants in the second group had a change within professional identity status – from moratorium to identity achievement.

The retesting conducted in a control group showed no changes within participants' professional identity status. That gives us a reason to suggest conduction of training of this type within educational process

³⁴ J. G. Brooks, *In search of understanding: The case for constructivist classrooms*. [Review of the book, by C. Halpern], in *American Journal of Qualitative Research*, no. 1(1), 1999, pp. 32-36.

because professional identity is a very important part of students' further professional development.

Statistics

We conducted a correlation analysis in order either to confirm or to challenge our general and particular hypothesis. We obtained the following statistically significant results. First, there was a statistical link between gender identity and professional orientation; Cramer's V Coefficient = 0.321, indicating a correlation between these two parameters. High values of masculine gender identity correlated with an orientation towards traditionally male professions and high values of feminine gender identity correlated with orientation towards traditionally female professions. Thus our first local hypothesis was confirmed. We also found a statistical link between participants' sex and professional orientation; Cramer's V Coefficient = 0.508, indicating a correlation between these two parameters. These results confirm our second local hypothesis. We see that professional orientation is connected with both gender identity and sex. And finally, there was a statistical link between gender identity and professional identity; Cramer's V Coefficient = 0.261. High values of masculine and feminine gender identity correlated with high levels of professional identity diffusion status, which shows that androgyny gender identity contributes to the development of professional identity. Thus our general hypothesis was confirmed.

Discussion

Summing up the results, we can note that professional identity is a very important aspect of student's professional formation and it influences person's motivation within the educational process. Professional identity is formed based on person's needs, values, interests and beliefs.

Gender differences in the field of professional activity are an important aspect of career choice, development of professional orientation and professional identity. This opinion is confirmed by many studies that show that gender differences within professional orientation cannot be explained by the differences in the abilities of men and women, because in most cases those differences aren't derived. Thus we assume that an important role within this process belongs to gender

stereotypes, gender roles and gender identity features. There are relatively few studies on gender differences in professional identity and in most cases they are focused on the research of gender differences within the abilities that men and women have. Within our research we focus on the possible psychological reasons behind those differences and the interrelation between gender identity and professional identity. The study of gender identity and its influence on professional orientation, motivation and professional identity gives an opportunity for an integral study of student's personality, which is very important within the modernization of the educational system.

Based on the collected data we created students' professional identity development model.

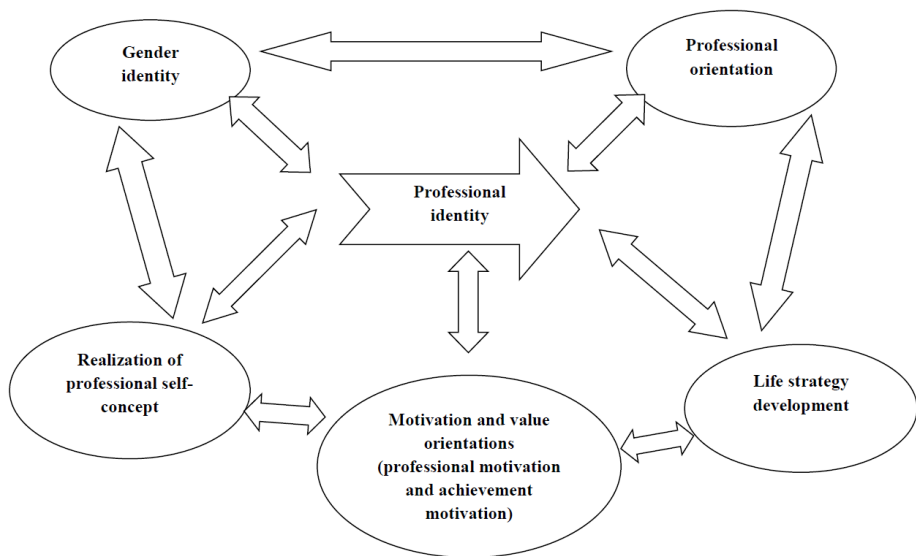


Figure 1: Students' professional identity development model

Conclusion

Based on analysis of the results of our study, we have formulated the following conclusions:

1. Based on the analysis of scientific literature^{35,36,37,38,39,40,41,42,43,44} and the comparison of different approaches we chose the humanistic

³⁵ E. Erikson, *Identity: Youth and crisis*, New York, Norton, 1968.

approach¹⁻³ as the most effective within the framework of the research of professional and gender identity and their development in the higher education field. Professional and gender identity are view as interdependent factors, which dynamically influence person's professional motivation and orientation, self-actualization and professional and personal growth.

2. Based on the conduction of focus group research aimed at identifying different age group participants' opinions about gender peculiarities and differences within the professional field and educational system, we were able to derive topical issues and problems associated to gender peculiarities of professional identity.

3. Based on the empirical research of gender identity, gender peculiarities of professional motivation, orientation and professional identity we conducted a correlation analysis, which showed statistically important link between gender identity and professional orientation. It was derived that participants of masculine group were more oriented towards «person-sign» professions, participants of feminine group were oriented towards «person-art image» professions and participants of androgyny group were more oriented towards «person-person» professions. Correlation analysis also showed statistically important link between gender identity and professional identity. It was derived that more participants of androgyny group had professional identity achievement status, rather than participant with masculine or feminine gender identity.

³⁶ E. Erikson, Psychosocial Identity, in *A Way of Looking at Things. Selected Papers*, New York, W.W. Norton & Co, 1987.

³⁷ V. Frankl, *Man's search for meaning*, Boston, Beacon Press, 1959.

³⁸ E. Fromm, *Escape from freedom*, New York, Farrar & Rinehart, 1941.

³⁹ J. E. Marcia, Development and validation of ego identity status, in *Journal of Personality and Social Psychology*, no. 3, 1966, pp. 551-558.

⁴⁰ J. E. Marcia, & M. L. Friedman. Ego identity status in college women, in *J. Person*, no. 2, 1970, pp. 249-268.

⁴¹ J. E. Marcia, A. S. Waterman, D. R. Matteson, S. L. Archer, J. L. Orlofsky, *Ego identity: A handbook for psychosocial research*, London, Sprienger, 2011.

⁴² G. H. Mead, *Mind, self and Society*, Chicago, University of Chicago Press, 1934.

⁴³ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XL), 2018, pp. 289-299.

⁴⁴ D. T. Kim Hoa, M. Valčo, The philosophy of human rights and the ‘political man’: Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *Xlinguae*, no. 11(2), 2018, pp. 608-624.

4. A training course aimed at developing participants' professional identity was conducted with respondents, who, according to the empirical research, had a professional identity moratorium status and masculine or feminine gender identity. Training course was aimed at development of participants' professional identity, professional motivation and more comprehensive understanding of one's professional goals and aspirations. Our goal was to develop professional identity achievement status within the participants.

5. A retesting of the training course participants was conducted aimed at deriving the dynamics of possible change within their professional identity before and after the training course. Results of the retesting showed that 40% of participants in the first group and 50% of participant in the second group had a change within professional identity status – from moratorium to identity achievement. These results show the effectiveness of the training course.

Recommendations

Based on the collected data we suggest following recommendations for psychologists, educational psychologists and teachers:

1. Application of methods of psychological testing aimed at the research of professional identity, professional orientation within the educational process.

2. Conduction of training courses aimed at developing students' professional identity within the educational system.

3. Conduction of classes dedicated to professional orientation, which will include discussions about specific professions and their peculiarities and development of professional identity.

Consideration of gender identity peculiarities within the educational system in order to provide gender equality and avoid the negative influence of gender stereotypes.

ARTS AS A PEDAGOGICAL APPROACH TO PREVENTING AND OVERCOMING CHILDREN’S BEHAVIORAL PROBLEMS

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Abstract: *Teachers are challenged by schoolchildren with behavioural problems. It is profound that children are disposed to numerous forms of behavioural problems at school. These behavioural disputes in children can have severe implications if not prevented and overcome during childhood. The paper aims to determine the contributing factors of children’s problems and educators’ interpretation of them, to identify the most common, disruptive, and unacceptable learners’ problem behaviours from teachers and peers’ perspective. The research looks into approaches to preventing and overcoming behavioural problems. Behavioural problems were investigated using a random sampling of learners from primary and secondary schools in Walvis Bay, Erongo Region, Namibia. Self-administered questionnaires were developed for pupils and teachers respectively. The questionnaires aimed to determine the types and frequency of challenging classroom behaviours. Practical involvement of children with behavioural problems in arts activities was held during and after school programs. Individual interviews with Life Skills teachers and randomly selected pupils and parents were conducted. Children with behavioural problems were referred to the Gabzella Performers, music and dance groups. Groups are formed to accommodate children from various schools to keep them off the streets. Those not interested in performing arts were referred to the visual art club. A total of 30 subjects completed the questionnaires. The majority of the pupils with behavioural disorders are from secondary schools. The results revealed most common behaviour problems which are disobedience and disrespect to teachers, disruptive behaviour during lessons, intentionally obstructing other children, talking out of turn, verbal aggression, truancy, homework not done, inattentiveness, late coming, pugnacity and rudeness, bullying, lying and stealing. Findings showed that the teachers collectively agreed they spent too much time on problems of order and control which was a waste of time. The pupils supported teachers’ findings as valid reasons for behavioural problems. After attending the Express Yourself Club and Gabzella practices, the children showed a significant reduction in behavioural problems in school and at home. This study revealed that schoolchildren exhibit several forms of behavioural problems, which can be prevented and overcome through arts activities. The research results show that arts education can serve as a beneficial tool used to assist schoolchildren with disruptive behaviour. The arts are what make children utmost human and most complete as people as it transforms them into critical observers of the world. The arts help children discover parts of themselves that have previously gone unspoken and allow them to behave in an acceptable way in the school and the community. The arts provide a way for children to communicate and overcome complex feelings, fears and struggles when teachers and parents’ words alone are not enough. Recommendations are made that research on the arts as a way of treatment for children with behavioural problems are developed and expanded. It is*

essential to identify difficulties that children experience at the beginning stage to provide necessary assistance and involve them in arts activities.

Keywords: arts, behavioral problems, music, dance, visual art.

Introduction

Behavioural problems in children are common, but pupils at the upper primary and secondary school are more likely to be challenged with behavioural problems. While lower primary teachers can deal with children with behavioural problems more effortlessly, older children are difficult to deal with. Behavioural problems can be the product of interaction of a series of social, biological and psychological variables. Despite the importance of genetic factors, opposing family environment factors such as dysfunctional parenting styles and impaired social behaviour has a crucial role in the development, extension, continuation and display of symptoms. Children might be challenged with inherited behaviours from parents or peers. Children sometimes show behaviours that they adopt from celebrities. Children can dislike teachers, be aggressive, temperamental and also show disobedience and violence toward school authorities.

Children's behavioural problems may occur at school, or home and teachers and parents might deal with it in different ways. Before the country's independence, corporal punishment solved behavioural problems in schools and homes, but the Namibian independence, along with others, came with distinguishing several rights for children. Corporal punishment is officially banned in Namibian schools. Teachers must impose nonphysical disciplinary measures as an alternative to corporal punishment. Teachers are now challenged with learners with behavioural problems. It is profound that schoolchildren are disposed to numerous forms of behavioural problems at school. These behavioural disputes in children can have severe implications if not prevented and overcome during childhood. Behavioural problems in school interfere with the learning process not only of the one who is misbehaving, but of all pupils in the classroom.

The lack of proper directions coming from the school authorities with regard to the cases of misbehaviour frustrates teachers and makes them fight with the students. Both teachers and students are left vulnerable which results in prevalence of neglecting attitudes in the classroom. With increasing social and academic pressure, students turned

to be more difficult and teachers more traumatic. Teachers only observe the difficulties students are facing and cannot help them because of the lack of knowledge. ‘Often the behaviour needs to be understood as a variation of normal – temper tantrums in 2–3 year olds or resistance to parental rules in 14 year olds – but for a significant number the ‘difficult behaviour’ is a symptom of an underlying issue to be identified and addressed’¹.

Children are confronted with many difficulties at home and school, which teachers do not notice in time. Many children from families with such risks are likely to have behavioural problems in life. At home, children encounter social pressures of:

Insecurity; severe poverty; emotional, physical or sexual abuse; lack of support, motivation and love; teenage parenting; alcohol and drug abuse; the child is not living with both parents; the head of the household is an older sibling; the child is living with a relative who does not have steady, full-time employment; the child is staying alone; the child does not have a permanent home to stay; some parents don’t have time due to working hours and are unable to attend parent-teacher meetings; poor nutrition, inadequate sleep; lack of health care; family or marital problems; injury or chronic illnesses; separation or bereavement, and etc.

Pupils also encounter obstacles at school which might drive them to misbehave. In some cases the teachers are not aware of the pupils’ new academic expectations; new social expectations; complicated assignments and project deadlines; bullying; peer pressure; crushes; fear of writing tests and favouritism, just to mention a few.

Purpose of the study

The paper aimed to determine the contributing factors of children’s problems and educators’ interpretation, to identify the most common, disruptive, and unacceptable learners’ problem behaviours from teachers and peers’ perspective. The study examined approaches to prevention and overcoming behavioural problems.

¹ T. S. Parry, *Assessment of developmental learning and behavioural problems in children and young people*, Available at: <https://www.mja.com.au/journal/2005/183/1/12-assessment-developmental-learning-and-behavioural-problems-children-and-young>, 2005.

Pupils present themselves at school in different ways, each demonstrating the way of living at home. These behaviours might be influenced by the community the child is coming from or might be influenced by their peers. Behavioural problems differ from school to school depending on the management style of each school. Some schoolchildren struggle with completing specific assignments, submitting tasks on time or staying focused in class. Some may be known for disruptive talking during lessons, fighting or bullying. Behavioural problems always affect academic teaching if not dealt with in time. These problems may be a part of a more significant problem that is not explicitly seen by the teachers or parents.

This study, thus, inquires on strategies teachers can follow to prevent and overcome children's behavioural problems in school. The research examines how arts activities can be used to solve behavioural problems in school. According to C. Malchiodi², ‘art created within the context of a therapeutic relationship is intended to help young clients not only to engage in self-exploration, but it also involves purposeful meaning-making through specific art making’.

Methods

Behavioural problems were investigated using a random sampling of learners from primary and secondary schools in Walvis Bay, Erongo Region, Namibia. Self-administered questionnaires were developed for learners and Life Skills teachers, respectively. The questionnaires aimed to: (a) determine the types and frequency of challenging behaviours in school and (b) approaches to prevent and overcome children's behavioural problems.

The study was conducted with 30 participants from 10 schools in Walvis Bay, 10 teachers and 20 pupils. Ten of the children were not challenged with behavioural problems (witness group) while ten were selected as the children with behavioural problems (test group). Two pupils per school one of whom had behavioural problems were selected to complete the questionnaire. Only Life Skills teachers were involved in the exercise as they were dealing with pupils who misbehave. Individual

² C. Malchiodi, *Child Art Therapy: How It Works*, Available at: <https://www.psychologytoday.com/us/blog/arts-and-health/201601/child-art-therapy-how-it-works>, 2016.

interviews were also conducted with the teachers after they completed the questionnaire.

The case study involved the pupils as active participants in various arts activities. Case studies can contribute to the refinement of the theory or highlight issues that need to be thoroughly explored³. The scholars monitored the changes in the behaviour of the pupils for three months.

The arts are a powerful tool in problem-solving which allow children to express themselves and their ideas without having to put them into words through a play, a song, a dance, or drawing a picture. This is the reason this study opts for the arts as a means for solving behavioural problems.

Preventing or problem-solving may involve any combination of music, dance, visual arts, drama, or any other creative outlets. The correct combination can improve overall well-being and also contribute to lowering anxiety and stress, improving self-esteem and self-awareness, increasing relationships, regulating behaviours and advancing social skills. Through arts activities, the children can deal with harmful situations, disabilities and trauma. Arts activities will enable children to release and express feelings they may not know how to let go of otherwise.

Arts positively affect function, mood, cognition and behaviour. Expression through the arts is a way to help children feel a sense of normalcy without any judgment while enabling them to show their personality and bring attention to their strengths.

Performing Arts

Learners with behavioural problems were involved in the arts activities after formal school hours. The Gabzella Performers are a music and dance group of the Duinesig Combined School, Walvis Bay, Namibia. The group was formed to accommodate children from various local schools to keep them off the streets. During the study, this group was examined through a case study. Learners with behavioural problems were referred to the group and were asked to attend the Duinesig Combined School after school.

³ R. E. Stake, Case studies. In N. K. Denzin, & Y. Lincoln (Eds.) *Strategies of qualitative inquiry*, London, Sage, 2003.

The second case study was done with pupils who were not interested in performing arts. They were referred to the ‘Express Yourself Club’. The pupils had an hour of various art activities to attend after school. Activities of this club were based on visual arts. Children opened up to the teachers while doing art. In some cases, the children were not aware that they were sharing the problems with the teachers. In other circumstances, they expressed themselves through the drawings when it was difficult to expose their feelings to the teacher. C. Malchiodi, states that art is one way to convey what may be difficult to express with words. She further explained that for children who have experienced abuse, art is a way to ‘tell without talking’. Solving problems through art is also a sensory-based approach that allows the children to experience themselves and communicate on multiple levels⁴.

Storytelling

The teacher makes use of storytelling to encourage the children to talk about their problems. When children played the parts of their story characters they were more thoughtful of the characters and understood favourable or unfavourable behaviour and its consequences. Storytelling was an effective method as it was very interactive and proved to be a significant learning activity. Four of the listed values of storytelling correlate with what was done during the ‘Express yourself Club’⁵:

1. Stories help children learn some important lessons of their lives;
2. Stories enhance listening skills of children;
3. Storytelling is a great learning activity;
4. Storytelling can encourage development of emotions and feelings in a child.

The children worked in groups of three and the teacher read a story of a boy with behavioural problems. The children then discussed the story in the groups. They made a summary of all bad behavioural patterns and tried to find solutions to each one. Each scholar made a sock-puppet, and demonstrated the behaviours identified from the story.

⁴ C. Malchiodi, *Child Art Therapy: How It Works*, Available at: <https://www.psychologytoday.com/us/blog/arts-and-health/201601/child-art-therapy-how-it-works>, 2016.

⁵ S. S. Debarati, *Benefits of storytelling to children*, available at: <https://timesofindia.indiatimes.com/life-style/relationships/parenting/benefits-of-story-telling-to-children/articleshow/38788664.cms>, March 21, 2018.

The goal of the activity was to assist the children in developing the ability to identify bad behaviour and learn appropriate responses. The combination of storytelling, discussion, and physical activities keeps the children engaged throughout the physical exercise. It gives the children the opportunity to address behavioural problems and search for solutions while playing.

The teacher makes use of objective bound stories: (a) positive and emotionally stable words; (b) stories with metaphors.

During storytelling the teacher selected positive emotionally strong words, concepts and occurrences applicable to the children. During each session the teacher told the story of an incident not similar to the problems of the children. Then, they discussed the various aspects of stories in groups. In the final step, they focused on positive and negative aspects related to their concerns and used actual solutions from the story. Metaphors used in storytelling showed the children that the characters of the stories had problems similar to the children's. The pupils used the skills and confrontation techniques from the story to overcome their difficulties. Conclusions of the stories are always positive, successful and show that there is hope for the future.

Visual Art

According to R. Kitahar and T. Matsuishi (2015)⁶, drawing is a symbolic expression of the inner mind. The unconscious part of the psyche can appear through symbols (drawing). Drawing is a direct communication from the unconscious, and it cannot be camouflaged as easily as in the case of communication with words. When a drawing appears from the unconscious, a vast amount of psychological information is generated, and the depths of the drawer's psyche can be felt through the drawing.

As drawing serves the same purpose of expression as a play and speech, the teacher involved the children with behavioural problems, and those who did not feel comfortable in performing in the dance group. The children participated eagerly and, thus, expressed their feelings and dreams through the drawings. Drawings also enabled them to express

⁶ R. Kitahar, & T. Matsuishi, *Research on Children's Drawings*, Available at: https://www.researchgate.net/publication/265573408_Research_on_Children's_Drawings, 2015.

their relationship to the world and other things. Drawings were also used as an outlet for communication as the pupils’ artwork can point at their sensitivity.

Creating the art is a great way for children to make choices and solve problems. It teaches children perseverance and patience. Every step involves making a decision. Visual art teaches children that things do not always turn out their way. They learn to understand others’ ways and reasons which move them to cooperate.

During the visual art sessions the children listened to the music and drew or painted emotions prompted by the music. This activity enabled the children to gain an understanding of how much of a role emotions play in the art as they create drawings or paintings based on their feelings.

Questions the children had to answer after the activity:

- Did you enjoy painting to music?
- Did you enjoy the music?
- Would you like to do it with different music?
- How does it feel to paint to music?
- What do they see in your drawing/painting?
- What did you feel when you painted this?
- How does this colour make you feel?
- Could you manage to relax?
- Would you like to do the activity again?

The teacher answered the same questions as the children, and it was not necessary for them to write the answers down.

Findings and Results

A total of 30 subjects, teachers and scholars, completed the questionnaires. Findings showed that the teachers collectively agreed they spent much time on disciplinary problems which was a waste of time. The witness group of children supported the teachers’ findings as valid reasons for behavioural problems. While children could display a wide range of behaviour problems in school, from disruptive talking in the classroom to fighting and name-calling on the playground, the reasons for bad behaviour are usually simple. A. Bartz (2017) says that ‘if a child is acting out a lot in school, my assumption is either that she’s having strong feelings and needs a hand with getting those feelings out,

or that something in school is really not working for her”⁷. In some cases, schoolchildren misbehave for reasons beyond their control, like absence of the teacher or no assignments.

The teachers’ questionnaire showed the lack of problem-solving approaches and the demanding program they have to comply with in academic matters. Most problems were mentioned to take place during regular school hours. The questionnaire further indicated that teachers reported classroom management as the extreme challenge in teaching, which leads to burnout, job dissatisfaction and early exit from the teaching profession. Behavioural problems can impact negatively the professional resilience of teachers. The teachers are overloaded with formal academic tasks, which is why they turn to neglect the extra-curricular activities like arts, culture and sport, where the children can relax and attain a state of increased calmness and reduce levels of anxiety, stress or anger.

Disruptive, aggressive and anti-social behaviours frequently occur in the classroom and teachers find them extremely difficult to manage. Teachers try their best to employ strategies to manage these unproductive behaviours, but find it difficult to attend to individuals on a daily basis. They reported that dealing with behavioural problems during lessons is a waste of time. Teachers agreed these problems are increasing daily and are exhausting and stressful. Although some behaviours are inoffensive, teachers in some schools fear for their lives as the levels of violence towards teachers and lack of discipline had increased.

The most severe challenging behavioural problems that teachers indicated are back-chatting, hindering other pupils during lessons, idleness and work avoidance, talking out of the turn, aggression, being late for classes, violent attacks. The teachers acknowledged that they experience behaviours of minor concern, which is still persistent and irritates them as it can impede learning. It is essential for teachers to maintain the learning environments in order as it is associated with high student engagement and achievement.

⁷ A. Bartz, *What to do if your child is having behavior problems at school*, Available at: https://www.babycenter.com/0_what-to-do-if-your-child-is-having-behavior-problems-at-scho_63870.bc, 2017.

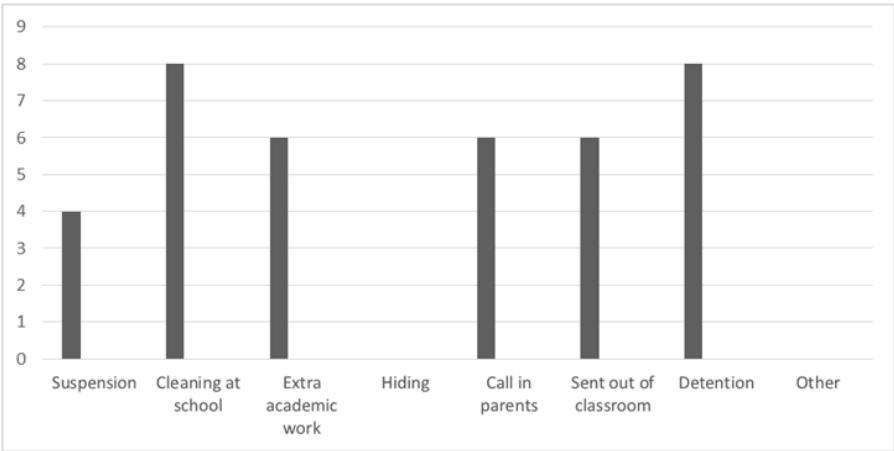


Figure 1: Percentage of behavioural problems during school hours

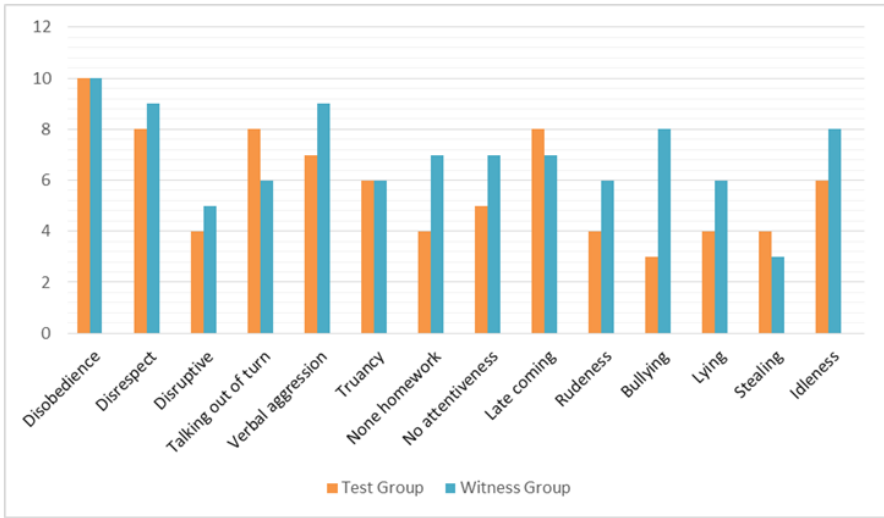


Figure 2: Punishment for misbehaving

Pupils’ views

Both the test and the witness groups responded equally that teachers could partly be blamed for behavioural problems in schools. The majority mentioned that teachers do not show any compassion towards pupils in cases when they deserve sympathy.

The pupils reported the following on the behavioural problems of their peers and the contribution of the teachers:

1) Teachers send the child home to bring the parents, which is seen by the pupils as wasting the lesson time and as unsafe to their peers. They would prefer the child to stay in school and come with their parents the next day. Some pupils do not see it as punishment when they are sent home during school hours. Pupils share the same sentiment to their peers sent out of the classroom to wait outside until the end of the lesson.

2) Some scholars may not obey their teachers' requirements due to the reasons that do not depend on them. Children may not have comfortable space at home to do their homework, or may not have anything to eat before doing homework, but teachers treat that as misbehaviour when homework is not done.

3) Children may come late to school because of the distance they have to walk as the parents cannot afford to pay for transport or they have to take care of home chores before going to school. Some children have to take their younger siblings to day care centres before school or wake up late because of circumstances at home, but the teachers do not consider these challenges.

4) External factors like hunger, tiredness and emotional state, affect the scholars' abilities to concentrate during the lesson, but the teachers are not aware of these. Teachers do not make time to understand the circumstances of pupils' behaviour.

5) The teachers' lack of subject knowledge, idleness, favouritism and name-calling are factors which lead to behavioural problems. Idleness is the parent of vice, the cost of the teacher who does not keep the scholars busy throughout the lesson. Teachers are not respected when they have favourites or call names. Pupils appreciate when all of them are treated equally and even those having behavioural problems are treated fairly.

6) Pupils condemn negative comments given by teachers instead of positive motivation. Positive comments or praising a pupil in front of the classmates, awarding special certificates or prizes may change harmful behaviours for better.

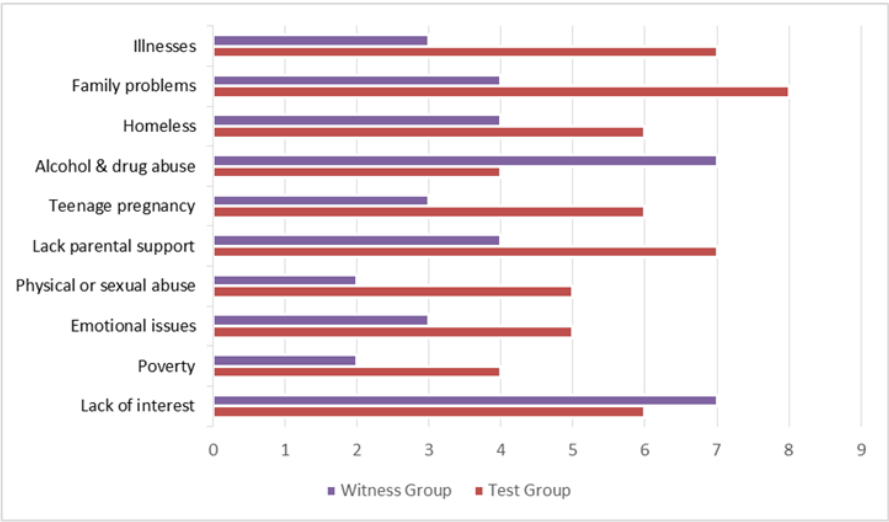


Figure 3: Reasons for behavioural problems in general during school hours

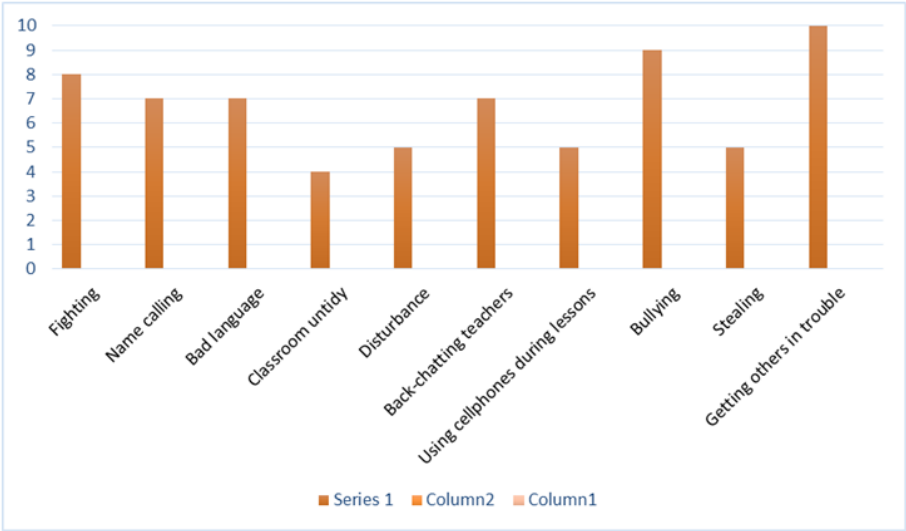


Figure 4: The Witness Group’s dislikes in school

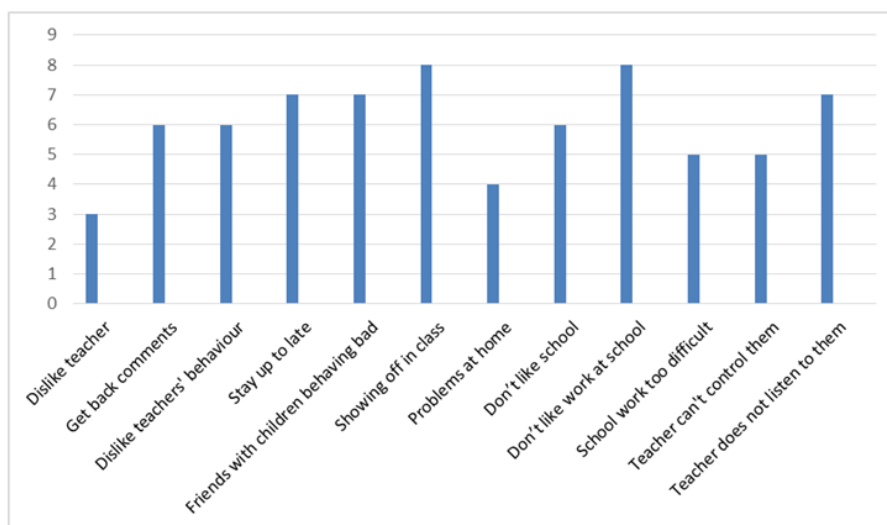


Figure 5: Reasons why pupils misbehave: Witness Group

Music and dance

According to Van de Wall, music is inspiring, startling and supporting individuals. He further explained the value he sees in music asking to ‘never forget that the use of music as an energy awakener call of earnest deliberation, besides psychological and musical insight. If applied indiscriminately, it might cause the boiling over of seething temperaments and create havoc through conjuring individual and social crises. If utilised sagaciously, however, it will soothe and transform the lower emotional trends into currents of loftier endeavour and expression⁸.

During the performing group, music and dance positively influence the children, triggers their happiness and excitement and instills their confidence. Music and dance enhance the children’s mood and provide an outlet for creativity and emotions when they play the drums, sing and dance. The daily exercises affect children in a positive way as to identify, process and express their moody emotions.

⁸ J. Goldberg, *Music as a Means of Discipline*, Available at: <https://nyamcenterforhistory.org/2014/03/20/music-as-a-means-of-discipline/>, 2014.

As stated by J. Allen (2017) ‘music frequently provides a means of identifying or labelling certain emotions’⁹. For teenagers struggling with issues surrounding adolescence, sexuality, sexual orientation, loneliness or depression, identifying these emotions in music can be extremely helpful. This is especially true when a teenager is unable to discuss these issues and emotions with family, friends or peers as identification of similar themes in music can make them feel less alone. When teenagers use music as a mood-modifier, it can be used to reinforce and perpetuate negative emotions as well as positive emotions’.

The teachers refer the pupils with behavioural problems to the clubs as they have an extremely positive impact on their minds, body and thoughts.

Singing enables them to develop skills of working towards common goals while striving for individual excellence in a group setting. It also provides them with a disciplined approach to get rid of their behavioural problems.

Dancing, on the other hand, is superlative, helps to increase flexibility, strength, endurance and sense of well-being, while also encouraging one to feel the rhythm, let go, and just be oneself. Improvised dancing helps them with divergent thinking – enables them to think and talk about various problems, while structured dance helps with convergent thinking – trying to find the single answer to a particular problem. Children also build self-confidence through the activities as they perform during school functions.

Dance psychologist, Dr. Lovatt, said: ‘It shows that dancing along to music, even for five minutes can boost happiness and improve creative-thinking. (...) Dancing stimulates us physically and emotionally while there are also cognitive and social elements to it’. He further explains that ‘dancing stimulates us physically and emotionally while there are also cognitive and social elements to it’. According to Lovatt, through dance, ‘you appear to get a much bigger release of endorphins when you dance than during other forms of exercise; it also connects with the emotional centres in the brain. For many people, dancing

⁹ J. Allen, *How Does Music Affect Teenagers' Emotions?* Available at: <https://www.livestrong.com/article/515082-how-does-music-affect-teenagers-emotions/>, 2017 June 13.

prompts an emotional release – often that’s uncomplicated happiness, while for some it can make them cry¹⁰.

All participants agreed that they feel good and happy when they are engaged in the dance rehearsals. They feel ‘alive’ and energised when they sing and dance. They prefer to have longer rehearsal sessions throughout the week. The mood level of the dancers went up during dance activities. Dancing also improves spatial awareness, as well as raising the heart rate and causing a release of feel-good endorphins into the bloodstream. One more benefit is that it helps reduce levels of cortisol – a stress hormone.

Storytelling

This paper can testify the effectiveness of storytelling. Storytelling has an efficiency of reasoning, emotional and behavioural growing of children as it is a useful instrument that accelerates the development of children’s intellectual evolution. It is not easy for children to identify and express their thoughts, feelings and behaviour. They need guidance and assistance to improve on the behavioural problems.

Storytelling makes children replicate with story characters and events. They become emotionally discharged and recognise themselves as famous characters in the stories. Social interest is increased, anxiety and behavioural problems are reduced and children’s acceptance and satisfaction are increased.

Children learn about frustration, suffering and violence through the stories. This motivates them to stop abusing peers and start interacting with them. Aggressive behaviour and consequences during storytelling help children to change their behavioural patterns. It is an excellent tool to avoid selfishness and acquire the necessary knowledge to communicate with peers and teachers.

Children learn to communicate, interact positively, listen attentively to instructions, solve the conflicts by coping skills and solutions used by the characters in the stories. They overcome their past failures; storytelling becomes an excellent method of counselling and psychotherapy for children.

¹⁰ R. Halliwell, *Why dancing feels so good*, available at: <https://www.telegraph.co.uk/good-news/seven-seas/why-dancing-feels-good/>, 2015

Visual Art

No background knowledge is required for doing arts, the suggested exercises and activities were not complicated. Visual art was used as a way for the children to build confidence and create healthy identities. It increases the child's attention span, decreases impulsive behaviour and enables better decision making. Painting to music allows children to interpret and process sensory information and allows them to take ownership of the music and their imagination by creating their own impressions. The child experiences the feeling of being in control. Through this activity, children begin to understand that things they hear or experience can shape how they feel and what they do. Emotions and thoughts that may have been confusing or intangible have now been put on paper, stated without encountering communication boundaries. Painting to music let the creativity flow in response to music; it is a great way to relax. It encourages the child to draw or paint what they feel or draw or paint what they hear without fretting about drawing or painting anything specific. Painting to music also allows children who tussle with confidence to let go and experience the movements and emotions of creating, while knowing that when drawing any object, the rest of the class and the teacher will not make fun of them. It allows children to be themselves and enjoy themselves.

Conclusion

Arts programs enable children to learn about themselves, accept themselves and to deal with the challenging aspect of their lives. This study revealed that pupils exhibit several forms of behavioural problems, but teachers can help to prevent and overcome those challenges through arts activities. Children learn to accept their mistakes and failures, so as of their peers. They learn to communicate and try to respond decently to the teachers. The performing together in storytelling, music-making, dance movements and visual art activities is essential in the sound understanding of others' problems and enhance problem-solving.

The research showed that arts education is a part of well-rounded education, serves as a valuable tool to assist pupils with disruptive behaviour. The arts are what make children utmost human and most complete as people as it transforms them into critical observers of the world. The arts teach children to communicate and overcome obstacles

and accept feelings of fears and struggles when teachers and parents' words alone are not enough.

The research results showed that storytelling, music, dance and visual art have a significant impact on children's behavioural problems. Arts activities prompt in changing, modifying and building positive behaviour.

Teachers' recommendations

Recommendations, listed below, are taken from the teachers' questionnaire as an option to prevent and overcome behavioural problems:

1. Opt for smaller, manageable classes;
2. Use parent involvement strategies;
3. Improve teacher training; development of specific disciplines;
4. Education colleges for student teachers should encourage instructors to use alternative methods of discipline other than corporal punishment;
5. Provide classroom management workshops for teachers and management;
6. Reduce inappropriate administration work.

Recommendations

Given the findings, the study recommends to raise awareness of alternative methods of dealing with disruptive behaviour rather than using corporal punishment. Some teachers might not have been trained on alternatives to corporal punishment in colleges, thus, being rendered helpless when it comes to the behaviour management of students. The education authorities should also disseminate materials on modern discipline methods to schools, also through the mass media. Colleges training teachers should ensure that while undergoing training, the student teachers are adequately equipped with alternative methods of keeping discipline in the classroom. Pre-service teachers should be taught the importance of such methods as counselling, reinforcement and rewards to discipline pupils.

The first step in behaviour prevention is for teachers to realise that the behaviour they can control most efficiently is their own. What

teachers say as well as how they say it, often determines whether a pupils' behaviour improves, worsens or stays the same.

It is necessary to develop and expand research on the arts as a way of treatment for children with behavioural problems. There is a need for the government to deliberately organise seminars, conferences, workshops and symposium where experts can be invited to train teachers on the modern issues and changes in education as far as discipline is concerned. The study supports the idea expressed by R.M. Boardman (2010) that ‘preventing problematic behaviours, it must start with staff training’¹¹. Teachers’ instinctive response to threats and respective children’s behaviour can be harmful and non-productive. Such unproductive responses as ‘momentarily freezing up, reacting inappropriately or overreacting’ can be accounted for a natural reaction. However, with a proper teacher training teaching staff becomes confident on three levels: professional, physical and emotional.

¹¹ R. M. Boardman, *Behavior Modification*, Available at: <http://www.asumag.com/security/behavior-modification>, 2010.

MODERN GOALS AND TASKS OF PEDAGOGICAL PREVENTION ADDICTIVE BEHAVIOR OF ADOLESCENTS

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Abstract: *The relevance of the investigated problem is caused by the need to upgrade the goals pedagogical of prevention of addictive behavior of teenagers in the educational environment. The article directed at justification of introducing the concept resilience of a personality as a necessary and sufficient condition to protect teenagers from addictive behavior. A leading approach to the study of this problem is coping prevention of addictions in children and youth. The unified pedagogical purpose of prevention of addictive behavior is the reduction of risk factors on the basis of expansion of life competences of children and adolescents, the formation of their active strategies to solve problems, of personal properties and qualities (resources), i.e. the formation of the resilience of a personality. The purpose of this article is to study the need to update the goals and objectives of pedagogical prevention of addictive behavior in an educational environment, to reveal interrelation between a level of resilience of a person and addictive behaviour of teenagers, to analyse resilience structure as a basic category of preventive pedagogics.*

Keywords: pedagogical prevention, addictive behavior, coping strategies, personal resources, resilience, adolescents.

Introduction

The importance of the issue

Despite the state and educators' measures, the level of psychoactive agents addiction is constantly growing in our country. This makes you wonder about the effectiveness of preventive addictive behaviour among children and youth again. In this regard, it is very important to study the psychological nature of addiction. In modern society people are frequently facing many difficult situations in life caused by fear, anxiety, and aggression¹. Modern psychological studies show that young people increasingly use unproductive behaviour strategies, e.g. psychoactive agents, to reduce tension in stressful situations. That is why, it is more important to form productive behaviour strategies helping children and youth to resolve stressful

¹ I. Menter, R. Valeeva, A. Kalimullin. A tale of two countries—forty years on: politics and teacher education in Russia and England, in *European Journal of Teacher Education*, no. 40(5), (2017), pp. 616-629.

situations and cope with adversities and difficulties confidently². As a result, the concept of «resilience» has become one of the basic categories of preventive pedagogics in our days.

In the «Concept of prevention of substance abuse in the educational environment» approved by the Ministry of Education and Science in 2011, one of the most important prevention of substance use problems is the development of students' resources that can help them to cope with difficult life situations³. The main structural and substantive component of primary prevention of addictive behavior is a pedagogical prevention, the main goal of which is the formation of the individual resources that enhance the stability of children and young people to the negative influences of a society.

Research objective and aims

In this regard, there is a problem of psycho-pedagogical study of «the individual resources» concept and, based on it, identifying specific problems of preventive educational activities. The objectives of teaching prevention of addictive behavior in the educational environment are not only care about the health of students, personality development with the idea of a healthy lifestyle but reducing the risk factors on the basis of expansion of life competences of children and adolescents, the formation of their active strategies to solve problems, personality traits and qualities (resources) that can help to cope with difficult life situations.

The status of the issue

– Despite the state and educators' measures, the level of psychoactive agents addiction is constantly growing in our country. This makes you wonder about the effectiveness of preventive addictive behaviour among children and youth again. In this regard, it is very important to study the psychological nature of addiction. In modern

² S. D. Neverkovich, I. S. Bubnova, N. N. Kosarenko, R. G. Sakhieva, Zh. M. Sizova, V. L. Zakharova & M. G. Sergeeva. Students' Internet Addiction: Study and Prevention, in *EURASIA Journal of Mathematics, Science and Technology Education*, no. 14(4), (2018), pp. 1483-1495.

³ UNESCO IITE, *The concept of prevention of substance abuse in the educational environment*, Moscow, 2011, 13 p.

society people are frequently facing many difficult situations in life caused by fear, anxiety, and aggression.

– Modern psychological studies show that young people increasingly use unproductive behaviour strategies, e.g. psychoactive agents, to reduce tension in stressful situations. That is why, it is more important to form productive behaviour strategies helping children and youth to resolve stressful situations and cope with adversities and difficulties confidently. As a result, the concept of “resilience” has become one of the basic categories of preventive pedagogics in our days.

Theoretical and practical contribution

– Today, at the stage of primary pedagogical prevention it does not make sense to develop various programs of prevention of drug using, nicotine, smoking blends, alcohol, gaming and Internet addiction. This is due to the emergence of new goals and objectives of preventive educational activities at the present stage.

– On the basis of the theoretical and empirical analysis the resilience structure as basic category of primary prevention of the use of psychoactive agents among children and youth is revealed.

– The interrelation between level of resilience and strategy of behavior of the person in a difficult life situation, level of subjective control, motivation is revealed.

Literature Review

Russian academic literature review

There are different classifications of the individual resources. N.A. Sirota and V.M. Yaltonsky⁴ include in this group: 1) the level of intelligence (the ability and opportunity to carry out an assessment of cognitive problem); 2) formation of a positive self-concept – the most important coping resource (self-esteem, self-efficiency); 3) internal locus of control (the ability to control their lives, their behavior, take responsibility for it themselves); 4) social competence (the ability to communicate with others and knowledge of the social reality); 5) empathy (the ability to empathize with others in the process of

⁴ N. A. Sirota, & V. M. Yaltonsky, N. S. Viderman, *Prevention of addiction in adolescents: from theory to practice*. Moscow, Genesis, 2001.

communication, the ability to be tional); 6) affiliation (the desire to communicate with people); 7) the person's attitude toward life, death, love and faith; 8) spirituality; 9) valuable motivational structure of a personality.

As a result, N. A. Sirota and V.M. Yaltonskiy's research⁵ is of a particular interest. They have developed three theoretical behaviour models of healthy people and drug, alcohol addict people in difficult life situations: 1) a model of adaptive functional coping behaviour; 2) a model of pseudoadaptive disfunctional coping behaviour; 3) a model of passive disfunctional disadaptive coping behaviour. Scientists give a detailed description of each model which includes the following components: 1) used coping strategies of behaviour; 2) the direction of motivation; 3) the level of development of personal and environmental resources (possibilities) for overcoming difficult life situations (level of intelligence, self-concept, locus of control, social competence, empathy, a value-motivational structure of personality, social support, etc.).

These characteristics of the models of adaptive behaviour in difficult situations ensure the resilience of an individual. It includes not only the strategy of behaviour and cognitive assessment of the situation, which is the basis of further «movement towards a new phase of life», but also necessary personal-environmental resources. In our opinion, the model of adaptive coping behaviour reflects the structure of resilience completely.

Taking the study of modern preventive approaches and models of behaviour in difficult situations into consideration, N. A. Sirota and V. M. Yaltonskiy developed the conceptual model of coping psychoprophylaxis of psychosocial disorders in adolescence. According to the authors, a change in the strategy of a person's behaviour, a healthy lifestyle, increase of personal and environmental resources, i.e. formation of resilience, should be a basis of preventive programmes.

The current stage of the prevention development we named with a new term – pedagogical prevention of addictive behavior in the educational environment. This is mostly due to the results of researches by L.P. Velikanova⁶, A.M. Karpov, D.N. Goryachev⁷, V.D. Mendelevich⁸

⁵ N. A. Sirota, & V. M. Yaltonsky, *Prevention of drug addiction and alcoholism*. Moscow, Academy, 2003.

⁶ L. P. Velikanova, *Narcology*, Rostov-on-Don, Phoenix, 2006.

and other scientists, based on common etiopathogenic mechanisms of addiction behavior development. V.D. Mendelevich⁶, developing the concept of a dependent person, considers the addiction as a personal quality that underlies the establishment of any form of addictive behavior. The authors note that it is impossible to distinguish fundamental differences and specific personality or character traits that determine alcoholism, smoking, drug addiction or overvalued fascination with gambling, virtual reality (internet). The scientist says about the existence of the basic characteristics of the addictive personality, which are common to all forms of addictive behavior. Thus, today, at the stage of primary pedagogical prevention it does not make sense to develop various programs of prevention of drug using, nicotine, smoking blends, alcohol, gaming and Internet addiction. This is due to the emergence of new goals and objectives of preventive educational activities at the present stage⁹.

A.V. Makhnach¹⁰, A.I. Laktionova¹¹ suggest considering the resilience to be an individual's capacity to social adaptation and self-regulation that is a management mechanism of his resources: health, emotional, motivational and strong-willed, cognitive spheres in the context of social, cultural norms and environmental conditions.

In her social-psychological concept A.A. Nesterova¹² says that the resilience of a person is a person's system quality characterizing the unity of the individual and social-psychological abilities to implement his resources, to use productive strategies of behaviour in stressful situations. Such a behaviour provides a person with achievements of a pre-crisis level of functioning or determines the post-crisis personal growth.

⁷ A. M. Karpov, & D. N. Goryachev, Structural and dynamic unity of algorithms of formation of chemical and behavioral addictions, in *Practical Medicine*, no. 1(49), 2011, pp. 37-41.

⁸ V. D. Mendelevich, *Drug addiction and comorbid conduct disorder (psychological and psychiatric aspects)*, Moscow, MEDpress-inform, 2003.

⁹ Guide of addictology / ed. V. D. Mendelevich, St. Petersburg, Speech, 2007.

¹⁰ A. I. Laktionova, & A. V. Makhnach, Factors of resilience of deviant adolescents, in *Psychological Journal*, no. 6, 2008, pp. 39-47.

¹¹ A. I. Laktionova, *The relationship of resilience and social adaptation of teenagers*: Doctoral Dissertation, Moscow, IP RAO, 2010.

¹² A. A. Nesterova, *Socio-psychological concept of youth resilience in situations of job loss*: PhD Thesis, Moscow, RGSU, 2011.

A. A. Nesterova considers the resilience to be a firm disposition of a personality which includes the following components: 1) the ability to activity and initiative; 2) the ability to self-motivation and achievement; 3) emotional control and self-regulation; 4) positive cognitive installations and flexibility of thinking; 5) self-esteem; 6) social competence; 7) the adaptive protective-coping strategies of behaviour; 8) ability to organize the time and plan the future.

It is necessary to pay attention to the fact that the resilience, in contrast to the strategy of coping behaviour (coping behavior), implies not only overcoming difficulties and returning to the same state, but also progress, movement through the obstacles to a new phase of life. However, we think that the ability to deal effectively with complexity of life is one of the most important components of resilience.

International academic literature review

The term «resilience» was first used in 2003 stuck in the English version of «resilience» (flexibility, elasticity, resistance), thanks to the international project «Methodological and Contextual Problems of Study of Children and Adolescents' Resilience».

The head of the project was M. Ungar who proposed to interpret «resilience» as a person's ability to manage his own health resources and to use his own family, society, culture in a socially acceptable way for this purpose.¹³

However, in 1998 S. Vanishtendal considered this term in his study «Resilience» or Justified Hopes¹⁴. Wounded, but not Defeated» using the English loan translation of the term «resilience». By this term, the author denotes the fact that the ability of individuals and social systems can deal effectively with complexity of life and lead a full-blooded life in difficult conditions. Resilience means not only the achievement of success in life, but also his achievement in a socially approved way which is agreed with accepted moral norms.

¹³ A. Makhnach, The International Conference on the resilience of children and adolescents, in *Psychological Journal*, no. 2, 2006, pp. 129-131.

¹⁴ S. Vanishtendal, «Resilience», or justified hopes. *Wounded, but not defeated*, Geneva, Bice, 1998.

Materials and Methods

Research objective

In the course of this study we were predominantly focused on the following items: 1) to study the works related to the history and theory of tolerant behavior and its formation; 2) to theoretically justify the formation of tolerant attitude in students in the context of multicultural educational space; 3) to develop mechanisms of forming tolerance in students; 4) to test the effectiveness of the developed methodology and draw conclusions.

Theoretical and empirical methods

To test the hypothesis and solve research problems we used a complex of mutually complementary methods:

- theoretical – analysis of the literature, normative and legislative acts in the field of pro-prevention, study and generalization of innovative pedagogical experience, classification, analysis, synthesis, etc.;
- empiric – pedagogical supervision; psychodiagnostic methods, socio-psychological training.

Research base

To confirm the theoretical conclusions, we have studied the level of resilience and its structural components of students «Vocational school # 18, Cheboksary» in the Chuvash Republic. The study involved 50 students at the age of 16-17 from the 1-st course. There were 10 nicotine addict students among them.

Research stages

The study was conducted in three stages:

- at the stage of an ascertaining experiment there was a psychodiagnostics of coping strategies, level of subjective control, achievement motivation and the level of adolescent students resilience; we analyzed the obtained results;
- at the stage of a forming experiment we developed and implemented a program of teaching prevention of addictive behavior among teenagers;

– at the stage of a control experiment there was again a psychodiagnostics of adolescents; a comparative analysis of the results of the ascertaining and control experiments; conclusions of the study were formulated.

Research methods

In the course of the study the following methods were used: technique of «Coping Behaviour in Stressful Situations» (CBSS), it is T.L. Krukova's adapted variant of N. Andler and D. Parker's technique (Coping Inventory for Stressful Situation (CISS))¹⁵; questionnaire “Level of Subjective Control” (LSC)¹⁶; test-questionnaire for measuring motivation of achievements of A. Mekhrabian¹⁷; test «Child and Youth Resilience Measure» (CYRM) consisted of two parts: «national» and «international», the authors of the national part were A. I. Laktionova and A.V. Makhnach¹⁸.

Results

The results of the reporting stage

At the first stage of ascertaining experiment we studied the coping behaviour of students as it is one of the important components of resilience. We used the technique of «Coping Behaviour in Stressful Situations» (CBSS). It is T.L. Krukova's adapted variant of N. Andler and D. Parker's technique (Coping Inventory for Stressful Situation (CISS)). There are three main (basic) styles of coping behaviour based on the technique of multidimensional measure of coping. They are: 1) problem-focused coping (aimed at solution of problems); 2) emotional-focused coping (focused on emotions); 3) coping focused on avoidance (including distraction and social diversion). We found that low indicators of problem-focused coping behaviour or a high level of coping focused

¹⁵ T. L. Kryukova, & E. V. Kuftyak, Questionnaire of ways of coping, in *Journal of Practical Psychology*, no. 3, 2007, pp. 93-103.

¹⁶ E. F. Bazhin, E. A. Golyunkina, & A. M. Etkind, Method of research of level of subjective control, in *Psychological Journal*, no. 3, 1984, pp. 152-162.

¹⁷ M. S. Magomed-Amin, *Modification of the test questionnaire A. Mehrabian, Workshop psychodiagnostics*, Moscow, MGU, 1988.

¹⁸ A. I. Laktionova, & A. V. Makhnach, Factors of resilience of deviant adolescents, in *Psychological Journal*, no. 6, 2008, pp. 39-47.

on avoidance are markers of pseudoadaptive coping behaviour of a person. A combination of both indicators are signs of disadaptive behaviour in difficult situations.

Only 16 students (32% of subjects) revealed the adaptive behaviour which is characterized by purposeful elimination or change of the impact of a stressful situation. They tried to solve problems with the help of their resources.

24 students (48% of subjects) revealed pseudoadaptive behaviour. They tried to avoid contacts with the surrounding reality and escape from solutions of difficult life situations. They are characterized by avoidance of failures, wish to stay within the changing social situation accepting it passively and adapting to it.

The experimental data show that 10 students (20% of subjects) have disadaptive behaviour. They revealed a low level of problem-focused coping and a high level of coping focused on avoidance. It means that they are not able to identify the problem and to find alternative solutions to deal effectively with stressful situations. It leads to disruption of both mental and physical health. The result of this coping behaviour is maladjustment and social isolation on the basis of inefficient functioning of the coping strategies and coping resources.

At the second stage of the experiment we made a questionnaire «Level of Subjective Control» (LSC). The personal questionnaire is designed to diagnose internality-externality, i.e. the degree of readiness of a person to take responsibility for what is happening with him and around him.

The test students have a low level of subjective control (76% of subjects). According to the scale of internality in the field of achievements, the majority of students (64% of subjects) have low parameters. According to the scale of internality in the field of failures, students have the 100% lowest score. It proves that adolescents are not ready and do not want to take responsibility for their actions. They are willing to attribute events that are happening to them to the circumstances as well.

At the third stage of ascertaining experiment we had a test-questionnaire for measuring motivation of achievements of A. Mekhrabian. It is intended for the diagnostics of two generalized stable motives of a person: a motive of desire to succeed and a motive of avoiding failures. It is very important to find out which of these two motives is dominant. The motivation of achievement means overcoming

obstacles and gaining much success, self-improving, competing with others, winning, realizing talents and thereby improving self-esteem.

The motivation of avoiding failures is very popular among the students (48% of subjects). The previous results of the questionnaire «The Level of Subjective Control» proved it. If students have a low level of subjective control, their behaviour will be aimed at avoiding failures, unwillingness to take any responsibility.

At the fourth stage of ascertaining experiment a test of assessing the resilience of children and adolescents was held. Created by a single standard within the framework of the international research project the test «Child and Youth Resilience Measure» (CYRM) consisted of two parts: «national» and «international». The authors of the national part were A. I. Laktionova and A.V. Makhnach. In the present work only national part of this test consisting of 15 questions was used. With the help of this technique it is possible to study the resilience as an individual person's ability to manage his own resources. This technique allows to assess the level of resilience development of adolescents (high, medium, low).

A high level is the resilience based on intrapsychic and interpsychic resources. A high level of resilience is correlated with a high level of self-motivation, activity, developed system of life goal setting. A high level of resilience predetermines a pro-active approach towards the life, in everyday decisions, in an attempt to resolve a difficult life situation. If characterized emotionally resilience is a sense of life satisfaction as it is of a high enough standard and it gives you what you need and you are content with life. There is a high level of positive thinking, optimistic perception of what is happening, an ability to find any sense and value even in the negative events. The resilience is also related to the social competence of a person, his ability to build positive relations with others, to seek and find social support in crisis life situations. A person begins using a constructive adaptive-coping strategies of overcoming, and he keeps self-esteem and an ability to construct his life.

A medium level is the resilience based on intrapsychic and interpsychic resources. These are people who can develop successfully in habitual situations, but they require the assistance in crisis life situations. In case of overcoming they need encouragement and assistance of relatives and supporters.

A low level of the resilience is characterized by helplessness, low adaptability and productivity of life. These are people whose reliance on their own resources is reduced to a minimum.

Only 12 students (24% of subjects) have a high level of development of resilience. It shows their willingness to get over life difficulties, to adapt to environment, to counter its negative influence. 28 people (56% of subjects) have a medium level of development of resilience. These are adolescents who develop successfully in habitual situations, but they require the assistance in crisis life situations. 10 students (20% of subjects) have a low level of resilience, they are characterized by low indicators of social adaptability and productivity of life.

We compared the results of students according to the first three psychodiagnostic techniques and found out the following levels of resilience: 16 test subjects with adaptive coping behaviour revealed a high level of resilience development. These students showed motivation of desire for success. They have a high and medium levels of subjective control.

24 students with pseudoadaptive coping behaviour revealed medium and low levels of resilience development. This test group including 10 students have a low level of subjective control, the other group of 9 people have the motivation of desire to avoid failures.

10 test subjects with disadaptive behaviour show a low level of resilience development. There is not any life motivation among these students. They reveal a low level of subjective control. It is those people who are nicotine addict.

The results of the formative stage

On the basis of the experimental work we developed a program of identity formation in adolescence resilience. Addictive behavior prevention program consists of training sessions aimed at strengthening personal resources that promote personal development resources and hinder the development of self-destructive behavior^{19,20}.

¹⁹ E. G. Shubnikova, *Pedagogical prevention of addictive behavior of teenagers: programs and technologies*: monograph, Cheboksary, New time, 2016.

²⁰ T. V. Kirillova, E. G. Shubnikova, 'The resilience of an individual as the basis for the primary prevention of addictive behavior', in *Bulletin of the Chuvash State Pedagogical University named after I.Y. Yakovlev*, no. 2, 2012, pp. 79-83.

The control stage of the experiment

If we compare the results of the ascertaining experiment with the control one, it may be noted that 22 people (44%) have an adaptive model of coping behavior; the number of pupils with a pseudoadaptive model of behavior decreased to 20 students (40%); 8 people have a maladaptive model of behavior. On a scale of general internality in 30 students (60%) we noted the low level of subjective control, and 20 students (40%) with a high level of subjective control.

The number of students, who have the desire to succeed, doubled and was detected in 20 people (from 10% to 40%), lack of motivation was reduced from 12 teenagers (42% to 24%), the desire to avoid the failure was detected in 18 students (from 48% to 36%). If we compare the results of the ascertaining and control experiments, we found that the number of adolescents with a high level of resilience has increased from 12 persons (24%) to 22 (44%), the average rate fell from 28 (56%) up to 20 people (40%), and the low level of resilience was detected in only 8 teenager (16%), previously there were 10 people (20%).

Discussions

The introduction of the concept of «resilience of an individual» as one of the tasks of pedagogical prevention of addictive behavior in the educational environment is due to the fact that the structural components of the resilience outline a set of necessary and sufficient conditions for the effective protection of teenagers from different types of addictive behavior.

On the basis of the research, we suggest to consider three theoretical models of personality resilience:

1. Resilience – the basis of the behavior is social integration and adaptation design, which can be achieved with the help of targeted training formation of reactive functional coping strategies and the use of personal and environmental coping resources that are psychological factors of stress resistance to determine the ability to maintain health.

2. Pseudo resilience involves the development of positive and negative versions of coping with different efficiency of interaction between coping strategies and coping resources.

3. Unresilience – the result of this behavior is maladjustment and social exclusion on the basis of the inefficient functioning of the coping strategies and coping resources²¹.

Qualitative analysis of the results from each schoolchild showed that adolescents with a high level of resilience characteristic have a high level of self-motivation, activity, well-developed system of goal-setting in relation to their own lives. High level determines the resilience proactive position in regard to his life, in making daily decisions, in an attempt to resolve a difficult situation. They optimistically perceive everything that happens, try to find a meaning and significance even in adverse events. In the problematic situation these young people, depending on the situation, are active, often turn to friends and family.

Students belonging to the group with pseudoadaptive coping behavior mostly have an average level of resilience, medium and low level of subjective control. These are young people who can flourish in a familiar environment, but they need help of strangers in crisis situations.

Adolescents with maladaptive coping behavior have a low level of resilience. They have a low level of personal resources, students are helpless in difficult situations. All pupils with maladaptive behavior have no motivation in life, there is a low level of subjective control. This suggests that young people do not see the connection between their actions and significant events of their lives, do not consider themselves to be able to control their development and it is believed that most of these events are the result of chance or other people's actions.

Conclusion

Thus, the results of our research have proved our hypothesis that a high level of person's resilience is largely dependent on the productive strategies of coping behaviour, a high level of subjective control and motivation to succeed as well. Teens, having a low level of resilience, prone to various kinds of addictions. They use unproductive strategies of coping behaviour. Such adolescents are characterized by a low level of subjective control, lack of motivation.

²¹ V. P. Zeleeva, & E. G. Shubnikova, Prevention of Addictive Behavior Based on the Formation of Teenagers' Resilience, in *The International Journal of Environmental and Science Education (IJESE)*, no. 11(8), 2016, pp. 2015-2023.

Our experimental work has demonstrated that the formation of a high level of resilience should be the essential part of preventive addictive behaviour. It must be done on the basis of changing behaviour strategies, developing a healthy lifestyle, increasing personal and environmental resources. Formation of resilience is the main task of primary prevention of using psychoactive agents among children and adolescents. As a result of it, the further development of the theory of formation of the resilience of the personality is necessary as it is the prevention of addictive behaviour of children and youth within the framework of preventive education

Recommendations

The article is valuable for teachers, social workers and psychologists, educational organizations dealing with the prevention of addictive behavior of children and youth, the development of technology and the implementation of programs of preventive educational activities.

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INTERRELATION OF SELF-CONTROL AND COPING BEHAVIOR IN THE SITUATION OF STRESS FOR STUDENTS WITH DIFFERENT LEVEL OF STRESS RESISTANCE

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Abstract: *The relevance of the study is determined by the fact that university students very often face stressful situations in the learning process, especially during exams and testing times. Self-control and the features of coping strategies are those psychological phenomena that determine the stress-resistance, the nature and ways of overcoming stressful situations, the degree of its constructiveness and adequacy, which actualizes their study. Objective of the study: this paper is aimed at analyzing the relationship between self-control and coping strategies for university students with different levels of stress-resistance. Methods of research: The leading theoretical method for the study of this problem is the content analysis of scientific papers relevant to the research problem, which allows considering the analysis of factors contributing to the constructive overcoming of stressful situations. Empirical methods were the conduct of a study using valid diagnostic techniques appropriate to the purpose of the study, statistical analysis and generalization of the results obtained. Results of the research: The paper presents the results of an empirical study of the relationship between self-control and coping strategies for coping with stress for university students with low and high levels of stress resistance. It is established that students with high stress resistance have more developed self-control in the emotional sphere, in activity, social self-control, and also a higher propensity to self-control in general. They are dominated by constructive transformative and adaptive cognitive-behavioral strategies to overcome stress. Practical significance: The materials of the paper are of practical value for the development of psychological and pedagogical programs aimed at increasing the stress-resistance of university students in the educational process.*

Keywords: self-control, coping strategies, coping behavior, overcoming stress, stress-resistance, prevention.

Introduction

Educational activity takes a big place in a person's life. The most important stage in the formation of the personality and the future specialist, in the socialization of the individual is the period of student times^{1,2,3}. This importance of studying at a university highlights the particular importance of solving the problems associated with overcoming the stressful situations that students often encounter during the training period, especially in the pre-examination and examination periods. Unresolved stress not only disrupts their educational activities, but also negatively affects their personal development and vocational development⁴.

The educational stress of the optimal level has, rather⁵, a stimulating value, helping the students to mobilize the available knowledge and personal reserves for solving the educational and professional tasks assigned to them⁶. However, the increasing intensification of the educational process, which reaches a maximum in the sessional period, leads to the emergence of distressful states of students, which adversely affect the state of mental and physical health. Obviously, the student's health status directly affects the effective

¹ D. C. Rea, C. F. Carter, C. M. Parfitt, J. R. Wilkerson & T. C. Valesky, Using Dispositional Surveys to Improve Individual and Program Quality in Educational Leadership, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 81-87.

² E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

³ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

⁴ A. G. Sabadash, *Strategies to overcome stress by university students*. URL: <https://cyberleninka.ru/article/n/strategii-preodoleniya-stressov-studentami-vuzov>, 2016.

⁵ D. Kratt, Teachers' perspectives on educator mental health competencies: A qualitative case study, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 22-40.

⁶ D. Kaya & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

implementation of his personal life scenario and determines the success of future occupational activity⁷.

The main personal characteristic of the stress content is stress resistance. According to psychiatrists - this is the barrier of mental adaptation. Psychologists consider self-regulation which consists of certain elements and is stylistically diverse as the basis of stress-resistance of a person. Various cognitive mechanisms of coping with stress (coping mechanisms) and mechanisms of psychological defense^{8,9} are also referred to this characteristic.

Stress-resistance is the ability and possibility to overcome an extreme situation that is related to a person's resource or stock¹⁰, the potential of various structural and functional characteristics that provide common types of life activity and specific forms of behavior, response, adaptation, etc.¹¹.

In accordance with the point of view of cognitive psychology to overcome stress, the personal significance of a stressful situation determines the nature and direction of coping reactions. In other words, directly begins the process of overcoming stress, which involves various forms of reactions to the stress situation¹².

Coping behavior (coping strategies, strategies for coping with stress)¹³ is understood as constantly transforming cognitive and behavioral ways of overcoming specific external and internal challenges that are regarded by the individual as essential or over-superior to his capabilities. Coping strategies largely determine the psychological well-

⁷ S. N. Karyakina & O. S. Zababurina, Psychological aspects of students' educational stress at different stages of education in the university, in *Actual problems of the humanities and natural sciences*, no. 6, 2016, pp. 59-62.

⁸ T. G. Bokhan, *Cultural-historical approach to stress and stress-resistance*. PhD Thesis, Tomsk, Tomsk State University, 2008.

⁹ M. V. Kireeva, Leading coping strategies of students with different levels of stress resistance, in *Scientific bulletins of the Belgorod State University*, no. 6(125), 2012, pp. 229-233

¹⁰ A. Ullah, H. Ashraf & M. Shah, Understanding perceptions about the role of traditional practices regarding inheritance with relation to inheritance feud settlement: A case study of District Mardan Khyber Pakhtunkhwa-Pakistan. *Journal of Ethnic and Cultural Studies*, no. 3(2), 2016, pp. 1-10.

¹¹ Yu.V. Shcherbatykh, *Psychology of stress and correction methods*, St. Petersburg, Peter, 2006.

¹² S. V. Feoktistova & N. V. Shaposhnikova, The attitudes structure of stress-resistant behavior of subjects of work, in *Bulletin of the Russian New University*, no. 1, (2013), pp. 94-98.

¹³ D. Carothers & C. Parfitt, Disability or Language Difference: How Do We Decide? in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 1-12.

being, health and success of human activity¹⁴. Coping strategies or coping behavior are a system of purposeful conscious behavior to master a problem situation to reduce the harmful effects of stress¹⁵. Man throughout his life develops them to cope with stressful situations. A distinctive feature of the modern understanding of coping behavior is the transfer of consideration of the coping problem to a wider range of situations, not only extreme, but also subjectively significant⁴.

An important condition for a person to reflect his inner world and surrounding reality, as well as the condition for the effectiveness of his coping behavior and coping strategies, is self-control, which permeates all the psychic phenomena inherent in man. From a psychological point of view, self-control is seen as the ability of an individual to monitor himself, control himself, to realize his own behavior, activities and their results. Thus, self-control is included in the educational, labor, research, game, cognitive, consumer and other activities¹⁶.

Self-control is defined as a person's ability to control his emotions, thoughts and behavior. It is one of the most important elements in the personality structure that contributes to the attainment of the set goals and includes the processes by which a person is able to control his behavior under the conditions of the conflicting influence of the social environment or his own biological mechanisms. The concept of self-control is applied to situations in which a person seeks to change the initial motives of his behavior, which leads to conflicting or undesirable consequences, while trying to modify those variables that functionally influence this behavior^{17,18}. Self-monitoring is also seen as a readiness to

¹⁴ E. I. Rasskazova & T. O. Gordeeva, Coping strategies in the psychology of stress: approaches, methods and prospects for research, in *Psychological research: an electronic scientific journal*, no. 3(17), 2011, pp. 432-441.

¹⁵ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media. *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

¹⁶ A. A. Yadrova, Self-control as a factor in the rational behavior of consumers, in *Achievements in science and education*, no. 2(3), 2016, pp. 20-23.

¹⁷ G. S. Nikiforov, *Self-control of a person*, Leningrad, Publishing house of the Leningrad State University, 1989.

¹⁸ E. P. Ilyin, *Psychology of the will*, St. Petersburg, Peter, 2009.

act at each moment in the most rational and correct way, regardless of one's own internal state¹⁹.

Self-control is a conscious control that is carried out by a person for his own behavior, thoughts, feelings, as well as a way to manage and plan his activities. By means of self-control, a person deliberately adjusts his own internal and external activities. Self-control activity is found in such forms of human activity as responsibility²⁰ for the consequences of one's own actions, caution, restraint, verifiability of practical actions, accountability of thoughts and feelings, and so on²¹.

The relationship between self-control and coping-behavior and strategies for coping with stress for students with different levels of stress-resistance has not been sufficiently studied in modern Russian psychology, which actualizes its study.

Materials and Methods

Theoretical methods

The theoretical method of research is the content analysis of scientific papers related to the problem of manipulative behavior and manipulation in interpersonal communication, which allows to consider the degree of its development comprehensively and to reveal the basic approaches to its understanding and the factors determining the scale of this phenomenon in the educational environment in the youth environment in general and in the student environment in particular.

Empirical methods

We conducted an empirical study aimed at studying the severity of personality traits and values and motivations among students prone to

¹⁹ A. N. Gryaznov & V. I. Pleshko, Dynamics of strong-willed sphere of patients with alcoholism during tertiary socialization, in *Kazan Pedagogical Journal*, no. 3, 2017, pp. 152-155.

²⁰ G. James, A narrative inquiry perspective into coping mechanisms of international postgraduate students' transition experiences, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 41-56.

²¹ *The problem of self-control in the psychology of personality*. URL: <http://www.info-library.com.ua/libs/stattya/4592-problema-samokontrolju-v-psihologiyi-osobistosti.html>, 2015.

manipulation, using a set of valid and validated methods aimed at their study:

1. The questionnaire to identify the expression of self-control in the emotional sphere, activity and behavior (social self-control) was proposed by the authors G.S. Nikiforov, V.K. Vasiliev, and S.V. Firsova (Krylov, 2000)²². This technique allows one to establish the severity of the propensity to self-control in the management of one's emotions, the severity of the propensity to self-control in activities, as well as the proneness of the propensity to social self-control.

2. Questionnaire “Coping behavior in stressful situations” by S. Norman, D.F. Endler, D.A. James, M.I. Parker adapted by T.A. Kryukova (Fetiskin, Kozlov, Manuilov, 2009)²³. This variant of coping-stress behavior is characterized by a list of preset reactions to various stressful situations and is aimed at determining dominant coping-stress behavioral strategies. The following types of coping are studied: coping aimed at solving the problem; emotion-based coping; avoidance-oriented coping; coping, focused on social distraction.

3. Technique for diagnosing cognitive-behavioral coping strategies. This technique was developed by I.G. Sizova and S.I. Filippchenkova²⁴ and is designed to diagnose the prevailing coping strategies. The questionnaire offers subscales for estimating the frequency in using each of the described strategies, as well as coefficients for assessing the severity of constructive transformative and adaptive strategies and non-constructive coping strategies. Constructive transformative strategies: “Cognitive rehearsal”, “Correction of expectations and hopes”, “Going down comparison”, “Going Up comparison”, “Anticipating overcoming”, “Over-superior sorrow”. Constructive adaptive strategies: “Positive interpretation”, “Creating a situation of nontrivial meaning”, “Changes in personality characteristics”, “Identification with lucky

²² A. A. Krylov, *Practicum on General, Experimental and Applied Psychology*, St. Petersburg, Peter, 2000.

²³ N. P. Fetiskin, V. V. Kozlov & G. M. Manuylov, *Socio-psychological diagnosis of personality development and small groups*, Moscow, Publishing house of the Institute of Psychotherapy, 2009.

²⁴ I. G. Sizova & S. I. Filippchenkova, A technique for diagnosing cognitive-behavioral coping strategies, in *Materials of the anniversary scientific conference of the Institute of Psychology of the Russian Academy of Sciences*, Moscow, Publishing house of the Institute of Psychology of the Russian Academy of Sciences, 2002.

ones”. Non-constructive strategies: “Focused on emotions strategy”, “Care or escape from a difficult situation”, “Strategy of negation”

4. To determine the level of stress resistance, the symptomatic questionnaire was used: “Well-Being in Extreme Conditions” by A. Volkova (Vodopyanova, 2009)²⁵, which includes an integral scale characterizing the degree of resistance to stress.

Base of research

The study involved 157 students of 19-22 years old, students from higher educational organizations of Kazan.

Results

In the course of the empirical study, a high level of resistance to stress (stress resistance) was observed among 33.3% of students, and a low level - among 16.7%.

Features for the expression of social self-control, coping behavior and cognitive-behavioral coping strategies for students with low and high levels of stress resistance

Differences in the average indicators by the questionnaire for detecting self-monitoring in the emotional sphere, activity and behavior (social self-control) among students with a low and high level of stress resistance are presented in Table 1.

Table 1: The established reliability of the difference in the average indicators of the questionnaire revealing the expression of self-control in the emotional sphere, activity and behavior (social self-control) among students with low and high levels of stress resistance

Scales	Mean values		Student's t-test	Student's t-test
	Low level of stress resistance	High level of stress resistance		
Self-control in the emotional sphere	11,77	13,91	-2,478	0,016*
Self-monitoring in activities	15,77	20,17	-4,562	0,000**
Social self-	15,23	18,78	-3,464	0,001**

²⁵ N. E. Vodopyanova, *Psychodiagnostics of stress*, St. Petersburg, Peter, 2009.

control				
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Notes: * - mean differences are significant at significance level $p \leq 0,05$,

** - mean differences are significant at significance level $p \leq 0,01$.

According to this technique, we see that students with high stress-resistance have a higher level of indicators for all the main parameters of social self-control. That is, students with high stress resistance are more able independently to regulate their behavior, coordinating it with generally accepted norms in all spheres of life activity, possess more developed ability to understand and control the situations and processes in which they are included. Their awareness and ability to evaluate one's own actions, mental processes and states is higher.

The differences in the average indicators for the questionnaire “Coping behavior in stressful situations” among students with low and high levels of stress resistance are presented in Table 2.

Table 2: The established authenticity of the difference in the average indicators for the questionnaire “Coping behavior in stressful situations” among students with low and high levels of stress resistance

Scales	Mean values		Student's t-test	Significance (p)
	Low level of stress resistance	High level of stress resistance		
Task-oriented coping	53,54	59,33	-2,717	0,009**
Emotion-oriented coping	47,58	38,03	4,116	0,000**
Coping, focused on social distraction	18,50	28,73	-4,383	0,000**

Notes: ** - mean differences are significant at significance level $p \leq 0.01$.

According to the results of the study, it can be seen that students with a high level of stress-resistance have more formed coping, focused on solving problems, emotions and social distraction. That is, their more active behavioral strategy is formed, in which a person tries to use all available personal resources to find possible ways to solve effectively the problem. They are more adequately emotionally reacting in a stressful

situation, are able to find emotional empathy, emotional and social support

Differences in the average indicators for the diagnosis of cognitive-behavioral coping strategies among students with low and high levels of stress resistance are presented in Table 3.

Table 3: The established reliability of the difference in the average indices based on the technique for diagnosing cognitive-behavioral coping strategies among students with low and high levels of stress resistance

Scales	Mean values		Student's t-test	Significance (p)
	Low level of stress resistance	High level of stress resistance		
Constructive transformative strategies				
Going Down Comparison	7,46	6,03	1,975	0,048*
Constructive Converting Strategies	8,73	9,78	-2,717	0,009**
Constructive adaptive strategies				
Making the situation more nontrivial	6,73	4,44	3,007	0,004**
Constructive adaptive strategies	7,60	6,95	4,116	0,000**
Nonconstructive strategies				
Care or escape from a difficult situation	8,92	6,76	3,812	0,000**

Notes: * - differences in the mean are significant at significance level $p \leq 0.05$,

** - differences mean values are significant at the level of significance $p \leq 0.01$.

In the course of the study, it was found that students with high stress tolerance have significantly better indicators on the following characteristics:

- Among the constructive-transforming strategies, the indicators on the

scale “Going down comparison” are higher. That is, they have a stronger strategy, which is focused on restoring a positive attitude towards oneself, feelings of personal well-being. It is often used by people who are in a desperate situation. Applying it, a person compares himself to people who are in an even more unenviable position.

- Among the constructive adaptive strategies, the indicators on the scale “Making the situation of non-trivial meaning” are significantly higher. Using such a strategy, a person can say that no one else has suffered in life and has not seen more grief than he. In this case, the difficult situation turns out to be just another trial for him, and thus it loses its sharply negative meaning.

- Among the non-constructive strategies, the indicators on the scale “Care or escape from a difficult situation” are lower. That is, students with a high level of stress-resistance are much less likely to use a strategy that is associated with avoiding any negative or difficult situations. This strategy can be implemented not only in a practical, but also in a purely psychological form - by internal alienation from the situation or suppression of thoughts about it.

Adhering to such a strategy, people, being sufficiently capable, can refuse promotion or a tempting offer, motivating it by the fact that in this way they will avoid the associated complications and problems. Avoidance of all doubtful situations becomes such a personal feature. And then they try to avoid a situation like the one in which they once were not up to par.

Students with high stress resistance have significantly higher indicators for the integrated characteristic of constructive transformative strategies than students with low stress tolerance, and lower indicators for the integral indicator of constructive adaptive strategies. Therefore, it can be said that the higher the resistance to stress, the more students in a stressful situation tend to change either the situation or themselves, than to adapt to the external conditions determined by the situation.

The relationship between coping behavior and coping strategies with self-control for students with low levels of stress resistance

The results of the correlation analysis of the results obtained from the questionnaire “Coping behavior in stressful situations” and the questionnaire on the expression of self-monitoring in the emotional sphere, activity and behavior (social self-control) among students with a low level of stress resistance are presented in Table 4.

Table 4: The established correlations of indicators on the questionnaire “Coping behavior in stressful situations” and the technique for diagnosing social self-control among students with a low level of stress resistance

Scales	Self-control on an emotional level	Self-monitoring in activities	Social self-control
Task-oriented coping	0,417*	0,380*	
Emotion-oriented coping	-0,438*		
Coping, focused on social distraction		0,376*	

Notes: * - Correlations are significant at significance level $p \leq 0,05$,

** - Correlations are significant at significance level $p \leq 0,01$,

Based on the findings, we can conclude that students with low stress resistance, when self-monitoring on an emotional level, use a coping strategy aimed at finding ways to solve the current situation and do not use coping focused on emotional response. When self-monitoring in the activity, they apply coping, focused on solving the problem and on social distraction. And their social self-control is carried out without applying the considered coping strategies.

The results of the correlation analysis obtained by the method of diagnosing cognitive-behavioral coping strategies and the questionnaire on the expression of self-monitoring in the emotional sphere, activity and behavior (social self-control) among students with a low level of stress resistance are presented in Table 5.

Table 5: The established correlations of indicators by the method on diagnosing cognitive-behavioral coping strategies and the questionnaire to identify the severity of social self-control among students with a low level of stress-resistance

Scales	Self-monitoring on an emotional level	Self-control in activities	Social self-control
Constructive transformative strategies			
Constructive Converting Strategies	0,417*	0,380*	

Constructive adaptive strategies			
Constructive adaptive strategies	-0,438*		

Notes: * - Correlations are significant at significance level $p \leq 0,05$,
 ** - Correlations are significant at significance level $p \leq 0,01$,

The analysis of the obtained data made it possible to establish that students with low stress resistance have self-monitoring in activity and at the social level with constructive transformative strategies for coping with stress. And self-control on an emotional level has feedback from constructive adaptive strategies. Students with a low level of stress-resistance have not identified any links of social self-control with cognitive-behavioral strategies to overcome stressful situations.

The relationship between coping behaviors and coping strategies with self-control for students with a high level of stress resistance

The results of the correlation analysis obtained from the questionnaire “Coping behavior in stressful situations” and the questionnaire on the expression of self-monitoring in the emotional sphere, activity and behavior (social self-control) among students with a high level of stress resistance are presented in Table 6.

Table 6: The established correlations of the indicators on the questionnaire “Coping - behavior in stressful situations” and the technique for diagnosing social self-control among students with a high level of stress resistance

Scales	Self-control on an emotional level	Self-monitoring in activities	Social self-control
Task-oriented coping	0,496*	0,560**	0,545**

Notes: * - correlations are significant at significance level $p \leq 0,05$,
 ** - Correlations are significant at the significance level $p \leq 0,01$,

From the results of the correlation analysis it can be seen that among students with high stress resistance, self-monitoring at all levels: emotional, activity-based and social-has established links with the most productive coping strategy aimed at solving the problem.

The results of the correlation analysis obtained by the method of diagnosing cognitive-behavioral coping strategies and the questionnaire on the expression of self-monitoring in the emotional sphere, activity

and behavior (social self-control) among students with a high level of stress resistance are presented in Table 7.

Table 7: The established correlations of indicators on the methods of diagnosis of cognitive-behavioral coping strategies and social self-control in students with a high level of stress-resistance

Scales	Self-control on an emotional level	Self-monitoring in activities	Social self-control
Constructive transformative strategies			
Cognitive rehearsal		0,434*	0,490*
Going Up Comparison		0,389*	
Over-superior sorrow			0,470*
Constructive transformative strategies	0,496*	0,560**	0,545**
Constructive adaptive strategies			
Changing personality properties			0,456*
Nonconstructive strategies			
Care or escape from a difficult situation	-0,503**		
The strategy of negation		-0,403*	
Total indicator			
Constructive factor	0,500**		

Notes: * - Correlations are significant at significance level $p \leq 0,05$,

** - Correlations are significant at significance level $p \leq 0,01$,

The conducted correlation analysis showed that for students with high stress resistance their self-monitoring at the emotional, activity and social levels is associated with constructive transformational strategies in general. Self-control in activities is associated with constructive transformative strategies such as cognitive rehearsal (in a stressful situation, they outline intermediate and final goals, develop the actions' plan, determine methods of actions, and try practically to solve this situation in accordance with the plan) and comparison going up (in stressful situations, they remember their successes in other areas and

situations they can be proud of, thus devaluating the complexity and problems of the current situation).

Social self-control is associated with such a constructive transformative strategy as over-superior sadness (in a stress situation, they begin to think about what would have happened if it had been worse, and thus are protected from negative emotions at a particular moment).

Among constructive adaptive strategies, social self-control is associated with the strategy of changing personality characteristics, that is, students with high stress-resistance in a stressful situation are ready to change their personality characteristics, play the necessary role. Among non-constructive strategies, self-monitoring in the emotional sphere has a negative connection with the strategy of withdrawal or escape from a difficult situation, and self-control in activity-with a strategy of denying existing problems.

Discussions

To date, there is a lot of evidence that chronic stress accompanies a person to the whole student life, which contributes to constant stress due to lack of time and great efforts in trying to cope with all educational and domestic, and among some²⁶ - and occupational problems. The state of stress experienced by students has an impact on the level of learning, assimilation and analysis of knowledge, and the effectiveness of academic performance. For their part, problems with academic achievement also create discomfort, which makes general stress worse, which leads to an increase in the incidence among students. The educational process is characterized by uneven distribution of loads and their increase during the examination session, which is also a test for all students. Under exam stress E.A. Andreeva and S.A. Solovyova²⁷ understand the state of mental stress that occurs among students in the process of learning activities, and just before the exam, that is, when students fall into the most difficult conditions and circumstances. Examination stress is a

²⁶ V. T. Nguyen, Women and water management: A case study from the rural communities in Vietnam, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 118-161.

²⁷ E. A. Andreeva & S. A. Solovyova, Features of stress among students during the exam session, in *Azimuth of scientific research: pedagogy and psychology*, no. 1(14), 2016, pp. 140-143.

form of mental stress, which often becomes the cause of exam neurosis and undoubtedly acts as a strong psycho-traumatic factor.

Analyzing the features of the choice of cognitive-behavioral strategies for overcoming stress, E.V. Bityutskaya²⁸ characterizes the stress situation as a psychological category by two types of characteristics: common (importance, anxiety, increase of one's own resources costs) and specific (uncontrollability, uncertainty, difficulties in forecasting, decision making, etc.), which vary depending on the particular situation and personality characteristics of a person. These signs are the criteria for cognitive evaluation of such situations. Cognitive evaluation of a stressful situation is a system of interrelated cognitive and emotional processes of subjective perception of the situation by the person and interpretation, which results in a subjective image of the situation presented in the individual consciousness. The actualization of certain criteria for cognitive evaluation of a stressful situation is determined by such situational characteristics as the semantic content of the situation and the frequency of its occurrence in a person's life. The peculiarities of cognitive evaluation of a stressful situation and situational characteristics have a significant influence on the choice of the corresponding coping behavior strategy.

In the stress situation, the adequacy of the protective-coping behavior is important, which is a structural-level system, which is composed of a large number of elements (psychological defense mechanisms, behavioral coping strategies, personality and environmental coping resources) hierarchically subordinate to one another and being systems of the lowest order in relation to the integral system of psychological defense and coping. Protective-coping behavior affects the functioning of the individual as a whole, and the work of certain constituent structures of it, as well as regulates behavior and activities. Being in systems of different levels and not wholly belonging to either of them (since it includes multidirectional mental formations: unconscious, dis-adaptive mechanisms of psychological defense and conscious, adaptive coping mechanisms), defensively coping behavior, being a complex formation integrated in a number of systems of various kinds, affects the functioning of the entire meta-system of the individual as a whole. Being formed under the influence of a whole complex of external

²⁸ E. V. Bityutskaya, *Cognitive evaluation and coping strategies in difficult life situations*: PhD in psychol, Moscow, Moscow State University named after M.V. Lomonosov, 2007.

and internal factors, their combined influence, determined by the characteristics of life activity, conditioned by the content of interpersonal interaction (psycho-emotional tension, conflict, etc.), defensively-coping behavior is a reflection of the specificity of the individual's adaptation to the social and physical environment in accordance with the requirements of the situation²⁹.

Coping behavior, according to N.G. Garanyan³⁰ and a number of other researchers, is a set of deliberate attempts to cope with stress, make the situation more positive, and not only those efforts that have become successful. Coping has two main functions: 1) solving the problem that causes stress, or trying to change the stressor itself, for example, by searching for new information about it (problem-focused copying); 2) management of emotions, primarily negative, caused by a stressor, for example, distancing oneself from them or self-control (emotionally focused coping). Coping can either be close to a stressor (aggression, information seeking, problem solving) or focus on avoiding stressors (ignoring, distracting, caring), which is manifested at cognitive, emotional and behavioral levels. On these qualities, various strategies of coping behavior are based.

M.P. Filippova³¹, considering the concept of “self-control,” understands by it one of the most important, objectively necessary type of activity of the individual, which is aimed at self-management of its activities and its improvement. The author is based on the fact that self-control is an indispensable condition for an adequate, purposeful psyche. It is an essential component of the process of self-government and self-regulation.

Self-control plays a leading role in the self-education and self-improvement of the person, his behavior, and organically includes such processes as the analysis of motives and actions, planning and organization, implementation and self-assessment, adjustment and

²⁹ G. S. Korytova & Yu. A. Yeremina, Protective-coping behavior: retrospective concept reconstruction, in *Bulletin of Tomsk State Pedagogical University*, no. 3(156), 2015, pp. 42-48.

³⁰ N. G. Garanyan, A. B. Kholmogorova, Ya. G. Yevdokimova, M. V. Moskova, V. F. Wojciech, G. I. Semikin, Pre-examination stress and emotional disadaptation among undergraduate students, in *Social and clinical psychiatry*, no. 2, 2007, pp. 38-42.

³¹ M. P. Filippova, On the question of self-control formation of the individual in the philosophical and psychological-pedagogical literature, *Izvestiya of the Russian State Pedagogical University named after A.I. Herzen*, no. 74(2), 2008, pp. 279-282.

prevention. In the formation of self-control, an accurate target of educational influences should be assumed, since each person's sphere of emotions and feelings, thinking processes, communication and activities are strictly individual^{32,33}.

On the basis of the methodology of situational and subjectively-activity-based approaches, O.N. Nikolaenko³⁴ concludes that in the self-control of the personality, the consistency of the ideal and real image of the individual life situation, personality characteristics and specificity of vital activity in the process of self-organization of life is important. Such coherence is achieved through the change of these images at the levels of self-regulation and self-government. The strategy of self-control consists in the principle of selecting criteria for self-control in the process of formation and coordination of the real and desired image of the corresponding life situation, the personality itself and its life activity. The strategy of self-control as a personality property is expressed in the presence of tactics of expression of the inner world in the image of behavior, as well as in the ratio of the effectiveness of the behavior, the tactics of attitudes to one's own emotions, feelings and activities with a subjective assessment of the ability to control life events. The strategy of self-control of the individual is expressed in the selective nature of personality traits' connection that determines those images that are necessary for self-control. Peculiarities of the perception of one's behavior, attitudes to the norms of behavior and activity adapted in society, to other people, to this or that situation, to social values and to one's own vital activity is in general interrelated. The presence of these relationships is a psychological regularity, whereas the direct content of the connections determines the individuality of the self-control strategy of the person.

³² D. T. Kim Hoa, M. Valčo, The philosophy of human rights and the 'political man': Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *Xlinguae*, no. 11(2), 2018, pp. 608-624.

³³ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *Xlinguae*, no. 11(1XI), 2018, pp. 289-299.

³⁴ O. N. Nikolaenko, *Strategy of self-control of personality*: PhD Thesis. St. Petersburg: Russian State Pedagogical University named after A.I. Herzen, 2006.

Conclusion

The reform of the education system in Russia, the transition of many universities to bachelor and master's degrees level, the introduction of new federal state educational standards, the introduction of new subjects and forms of education, the increase in the flow of new information lead to the difficulties of adapting students in the new conditions of the educational environment and increase its stress-genic nature. Students of universities very often face stressful situations in the learning process, especially during the passing exams and testing times. Self-control and the features of coping strategies are those psychological phenomena that determine the stress-resistance, the nature and ways of overcoming stressful situations, the degree of its constructiveness and adequacy, which actualizes their study. The leading theoretical method to investigate this problem is the content analysis of scientific papers relevant to the research problem, which allows us to consider the analysis of factors contributing to the increase of stress resistance through the formation of adequate coping behavior and development of self-control skills. Empirical methods were to conduct a study using valid diagnostic techniques appropriate to the research goal, statistical analysis (the Student's T-test for determining the reliability of the difference in mean indices and the Pearson correlation coefficient) and generalizing the results obtained. The paper presents the results of a theoretical and empirical study of the relationship between coping behavior and cognitive behavioral stress coping strategies with self-monitoring in the social sphere, in the sphere of emotions, and in the activity of university students with low and high levels of stress resistance.

It is established that in the sphere of self-control, students with a high level of stress-resistance have an ability independently to regulate their behavior and harmonize this behavior with generally accepted norms in all spheres of life. They more often use the opportunity to understand and control the situations and processes in which they are involved. They have more developed awareness and ability to assess their own actions and deeds, mental processes and states.

Students with high stress-resistance have more formed coping, oriented on task-solution, emotion and social distraction. That is, they have a more developed active behavioral strategy, in which a person uses all available resources to find various ways to solve problems effectively.

They are more adequately emotionally reacting in a stressful situation, are able to find emotional empathy, emotional and social support.

In the field of cognitive behavioral coping strategies, students with a high level of resistance to stress have a stronger developed strategy, which is focused on the resumption of a positive attitude towards oneself, feelings of one's own well-being by comparing oneself with people who are in an even more difficult situation. Once in a difficult situation, they often perceive it nontrivially and look at any difficult situation as simply another test that has fallen to their lot, and thus this difficulty loses its sharply negative significance. Students with high stress resistance are much less likely to use a strategy that is associated with avoiding any negative or difficult situations. Avoidance of all suspicious situations does not become their individual character trait, and as a result they are less likely to avoid any situation similar to that which they have never been able to cope with.

Correlation analysis showed that students with high stress resistance have self-control in a stressful situation, which is carried out with a bigger set of effective and constructive coping strategies than students with low stress tolerance. Thus, they are more able in situations of stress to control their behavior and their emotions, get out of stress with the least harm for their mental and physiological state, for other people and for the social situation as a whole

The materials of the paper are of practical value for psychologists and educators who develop and implement psycho-pedagogical programs aimed at preventing addiction to manipulative behavior among university students in the educational environment.

PSYCHOLOGICAL AND SOCIAL ASPECTS OF GUIDING THE CONTEMPORARY YOUTH POLICY

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Abstract: *The article touches on the problem of guiding an effective youth policy, which is based on the principle of the partnership of the state both with the youth itself and with society as a whole. Traditionally, the state youth policy is viewed as one of the directions of social policy. However, the youth status rise in the modern world, changing the angle of view on its role and functions radically change the status of the state youth policy itself. If the state youth policy is the direction of the activity of the Russian Federation, which is a system of regulatory, financial, economic, organizational, managerial, information-analytical, personnel and scientific measures implemented on the basis of interaction with civil society institutions and citizens and active interdepartmental interaction, aimed at the civil-patriotic and spiritual-moral education of youth, the expansion of opportunities for effective self-realization of youth and increase of its level of potential in order to achieve sustainable social and economic development, global competitiveness, national security of the country, as well as consolidation of its leadership positions in the world arena, this actually means giving up the departmental, if a narrow social approach to the state youth policy, and the transition to relations not between the whole society and the whole state, but between specific government management structures, the business community and public associations.*

Keywords: system, synergetic, socio-integrative management system, cooperation, interaction, state youth policy, organization of work with youth.

Introduction

One of the phenomena of contemporary social reality, under the influence of which a present day young man is formed and is developing

as an individuality and as a specific type of personality¹, is the multilevel impact and interaction of various structures in the framework of the unified state youth policy². Integral formations break down, at the same time, disparate phenomena, actions, processes are integrated into holistic, global phenomena, various kinds of systems, social structures of various levels, both declared and actually existing³.” At the present time we are not dealing with a unified pedagogical practice, on the contrary, different, essentially different types of pedagogical practices are formed (traditional education, developing, a new humanitarian education, religious, esoteric, etc.)⁴. In addition, the transformation, the breakdown of existing relationships takes place⁵.

The concept of “social upbringing,” which is regarded as a purposeful management of the personality development process through the creation of favorable conditions for this underlies the Russian approach to the process of organizing work with young people. On the one hand, this is a psychological and pedagogical process⁶ (purposeful work in various structures providing contacts with young people), on the other one - socio-pedagogical (through the inclusion in the environment, through the relationships that are established between young people)⁷.

The study of the practice of the social and pedagogical systems’ emergence increasingly convinces us that the application of the classical

¹ R., Corona, E. Velazquez, S. McDonald, M. Avila, M. Neff, A. Iglesias & R. Halfond, Ethnic labels, pride, and challenges: A qualitative study of Latinx youth living in a new Latinx destination community, in *Journal of Ethnic and Cultural Studies*, no. 4(1), 2017, pp. 1-13.

² M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

³ J. Márque, C. Peña, L. Jones, A. Orange & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 162-181.

⁴ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810.

⁵ O. A. Tikhomandritskaya, Ordinary views of young people about Russia in the modern world, in *The electronic journal «Knowledge. Understanding. Skill»*, no. 2, 2010, pp. 77-84.

⁶ I. H. Yigit, & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights, in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31.

⁷ E. P. Belinskaya & O. A. Tikhomandritskaya, *Problems of socialization: history and modernity*, Moscow, IPSU, 2013.

systemic approach does not provide an opportunity⁸ to adequately characterize the components of the guidance system of the state youth policy, the links between them, the processes of their development⁹: the studied phenomena are more complex and multifaceted than the recent ideas about them. Thus, the existence of disarray zones in the process of the system development is discovered, and the nonlinearity of its development. This serves as an argument that the further development of the theory and practice of working with young people requires studying the processes of systems' self-organization and their management in the context of the development of ideas of the self-organization theory (synergetics), which is characterized by universality, consistency and content while studying the most diverse levels of self-organization. Having arisen from the needs of natural-mathematical sciences, the theory of self-organization is increasingly penetrating the sphere of social knowledge. This is not a denial of the systemic approach, but its further development¹⁰.

Materials and Methods

A viewpoint on the process of guiding the contemporary youth policy as a self-organizing one, that is, which can adapt to the conditions of the external environment, while preserving its own characteristics, changes our usual views on it.

Common to social systems is the contradiction between chaos and order in development. On the one hand, the development of the system is a movement toward integrity, and on the other - integrity is the death of the system, a stop in its development.

No social system can exist without a certain unification, standardization of people's behavior. At the same time, as the system develops, dissatisfaction of individuals with the need to obey the general course of life is manifested. It is possible, relatively speaking, to consider that the system is good as long as it is not existent yet, that is, while it is

⁸ M. Ahmed, Ethnicity, identity and group vitality: A study of Burushos of Srinagar, in *Journal of Ethnic and Cultural Studies*, no. 3(1), 2016, pp. 1-10.

⁹ K. Andrews, Culture, Curriculum, and Identity in Education. [Book Review], in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 99-101.

¹⁰ V. I. Pishchik, A. V. Gavrilova & N. V. Sivrikova, Styles of intergenerational pedagogical interaction of teachers and students of different generation groups, in *Russian Psychological Journal*, no. 3(13), 2016, pp. 245-264.

an unreached, promising goal, and it becomes not good enough when it is finally formed. In a society that is in the process of formation, creative people, non-standard people usually feel good, because they feel that they are more subjects than the elements of the system. However, as the system becomes ordered, arranged there is less space for unexpected, unpredictable situations, for spontaneous manifestations of the personality. The same contradiction between chaos and order can be expressed more narrowly - as a contradiction between traditions and innovations¹¹.

Contradictions between chaos and orderliness are manifested and resolved in the social system differently than in other systems. Social systems usually develop faster than many other systems, and they never achieve particularly high degrees of integrity, at least because of the fairly rapid change of people's generations. At the same time, each generation should feel that it is the subject of the system development, it must introduce something new and its own into it. Therefore, the development of the system is determined not so much by objective factors as by subjective factors¹².

Based on the synergistic view of the world, we can put forward the following assumption. Although all in the world is generally stable, but relatively stable only to a certain extent, some, albeit lengthy, stage of development. Complexly organized systems tend to disintegrate, reaching their developed state. Stability grows out of the instability, as a result of the instability, because the beginning, the birth of a new structural formation is associated with randomness, chaos, instability. And stability, in the end, sooner or later turns into instability¹³. Stages of stability and instability, the design of structures and their destruction replace each other.

In the world based on instability and creativity, humanity is again at the very center of the laws of the universe. According to S.G. Posokhova, all the issues of biological objects' adaptation to changing conditions are reduced to stability. Adaptation is considered a purposeful systemic response of the body to long and numerous, intense and

¹¹ V. I. Pishchik, «Loss» of the traditional subjectivity of generations as a phenomenon of the transformation of mentality, in *Psychological Journal*, no. 2(31), 2010, pp. 20-27.

¹² S. V. Krivykh, *Theory and practice of realization of the anthropoecological approach to the construction of system systems: Doctoral Dissertation*, Tyumen, 2000.

¹³ S. P. Kurdyumov, Synergetics as a New Worldview, in *Questions of Philosophy*, no. 12, 1992, pp. 3-20.

extensive environmental effects that lead to a disorder in the homeostatic balance. The formation of a systemic response gives a person an ecological balance, the ability to carry out all types of social activity and maintain their own vitality¹⁴.

It is quite obvious that there are many unstable, unsteady states in the social system. And this instability is not its negative characteristic. The source of instability determines the area that can subsequently become a source of further development. Therefore, when guiding the youth policy, it is important to identify the sources of such instability, and it is also possible to lay them in the model of the system being created.

Creating a system, studying its functioning, we often do not pay attention to the processes occurring at its micro levels. But it is these “little things” that can often become decisive in the development of the system, since they tend to expand. Teachers are well aware of how the behavior of one child, the rejection of the system by one teacher can shatter the system to the ground. Psychologists, while studying these processes, studying them, do not always think about how to take them into account in the overall development of the system, in guiding it. So, under conditions of instability of the system, the actions of each individual person can affect macro-social processes¹⁵.

Taking account of the fact that the professionals of our country work under conditions of instability and significant organizational changes, T.Yu. Lotareva believes that the identification and study of the viability factors of a specialist is an important task of contemporary research.

In the theory of self-organizing systems it is known that the field of development paths is determined solely by the intrinsic properties of the system itself. In connection with this, while reorganizing the pedagogical system the task of studying its properties and states arises. From the description of today’s system, you can see the possible ways of its development, inherent in it itself. It is difficult to impose anything on the system; the old system should contain the basis for the development of a new, future system; then the process of building it will be more effective.

¹⁴ T. V. Folomeeva & S. V. Fedotova, Components of social status in the youth environment in the collection Innovative resources of social psychology: theories, methods, practices, Moscow: Moscow State University, 2017.

¹⁵ T. V. Folomeeva & Yu. S. Shurygina, Consumer socialization in childhood and adolescence, in *Russian Scientific Journal*, no. 35(4), 2013, pp. 155-161

Apparently, there are unsuccessful attempts to transfer the experience of one system to another¹⁶.

Results and Discussion

The work with young people in its objective nature is a self-organizing system. As a result of the management of the self-organization processes that take place in it, the objective laws of its development take shape¹⁷.

First of all, it should be noted that there are many ways to develop the contemporary youth policy. This is determined by its internal properties, especially when it comes to restructuring the previously functioning system. Traditional pedagogical conservatism saves from cataclysms not only itself, but ultimately society. Especially it is felt today in our society, with which the system of work with youth within the framework of the state youth policy is connected through every young person. It reproduces public ideas, assessments, ways of behavior; it reacts to the spontaneous influences of the street; the organizers are guided in their work by these or other, at times very different, social and pedagogical theories¹⁸.

I. Prigozhin¹⁹ one of the creators of the theory of self-organizing systems and the contemporary scientific picture of the world associated with it, considers the interaction of the system and environment as the most important factor of the system's existence and development. However, this interaction bears a selective character. The same can be said about other educational systems - they interact with society more or less actively, but selectively. While implementing the youth policy, one has to introduce changes and clarifications into it, and sometimes the self-organization of the system requires the creation of a new model.

¹⁶ E. V. Yangzin, Integration of vocational education systems in the training of highly qualified specialists for the agro-industrial complex: PhD Thesis, Ulyanovsk, 2004.

¹⁷ A. I. Tashcheva, T. V. Folomeeva, O. A. Tikhomandritskaya, I. V. Mikhaylova, N. V. Kalinina, Social and psychological features of junior school students prone to aggressive behavior, in *Man in India*, no. 97(3), 2017, pp. 521-531.

¹⁸ V. B. Salakhova, A. I. Tashcheva, S. V. Gridneva, I. E. Zhmurin & M. N. Mikhaylovsky, Experimental study of social and psychological correction of the teenage personality's values and motivation sphere who is prone to deviant behavior didactic possibilities of interactive, in *Modern Journal of Language Teaching Methods (MJLTM)*, no. 7(4), 2017, pp. 12-20.

¹⁹ I. Prigozhin, Philosophy of instability, in *Questions of Philosophy*, no. 6, 1991, pp. 46-57.

This is due to the fact that in self-organizing systems, at special points of their development (in bifurcation points), where the branching of development ways takes place, even slight effects on one or another component of the system can direct its development along a new path, which, in our opinion, occurred in 1991. All this, in principle, leads to an endless modeling process. The variability of guiding the state youth policy can arise even on the basis of a single initial concept both at the stage of creating its future image and directly in the creation of its model.

In the theory of self-organizing systems, as it has already been mentioned, there is an idea that the control effect on the process of realizing the system can be effective only when it is consistent with the intrinsic properties of this system, that is, it is resonant. This, in our opinion, is an important statement, because it means the search not for just an impact, but the impact should be precisely “resonant”. This is the difference between the modeling of authoritarian and humanistic systems.

Today, the choice of such influences largely depends on the experience and intuition of the organizers of the development ways of the state youth policy²⁰. But from experience we know that underestimation of the beginnings of self-organization in the construction of any structure, non-resonant effects lead to the phenomenon “on the contrary”, when the result is opposite to what has been expected.

As far as the guidance of the state youth policy is concerned - it is a special guidance. It must be flexible and multifaceted, because its object, as already mentioned, is a non-equilibrium system, open and to a great extent self-organizing. Trying to characterize the basic aspects of the guidance of such a system, we naturally had to resort to an arsenal of ideas that have developed to the present time in the theory of self-organization. So far, unfortunately, there is no unified guidance conception by means of nonlinear systems, which could be used as a basis for practice.

It is important to take the natural properties of the emerging system into account as much as possible, its internal qualities, the history of its development. Slight impacts - great results. Here is the creed of

²⁰ I. H. Yigit, & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights, in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31.

such guidance. To this end, it is important to find points of a “resonant” impact on the system. One condition should be kept in mind that it is possible to control such a system from the outside only in part, since it, being non-equilibrium, has its own internal degrees of freedom, unattainable for external action. Knowing all this, it is important in each certain case to control the evolution of the system in a balanced, harmonious combination of external and internal influences, not only preserving the already existing degrees of freedom of the system, but also creating new ones²¹.

It is taken into account here that the capacity of the system to be guided and its ability for self-organization, although interrelated, is not very rigid, which makes it possible to combine the natural and the artificial in guidance.

The end of the XX - the beginning of the XXI century was the period of the next change of social and political orientations in Russia. The social responsibility of the state is manifested in relation to the human resource of the development of the country. But the social responsibility of the state is inconceivable without the social responsibility of business and the population, which makes it particularly important to delineate the powers and scope of realizing the social responsibility of each subject.

The main structures that are now able to carry out purposeful, systematic interaction on the state youth policy's issues in social structures of various levels are: state agencies, including the federal and regional authorities, their institutions and specialized organizations, as well as state enterprises, joint-stock companies, where state ownership is prevailing; business, consisting of non-governmental business organizations and carrying out its activity on a free competitive basis; the civil sector²², represented by the citizens, by various non-profit, non-governmental organizations, independent of the state within the existing social and state structure and legislation, and called upon to express the

²¹ N. V. Kalinina, V. B. Salakhova, E. G. Artamonova, O. I. Efimova & I. V. Kalinin, Psychological Prevention Mechanisms of Minors' Deviant Behavior, in *Eurasian Journal of Analytical Chemistry*, no. 12, 2017, pp. 663-672.

²²J. Duffy, L. Wickersham-Fish, L. Rademaker & B. Wetzler, Using collaborative autoethnography to explore online doctoral mentoring: Finding empathy in mentor/protégé relationships, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 57-76.

interests of individuals, social groups, communities, and to realize their civil non-economic initiatives²³.

The organization of their interaction, the determination of its purpose, content, performance indicators is an important aspect of guiding the development process of the state youth policy and the systems in which this development is taking place. It is interaction that serves as a means of guidance, with the help of which its fruitful development is possible²⁴.

Conclusion

Therefore, we can talk about the gradual, synergetic structuring of the new system - the socio-integrative system of guiding the organization of work with young people.

Only the combined efforts of these structures, their interaction, can often withstand the negative spontaneous influences on the young man, whose role at the present stage has increased significantly. The interaction of the participants in the implementation of the state youth policy is the “cohesion element” of the new system: an organization, the coordination of their mutually conditioned actions aimed at achieving a common goal, the effective implementation of the specific educational opportunities of each subject of interaction²⁵. Interaction also implies the organization of joint activities of the youth itself. “This is collectively organized, joint activity carried out by means of joint efforts. At the same time, socially significant activity with real results, expressed in changing the social sphere of life of young people for the better “²⁶. Interaction on the state youth policy’s issues is the organization of relations, contacts leading to the enrichment of results in the framework of this activity; organization of relations, communication

²³ V. A. Lukova, *State youth policy: the Russian and world practice of realizing the innovative potential of new generations in society*, Moscow, Moscow University for the Humanities, 2013.

²⁴ A. R. Masalimova & A. S. Chibakov, Experimental analytical model of conditions and quality control of vocational training of workers and specialists, in *Mathematics Education*, no. 11(6), 2016, pp. 1796-1808.

²⁵ A. Lesková, M. Valčo. Identity of adolescents and its dimensions in the relation to Mass media: Philosophical-ethical reflections, in *XLinguae Journal*, no. 10(3), 2017, pp. 324-332.

²⁶ I. V. Afanasenko, A. I. Tashcheva & L. I. Gabdulina System of Values of the Youth in the Light of its Social Frustration, in *The Social Sciences*, no. 10, 2015, pp. 1287-1290.

of people from different backgrounds, age, experience, based on voluntariness, common interests, equality, usefulness; the organization of the entry of educational structures into the surrounding society and the mastering of it by the subjects' common efforts²⁷.

General activity generates the highest form of interaction - cooperation, characterized by persistence, the variety of business contacts at different levels; a real positive influence on each other, mutual understanding, mutual respect, trust; willingness to help each other. In the course of business cooperation, a dynamic structure of informing and coordinating the activities of participants in the socio-integration guidance system of the organization of work with young people is formed taking account of the specifics of the subjects²⁸.

In the practice of interaction, special collegial forms of guiding the process of work with youth are born, and its rational organization.

Interaction between the participants in the system of guiding the government youth policy should not be built according to directive and regulation norms from the outside, “from above”, but mainly through the leaders who are initiators, organizers of joint actions, bearers of ideas, intentions, innovations, authors of socially useful programs, systems for the development of youth initiatives. A supervisor of a certain area (the organizer of work with the youth), a type of activity, in particular, system-forming directions as the basis of interaction, should be a natural figure in such a guidance system^{29, 30}. Each organizer should have his own team - a genuine self-governing body, formed solely on the principle of voluntary participation of both adults and youth, their personal enthusiasm, the interest of the whole body of people.

²⁷ A. A. Galushkin, V.I. Prasolov, A.N. Khuziakhmetov, Z.M. Sizova, I.V. Vasenina, Aggressiveness and social aggression in the youth environment: Philosophical and psychological field of interpretation, in *XLinguae Journal*, no. 11(2), 2018, pp. 106-119.

²⁸ A. R. Masalimova, N. K. Schepkina, A. V. Leifa, A. R. Shaidullina & E. A. Burdukovskaya, Mentoring perfection in modern enterprises conditions: practical recommendations, in *American Journal of Applied Sciences*, no. 11(7), 2014, pp. 1152-1156.

²⁹ D. T. Kim Hoa, M. Valčo, The philosophy of human rights and the ‘political man’: Engaging the intellectual legacy of Ho Chi Minh in a technological era, in *XLinguae*, no. 11(2), 2018, pp. 608-624.

³⁰ M. Valčo, P. Šturák, The “Relational Self: Philosophical-Religious Reflections in Anthropology and Personalism, in *XLinguae*, no. 11(1XI), 2018, pp. 289-299.

PERSONAL CHARACTERISTICS OF TEENAGERS’ SUSCEPTIBILITY TO THE IMPACT OF THE INTERNET

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Abstract: *The impact of the Internet on a modern man is confirmed by numerous studies, which often describe directly opposite results, which is due, on the one hand, to the complexity and heterogeneity of the influence of the virtual environment and the specificity of its tools, and on the other hand depends on the addressee of manipulative activity. Teenagers often become the object of interest of socially dangerous communities in the global network. Unfortunately, any ways of protecting a child from such content are imperfect and can’t fully solve this problem. Thus, the definition of personal factors of the susceptibility of this age category to the Internet impact and the identification of a potential risk group among teenagers can be used for preventive work with addictive behavior, and also contribute to the prevention of extremism and the radicalization of young people. The purpose of this study was to find a correlation between the personal characteristics of teenagers and their views and assessments of the Internet. To achieve this goal, data capture was organized: 521 people took part, psycho-diagnostic techniques were used (A.V. Smirnov’s “Semantic universals of the informative and cultural environment”, “Dark Triad” technique, the HEXACO technique) and a set of mathematical- statistical analysis of data. It was found that adolescents have positive attitude to the Internet environment, prone to underestimate the possible threats of the informative content and have included the Internet in many areas of their life. The correlation between personal traits and the attitude to the global network exists and it can be argued that teenagers with specific personal characteristics specifically perceive the Internet content and accordingly choose different patterns of activity in relation to it. Due to the fact that there were high undifferentiated assessments of various aspects of the Internet among the teenagers, a risk group of the most susceptible to Internet was identified. We tried to describe the psychological mechanisms of involving representatives of this group in socially dangerous societies, relying on the correlation between their personal psychological characteristics and the characteristics with which they empower the virtual environment.*

Keywords: internet environment, virtual environment, susceptibility, teenagers, psychological impact, attitude to the Internet, personal characteristics, personality traits.

Introduction

Socialization of modern teenagers takes place in completely different conditions than before. Social activity of the younger generation is not only in the real, but also in the virtual world. Numerous

studies have already proved that the very Internet environment, where teenagers actively manifest themselves, has a significant impact on their life and behavior.^{1,2,3} The technical capabilities of the modern information environment and the communication system have significantly changed the behavioral patterns of adolescents of the 21 century⁴. The accessibility and breadth of the Internet, its richness in information, communication, educational and cultural, entertainment, commercial and other functions makes it one of the main media for the socialization of adolescents. At the same time, it is a serious tool for influencing on the worldview and a modern teenager are formed through informational messages, texts, images, game stories, appeals, public moods. However, scientists, government agencies and the public worry about the easy availability of violent extremist content on the Internet, which can have strong radicalizing effects.⁵ Of course, the Internet itself does not act as a radicalizing agent, but it can serve as an intermediary and catalyst for realizing the goals of extremist communities⁶, intensively introducing their ideology into the Internet⁷, including through social networks in which teenagers actively interact. As N.S. Sedikh says, the absolute majority of those who receive the initial impulse of radicalization from the Internet are representatives of young generation.⁸ At the same time, teenagers are distrustful to the information from

¹ N. G. Pyankova, & V. M. Matviyuk, The impact of the global Internet on the psyche of adolescents, in *Concept*, no. 30, 2014, pp. 1-6.

² A. N. Ayanian, T. D. Martsinkovskaya, Socialization of adolescents in the information space, in *Psychological research*, no. 46, 2016, pp. 8.

³ O. V. Pinchuk, Children and adolescents on the Internet: media practices, pedagogical aspect, media education, in *Bulletin of Novosibirsk State University. Series: History, Philology*, no. 12(10), 2013, pp. 56-63.

⁴ G. U. Soldatova & E. I. Rasskazova, "Digital" situation of development of intergenerational relations: the gap and interaction between adolescents and parents on the Internet, in *The World of Psychology*, no.1(89), 2017, pp. 134-143.

⁵ M. Conway, Determining the role of the internet in violent extremism and terrorism: Six suggestions for progressing research, in *Studies in Conflict and Terrorism*, no. 40(1), 2017, pp. 77–98.

⁶ A. Meleagrou-Hitchens, A. Alexander, & N. Kaderbhai, The impact of digital communications technology on radicalization and recruitment, in *International Affairs*, no. 93(5), 2017, pp. 1233–1249.

⁷ K. J. Greenberg, Counter-Radicalization via the Internet, in *Annals of the American Academy of Political and Social Science*, no. 668(1), 2016, pp. 165–179.

⁸ N. S. Sedykh, Socio-psychological features of propaganda of extremism and terrorism through the Internet, in *Social psychology and society*, no. 2, 2013, pp. 137-147.

television or advice from adults, if it differs from what they meet on the Internet ⁹. This makes them unprotected in front of threats of manipulation, fraud or other malicious influences in the Internet environment.

Here it is important to understand what factors make teenagers to participate in risky activities in the Internet environment, make them vulnerable to impact of social networks or other Internet resources. The scientific literature often discusses the environmental determinants: family, social environment, friendly companies, the characteristics of the Internet content itself and the form of its presentation. Some authors indicate that teenagers react to the impact of the Internet, which is based both on the features of the perception of the communication partner, and on the personality characteristics of the person himself ¹⁰. However, the issue of personal determination of the susceptibility and vulnerability of teenagers to the impact of the Internet, including radicalized extremist content, remains controversial. This underestimated field is the focus of our study.

Research objective and aims

The main aim of this study is to identify the main personal determinants of teenagers' susceptibility to the impact of the Internet content. Within the stated aim, it was also important for us to determine the teenagers' subjective assessments of the Internet environment and its characteristics, and also to divide teenagers into groups with different assessments of the characteristics of the Internet; to determine the correlation between the assessment of the Internet and the personal characteristics of the teenager; identify a risk group – teenagers, which are potentially vulnerable to Internet impact

The status of the issue

– A wide field of research of the role of the Internet in teenagers' socialization describes how the personal characteristics and behavior change in a result of immersion in the virtual environment, but doesn't

⁹ T. D. Martsinkovskaya, Information space as a factor in the socialization of modern adolescents, in *The World of Psychology*, no. 2-3, 2010, pp. 90-102.

¹⁰ D. B. Branley & J. Covey, Risky behavior via social media: The role of reasoned and social reactive pathways, in *Computers in Human Behavior*, no. 78, 2018, pp. 183-191.

answer how the personal characteristics determine the attitude to the Internet content and its adoption by a teenager.

– In the scientific literature, the issue of preventive measures to neutralize the impact of extremist content via the Internet is often investigated and discussed (for example, the possibilities of teenagers playing competence in the virtual space¹¹, introduction of legislative norms and strict administrative control over the Internet content, including generated by individuals¹², through the analysis of a large amount of data^{13,14,15}). However, the personal resources and vulnerabilities of a teenager are little taken into account, which leads to the non-use of opportunities of psycho-prevention and education to counteract the involvement of teenagers in extremist groups in the Internet.

Theoretical and practical contribution

– It is proposed to identify among teenagers a group of risk of susceptibility to the impact of the Internet by comparing their semantic assessments of the Internet characteristics and personal characteristics.

– The results can be used to prevent the involvement of adolescents in extremist communities in the Internet environment.

Materials and Methods

Research objective

The main aim of the research is the search for the correlation of personality characteristics of teenagers with their representations and

¹¹ A. S. Dokolin & E. V. Chernova, The prevention of youth involvement in cyberextremist activities through computer games, in *Fundamental research*, no. 12-5., 2014, pp. 1074-1077.

¹² C. Walker. The war of words with terrorism: An assessment of three approaches to Pursue and Prevent, in *Journal of Conflict and Security Law*, no. 22(3), 2017, pp. 523–551.

¹³ M. Conway, Determining the role of the internet in violent extremism and terrorism: Six suggestions for progressing research, in *Studies in Conflict and Terrorism*, no. 40(1), 2017, pp. 77–98.

¹⁴ T. Fu, A. Abbasi, H. Chen, A focused crawler for dark web forums, in *Journal of the American Society for Information Science and Technology*, no.61(6), 2010, pp. 1213–1231.

¹⁵ J. Scott & D. Spaniel, *The Anatomy of Cyber-Jihad*, Washington, CreateSpace Independent Publishing Platform, 2016.

assessments of the Internet. In accordance with the aim, the following research questions were put:

- 1) What characteristics do modern teenagers endow the Internet?
- 2) Are there patterns in the manifestation of certain personality traits of a teenager and his attitude to the Internet environment?
- 3) Is it possible to identify a risk group among teenagers, most susceptible to the Internet?

Theoretical and empirical methods

The study used the following groups of methods:

- theoretical methods – the analysis of literary sources on the problem of teenagers’ involvement in the Internet environment.
- empirical methods – assumed the collection of empirical data by means of a psycho-diagnostic toolkit, the processing of the results obtained by quantitative (mathematical statistical analysis using the IBM Statistics SPSS 19.0) and qualitative methods (interpretative techniques).

Research base

The study involved teenagers who regularly use Internet resources. The total number of respondents was 521 people.

Research stages

The search for answers to the research questions was held in several stages:

Organizational and design stage – the psycho-diagnostic toolkit was selected and tested, the collection of empirical data was organized in the form of a group survey on the basis of educational institutions.

Research stage - data was collected from 620 teenagers, processing of results was carried out and summary tables were formed with the exception of emissions, which included the results of a survey of 521 respondents.

Analytical-interpretation stage – procedures for mathematical and statistical analysis of data were conducted, the results were described and comprehended, conclusions and answers to the research questions were formulated.

Research methods

To collect empirical data were used: A.V. Smirnov's technique “Semantic universals of the informative and cultural environment”¹⁶ to study the characteristics of the attitude of young people to the Internet, a and also “Dark Triad” technique to diagnose personal traits of a malicious, negative character for the surrounding and a technique for diagnosing personal characteristics based on the Ashton-Lee model (methodology HEXACO), implying the diagnosis of 6 groups of characteristics: honesty, modesty, emotionality, extraversion, benevolence, conscientiousness, openness to new experiences and their structural components.. For mathematical-statistical processing were used: descriptive statistics, correlation analysis with Pearson's-r linear correlation criterion, cluster analysis (hierarchical and two-stage cluster analysis), and dispersion (general linear model-multidimensional), and regression analysis (linear regression method).

Results and discussions

The study of teenagers' representations about the virtual environment and its differentiated assessment were carried out using a questionnaire methodology, which is based on the task of interval scaling of 40 characteristics related to the Internet. So, each of forty indicators was estimated by respondents from 1 to 7 points, indicating either a complete discrepancy between the characteristics of the peculiarities of the global network (1 point) or the maximum reflection of the essential characteristics of the Internet according to teenagers' opinion (7 points).

To describe the general trends in the attitude to the Internet existing in the teenagers' sample and the answer to the first research question, we selected those indicators that did not enter the zone of the average level of expression and differ either in increased (Table 1) or in lower values (Table 2).

¹⁶ A. V. Smirnov, *Psychology of addictive behavior*, Ekaterinburg: Ural State Pedagogical University, 2014.

Table 1: Indicators of the average trend for a group of characteristics of the Internet, most appreciated by teenagers

№	Characteristics of the Internet	Average meaning	Standard deviation
1	Available	5,80	2,49
2	Entertaining	5,76	1,46
3	Informative	5,76	1,57
4	Diverse	5,71	1,55
5	Useful	5,70	1,50
6	Necessary	5,62	1,48
7	Cognitive	5,59	1,46
8	Socially approved	5,40	1,33
9	Omnipresent	5,17	1,77
10	Interactive	5,16	1,45

Thus, 10 characteristics of the virtual environment were found, exceeding the zone of average meaning (for this sample it was 5 points). According to this ranked list, the majority of them have an obvious positive assessment in the teenagers' environment. Only two characteristics can be attributed to the factual group - “accessible”, “omnipresent”, which do not carry the emotional-assessed component and ascertain the objective features of the global network. The remaining eight characteristics show active and wide-scale inclusion of the Internet in respondents' lives emphasize its functional capabilities, facilitating communication and obtaining new information. Teenagers emphasize the need to use the Internet and in combination with the above-mentioned specifics of its spread, we can speak of the full inclusion of this environment in the social development of this age group.

This fact is also indirectly confirmed by a limited list of characteristics that received the lowest assessments and their semantic meanings.

Table 2: Indicators of the average trend for a group of Internet characteristics, estimated by teenagers on minimum meanings

№	Characteristics of the Internet	Mean	Standard deviation
1	Unnecessary	2,54	2,28
2	Religious	2,80	1,63
3	Stupid	2,95	1,73

Thus, teenagers tend to underestimate the religious component of the Internet content, deny the absence of an intellectual component in

the virtual environment and recognize the important role of the global network in their lives.

The correlation analysis was made (using Pearson’s linear correlation) to find the correlation between the individual psychological characteristics of the teenager and his relation to the Internet and the answer to the second research question (Table 3). Low meanings of statistically reliable correlation coefficients are due to a rather large size of the sample¹⁷.

Table 3: Results of the correlation analysis (statistically reliable correlation coefficients) of teenagers’ personal traits and the characteristics of their relationship to the Internet

Characteristics of the Internet	Dark Triad			HEXACO						
	Machiavellianism	Narcissism	Psychopathy	Altruism	Honesty, modesty	Emotionality	Extroversion	Kindness	Conscientiousness	Openness to new experiences
Interactive	0,091									
Commercial			-0,140						0,113	0,099
Stupid				-0,086			-0,091			
Necessary								0,104		
Socially approved					-0,131			-0,094		
Agitating					0,098					0,092
Omnipresent										
Cognitive			-0,088	0,091			0,092			
Useful				0,087						
Criminal			0,089							
Manipulative										0,102
Diverse	0,087		-0,104	0,161		0,129				
Entertaining	0,120			0,114		0,087	0,088			
Humanistic							0,094			0,120
Annoying			0,108			-0,091				
Unnecessary				-0,095		-0,134	-0,141			
Available							0,090			
Challenging			0,113							
Fatally impact		-0,150								
Bothersome										0,091
False	-0,097					-0,120				
Stressful			0,094							
Religious			0,088			-0,088				
Promoting activity	0,094	0,140					0,143			

Note. Highly significant correlation coefficients are assigned in bold type for $p \leq 0.01$

The results of the correlation analysis help to describe the probable regularities in assessments of the global network by teenagers

¹⁷ N. G. Yanova, *Statistical methods of data analysis in psychological research*, Barnaul, Publishing House of Altai State University, 2007.

with certain personal traits. For example, teenagers with a strong tendency to manipulate other people consider the Internet environment as a communication tool that stimulates the user's activity through their diverse content that satisfies the need for rest and entertainment. It is interesting that this category of teenagers is quite uncritical about information in the virtual network and is inclined to trust it unconditionally. Respondents with a predominance of egocentrism and a need for narcissism also emphasize the mobilizing function of the Internet resources, but do not consider them as the sole source to satisfy their needs. Teenagers with psychopathy have a high readiness to immerse themselves in the “negative” content of the virtual environment, emphasizing its criminal and religious nature, indicating that the Internet can interfere with the achievement of the goal and irritate certain options. At the same time, the positive opportunities of the Internet resources, such as cognitive and commercial functions, as well as opportunities for obtaining diverse information are minimized.

The participants of the research, who differ in their explicit orientation toward gratuitous assistance to other people, also tend to exaggerate the need and usefulness of the virtual environment, they consider it not only diverse, entertaining and cognitive, but also deny the possible superficial and intellectually facilitated nature of informative content. Teenagers with traits such as honesty and modesty consider the Internet environment as a tool for appealing to a certain activity and involvement in a social group, and they also doubt about its positive role in the socialization of a younger generation. Emotional students look in the Internet environment for entertainment and variety, not allowing its unreliability, religiosity and excessive obsession. Teenagers-extroverts point to cognitive, entertaining and humanistic functions of the virtual environment, they consider the Internet to be accessible, necessary and developing, as well as provoking activity among users. Respondents who are kind, also doubt about the extremely positive impact of the Internet environment on social relationships, but at the same time recognize its need for modern living conditions. Teenagers, responsibly related to any activity, see in the global network the possibility of a commercial plan. The researchers also focus on innovation, pointing to the availability of Internet resources for agitation and manipulation, taking into account the value of the person, but allowing some obsession in offering their services.

The identification of a possible risk group and the search for answers to the third question of the study led to a more detailed analysis of the data. Thus, to typify the options for assessing the Internet environment, a hierarchical cluster analysis was made, which identified four types of assessments of virtual space: negative, social-positive; functional and manipulative characteristics of the Internet. So, such descriptions as annoying, false, criminal, stupid, etc. appeared the first cluster. The second group included humanistic, encouraging collectivism, socially positive, etc. The third was represented by such characteristics as: commercial, diverse, cognitive, necessary, useful, etc. The fourth cluster contained the following characteristics: agitating, obtrusive, omnipresent, etc. Further, in order to determine the specific distribution of these assessments in the teenagers' group, a two-stage cluster analysis (a silhouette measure of connectivity and separation of clusters average) was carried out based on the average assessments of each of the categories described above. It was determined that grouped teenagers' assessments of the Internet environment formed 4 groups of respondents, whose ratio to the virtual space is statistically significantly different in terms of the presence of negative, social-positive, functional and manipulative characteristics (data from variance analysis).

Table 4: Indicators of the average trend of the attitude to the Internet in selected groups of respondents

Group of respondents	Negative characteristics of the Internet		Social-positive characteristics of the Internet		Functional characteristics of the Internet		Manipulative characteristics of the Internet	
	Mean	σ	Mean	σ	Mean	σ	Mean	σ
Group 1	2,80	0,894	3,33	0,589	4,63	0,893	3,77	1,102
Group 2	2,54	0,589	4,63	0,602	5,91	0,527	4,11	1,007
Group 3	4,11	0,578	4,08	0,587	5,49	0,626	5,37	0,712
Group 4	5,14	1,128	5,89	0,730	6,12	0,585	6,12	0,533

A comparison of the average meanings in the selected groups found that three out of the four samples had characteristic “peaks” showing certain trends in relation to youth in the Internet environment. So, in the assessments of one of the groups (group 2), the functional characteristics of the Internet prevail with the increased indices of its social-positive characteristics. The profile of the other two (groups 1 and 3) differs only in quantitative meanings, and its peaks also include assessments of the functional characteristics of the virtual environment

and its manipulative capabilities. The fourth group of respondents shows the highest meanings for all four categories of Internet assessments, which indicates the undifferentiated, emotionally colored perception of this environment and personal involvement in it. It is this group that we tend to consider as a risk group, since these respondents are most vulnerable to exposure through virtual space.

Regression analysis was performed to detect personal factors of susceptibility of representatives of the risk group to these semantic assessments of virtual space. As a result, four statistically reliable models were found, the percentage of the explained variance in which ranged from 11.3% to 21% (Table 5).

**Table 5: Results of regression analysis
of teenagers from risk group**

Independent variable	R ²	F-test (Fisher's ratio test)	p- level of significance of the model	Dependent variable	β	p
Negative characteristics of the Internet	20%	3,815	0,016	Honesty, modesty	-0,333	0,025
				Conscientiousness	-0,271	0,049
				Machiavellianism	-0,250	0,067
Social-positive characteristics of the Internet	11,3%	6,122	0,017	Altruism	-0,336	0,017
Functional characteristics of the Internet	12,3%	6,752	0,012	Altruism	-0,351	0,012
Manipulative characteristics of the Internet	21%	6,252	0,004	Honesty, modesty	-0,267	0,048
				Extroversion	-0,334	0,014

So, teenagers, who are characterized by dishonesty, a penchant for lies and low abilities for Machiavellianism, often give negative characteristics to the Internet. We can assume that the use of a virtual environment to compensate for their own individual psychological characteristics does not fully satisfy basic needs, and they acquire a negative experience of communication even in a global network. The latter can form a certain setting in the perception of information, and on the one hand, it creates a specific attitude to Internet content, and on the other hand, determines the direction of teenager's activity in the network. Targeted and systematic applies specifically to the negative aspects of the Internet in order to confirm the prevailing stereotypes, search for and establish communication with representatives of socially dangerous communities make it possible to involve the teenager in this

environment. As it noted by N. Schils and A. Verhage¹⁸, the content of ideology is not the first incentive for searching information on the Internet. Significance has a general social discontent of the individual and search for ways to combat this discontent. That is, the initial negative attitude toward the social environment makes a teenager vulnerable to extremist and radicalized influence in the virtual space.

The lack of altruism and the egocentric orientation of the teenager produce a perception of the global network in the aspect of its extremely positive properties and functional capabilities. The target of the impact in this case, on the one hand, is the unstable self-esteem of a teenager, focusing more on the opinion of others and reacting to the hyperbolization of one's personal merits. Praise, compliments, emphasizing the uniqueness, hobbies, ways of rest reduce the criticality in the assessment of any related information, create the prerequisites for the location and readiness for interaction. On the other hand, teenagers are involved in dialogues, using their interests and hobbies, offering opportunities to meet a wide variety of needs. At the same time, nonviolent, and liberal methods of inspiring trust are used. As studies by W.D. Taylor and colleagues¹⁹ say, the aggressive techniques on websites lead to a loss of confidence in their perception. At the same time, liberal, implicit and manipulative ways of providing information reduce resistance and increase confidence to the informative content.

Introverts, prone to deception and boasting, exaggerating their dignity, but not demonstrating them openly, but showing an overestimated self-esteem in behavioral models, point to the manipulative characteristics of the Internet environment. Teenagers' susceptibility to the Internet impact in this version of specific personal traits and the relation to virtual space is realized in the context of providing them with probable opportunities for influencing on other people. Teenagers react to the illusion of controlling the behavior of other people, focus on mastering new manipulation tools and are capable of aggressive behavior in the global network. In general, as O.A. Blinova

¹⁸ N. Schils & A. Verhage, Understanding how and why young people enter radical or violent extremist groups, in *International Journal of Conflict and Violence*, no. 11, 2017, pp. 1–17.

¹⁹ W. D. Taylor, G. Johnson, M. K. Ault, J. A. Griffith, B. Rozzell, S. Connelly, M. L. Jensen, N. E. Dunbar & A. M. Ness, Ideological group persuasion: A within-person study of how violence, interactivity, and credibility features influence online persuasion, in *Computers in Human Behavior*, no. 15, 2015, pp. 448–460.

describes., this creates the risk of the formation of negative personal identity and the development of extremist forms of behavior on its basis²⁰. In this case, the similarity of the agent of influence on such personal characteristics as the level of extraversion and conscientiousness greatly increases the readiness of the recipient for the impact to adopt socially dangerous and risky behaviors, including extremist ones²¹.

Conclusion

Thus, we have received answers to all of the research questions. Thus, describing the general trends in the teenagers' perception of the global network, we can argue that the Internet has seamlessly blended into many spheres of life of modern teenagers, it causes predominantly positive emotions, is considered as a multipurpose resource that provides opportunities for solving a variety of tasks.

It is established that the patterns in the manifestation of certain personal traits of a teenager and his attitude to the Internet environment exist. It can be stated that the severity of some individual psychological features of a teenager is correlated with a number of characteristics of the virtual space, which determines not only the specifics of perception and response to the Internet information environment, but also the vulnerability zones for the impact of representatives of social dangerous communities.

In our opinion the most susceptible teenagers to the Internet impact are those, who differ in undifferentiated and maximally personally included attitude to the global network. We assume that these children consider the Internet environment not just as an instrument or means for achieving any goals, but rather relate to it as a full-fledged reality in which the most diverse spheres are singled out for manifesting their activity. They are the risk group, because they cannot react to any impact through Internet content, because they consider it to be an objectively existing communication that needs to be supported. At the same time, the sense of danger, the instinct of self-preservation, is dulled by being in conditions that are safe for the physical state, the threats seem to be imaginary and distant.

²⁰ O. A. Blinova, Extremism as a result of acquiring a negative personal identity, in *Bulletin of the Chebysinsk State University*, no. 5(387), 2016, pp. 25-32.

²¹ D. B. Branley & J. Covey, Risky behavior via social media: The role of reasoned and social reactive pathways, in *Computers in Human Behavior*, no. 78, 2018, pp. 183-191.

Summing up, we can say that the conducted research has shown that the teenager’s personal characteristics to a certain extent determine his attitude to the Internet environment and produce specific models of reacting to virtual informative content. The regularities described in the work should be taken into account to prevent teenagers’ addictive behavior and reduce the risk of involving them in extremist and radical communities.

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SOCIAL SURFING AS A RISK IN FORMING OF CIVIL SUBJECTIVITY OF TEENAGERS

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Abstract: *The purpose of this article is to characterize the phenomenon of social surfing, taking into account its role in the development of civil subjectivity of teenagers. The social surfing of teenagers is interpreted as a consequence and a peculiar reaction of the individual to the transitivity of the informative society. The main methods of the research were the method of theoretical modeling, as well as the method of peer review, which allowed to design and discuss the model of changing of civil subjectivity of teenagers in the conditions of social surfing. Work with the experts ($n = 10$) was conducted in the form of a semi-standardized interview with the use of indirect questions and ranking. As a result, the mechanism of changing social priorities is described, a detailed description of the targets of teenagers choosing a similar strategy is given, factors determining the negative impact of social surfing on the forming of civil subjectivity of teenagers are described. The results of the research allow to expand the scientific understanding of the specifics of the teenager's personal development and the development of his civil subjectivity in the context of globalization, informatization and transitivity of modern society, taking into account the risk of social surfing. The model can be taken as a basis for conducting empirical studies of the phenomenon of civil subjectivity, since it allows to operationalize this construct.*

Keywords: social surfing, socialization, transitive society, teenagers, civil subjectivity.

Introduction

Considering socialization as a process of individual's assimilation of social experience, a system of social connections and relations, in the course of which a person acquires convictions, socially approved forms of behavior necessary for him for a normal life in society¹, we make the assumption that in many cases it is determined by the key characteristics of the society itself. Especially it concerns such significant aspects of the socialization of young people as work on the formation of civil subjectivity: firstly, it is the state of society that sets the requirements for the individual who determine the content and specific forms and ways of

¹ B. Meshcheryakov & V. Zinchenko, *Great psychological dictionary*, Moscow, Prime-EVROZNAK, 2002.

self-realization, necessary at that time for society and the state; secondly, the state of the public space creates conditions / contexts for the formation of general trends and key characteristics of the individual, therefore, identifies possible risks and basic methodological approaches to work with the individual in the development of civil subjectivity.

In this case, it becomes relevant to assess the key characteristics of modern society precisely in their connection with the specific personal characteristics of young people, and the effects that these features have for the development of civil subjectivity.

Analyzing modern society, many scientists name transitivity as its essential characteristic. So, E.M. Dubovskaya, systematizing approaches of understanding transitivity, describes at least three variants of its interpretation: transitivity as a transitional stage, transitivity as uncertainty and plurality of socio-economic changes, transitivity as a characteristic of a new type of socio-economic relations.²

A high degree of multiplicity and uncertainty of the social context is added to the characteristics of the social situation of development, associated with the acceleration of changes in society and the polymorphism of the existing simultaneously variants of types of societies (which are given to a person in connection with the possibilities of modern communication)³. So, for example, nowadays we have to talk not only about classical institutions and forms like collectives, groups, classes, layers, etc., but also about social formations whose identity can not be formed integrally, but is grounded by joint experience, shared images, experiences, history⁴. At the same time, we can take seriously into account the appearance of a global consumer or a global viewer⁵, which is the product of an unreachable multiplicity united by the forces of mass culture. It is important that modern social education systems differ not only in their content (they assume activity in various spheres of society, imply the use of different cultural practices and techniques, language, value systems), but show, first of all, differences in the form of organization of social relations: non-uniform methods of relations are formed, the degree and types of cohesion vary, the level of co-

² E. M. Dubovskaya, 'Transitivity of society as a factor of socialization of personality, in *Psychological research*, 7(36), 2014, pp. 7-13.

³ E. M. Dubovskaya, 'Transitivity of society as a factor of socialization of personality, in *Psychological research*, 7(36), 2014, pp. 7-13.

⁴ E. Petrovskaya, *The community's name*, Moscow, Falanster, 2012.

⁵ E. Petrovskaya, *The community's name*, Moscow, Falanster, 2012.

ordination, density, direction of interaction vary too (centralized, vertical structures or horizontal, network formations). Researchers say about heterarchies⁶, scenes⁷, nets, swarms, crowds⁸ - open, mobile, originally communities building public space.

There is another no less relevant characteristic of the society – its informative richness. The modern informative society has also been the object of attention of scientists for a long time. Numerous studies of the problem of social space (Voiskunsky, N.A. Golubeva, E.D. Babaeva, etc.)⁹ convincingly prove that modern culture is informative, and the very idea of the world and oneself more than ever depends on the information impact of various mass media¹⁰. Accordingly, the model of behavior of a person socializing in modern society also undergoes a significant transformation, changing both under the influence of new conditions of the social environment, and transforming for their further consolidation and approval in it.

Thus, as a result of the emergence of a new social environment with its specific characteristics, teenagers' behavior patterns are oriented toward fuzzy boundaries of social groups that facilitate the transition and rapid change of group identity. At the same time, in the author's opinion, socialization in the conditions of society's tragicism also acquires a new paradigm - “the paradigm of the individual path of development, the essence of which is that the life path of each person is unique”¹¹. Thus, we are talking about building our own unique social trajectories, on the formation of individual strategies for including and working with social space. Teenagers are very plastic in their reactions and are sensitive to changes in the social environment, are uncritical, focused on vicarious teaching, are inclined to extreme manifestations of their emotions and

⁶ I. V. Krasavin, Political Economy of the Social System: Relations, Relations, Organization, in *Politia*, no. 1(84), 2017, pp. 72-93.

⁷ R. Hitzler, *Leben in Szenen: Formen juveniler Vergemeinschaftung heute*, Wiesbaden, VS Verlag für Sozialwissenschaften, 2010.

⁸ E. Thacker, Networks, Swarms, Multitudes, *Communication Theory*, available: <http://www.ctheory.net/articles.aspx?id=422>, <http://www.ctheory.net/articles.aspx?id=423>, 2004.

⁹ A. N. Ayanyan & T. D. Martsinkovskaya, (2016). Socialization of adolescents in the information space, in *Psychological research*, no. 9(46), 2016, pp. 8-18.

¹⁰ A. N. Ayanyan & T. D. Martsinkovskaya, (2016). Socialization of adolescents in the information space, in *Psychological research*, no. 9(46), 2016, pp. 8-18.

¹¹ E. M. Dubovskaya, Transitivity of society as a factor of socialization of personality, in *Psychological research*, 7(36), 2014, pp. 7-13.

attitudes toward other people. In general, teenagers demonstrate a high degree of dependence on reference social groups, while the person systematically changes the groups. The process of adaptation to a new environment becomes permanent and does not influence on deep personal structures, which leads to high mobility of even those entities that in the given age period must acquire clear contours and bases. There is an effect of so-called “slipping” or social surfing, which is typical for an increasing number of teenagers.

This specific phenomenon, which lies at the intersection of personal characteristics and how it extrapolates itself in social space, is being explored now, therefore, the main question about the effect of social surfing on civil subjectivity remains unclear: the effect of social surfing on civil subjectivity on this stage should be considered primarily as a risk, which prompted us to write this article.

Social surfing produces ambiguous effects, the significance of which is to be assessed in positive and negative dimensions. On the one hand, the accessibility of cultural choice allows us to construct positive social features such as tolerance, activity, cosmopolitanism, erudition, empathy, foundation of global communication skills, enrich the country's cultural field with new content, and assure the development of new forms of community practice. On the other hand, the superficial embracing of an infinite number of cultural modifications provokes the superficiality of thinking, entails a lack of depth in understanding these forms, their non-correct perception. A particular concern is the decline in the sustainability of teenagers' socio-cultural orientations, the loss of the patriotic component of self-awareness, the transformation of the linguistic picture of the world and the national language. It is difficult to see the continuity of traditions, the overcoming of intergenerational rupture and the softening of socio-cultural conflicts in the native environment.

The described effects can take tangible forms in the country size – the intensification of migration processes (outflow of youth abroad), low social activity, lack of social responsibility for the local environment, deviant and delinquent forms of self-actualization, susceptibility to extremist sentiments, anti-patriotic behavior. In these complex and obviously risk contextual conditions, the emergence of a new subjectivity of a citizen of our country develops, which transfers the problem of analyzing the phenomenon of social surfing into the sphere of national security. The construction of a modern concept of work with a civil

subjectivity, which is adequate not only for foreign policy, but also for internal socio-cultural conditions, should become one of the priority directions of the work of society and the state. Meanwhile, this task is impossible without an adequate forecast of opportunities and risks, without a comprehensive strategic vision of this problem, taking into account the most significant factors. Therefore, the phenomenon of social surfing, which determines Russian social reality, requires the recognition and tangible perspective assessment not just as an autonomous cultural background, but primarily as a new context that constructs the thinking, intent, practice and self-presentation of the subject as a young citizen of Russia.

Materials and methods of research

Theoretical elaboration of the concept, including the final elaboration of key research definitions, was based on the ideas of the following scientists: P. Bourdieu (theory of “social space”, the idea of “social fields”), J. Lo (the concept of the primacy of the “network” of relations over “social” and “material” essences), M. Serre (the statement of the correlation of spaces in terms of “continuity”, “localization”, “inclusion” and “non-inclusion”), G.N. Fisher (space as a “vector of social interactions”), M. Foucault (“disciplinary spaces”, “body techniques”).

In addition to the conceptual foundations outlined above, we also focus on our own researches based on the materials of the case studies, interviews, narrative methods, tests’ results to understand the phenomenon of social surfing, and we consider it as a quick surface movement between tangible systems of action and communication, it is a special communication strategy, a special type of social inclusion, which, in the usual sense, will never be complete enough, but only simulate fullness¹² possible to define social surfing and civil subjectivity in terms of the space of the human event that arises and continues precisely in the act of communication, in manifestations of joint activity of people. This step allows us to disclose the whole set of specific relationships that determine the contextual relationship of social surfing

¹² I. V. Vorobyova, O. V. Kruzhkova & I. A. Simonova, Social surfing: specificity of value orientations of youth in modern society, in *Pedagogical education in Russia*, no. 5, 2015, pp. 45-50.

and civil subjectivity, reproduced practically and fixed in the original orders of a particular society.

To generalize the discovered patterns and refine the model of the influence of social surfing on the emergence of the civil subjectivity of Russia's teenagers, we also rely on the above-mentioned socio-philosophical methods, and use the process modeling method based on expert assessments. At this stage, the allocation of zones of social and national risks is of particular importance. The expert method was used as the basis of the model, including from the point of view of structural filling of the civil subjectivity, levels of its intensity, establishing the nature and direction of the processes of changing the civil subjectivity in the field of risk identification. The experts were people actively involved in educational and scientific work with students engaged in youth research, as well as full-time students of various educational fields (sociology, history, psychology, economics), which showed a high level of activity in various spheres of youth life – 10 people. Work with the experts was conducted in the form of a semi-standardized interview using indirect questions and ranking. Also, this method helped in selecting the characteristics of modern society, acting as facts that determine the specific features of the civil subjectivity of young people, including in conditions of social surfing.

Results

The phenomenon of social surfing and its relevance in modern society: the opinion of experts

Given the specifics of the current trends in the socialization of teenagers, in conditions of intensive immersion in the globalized informative environment, the teenager wants to feel himself as a part of many social and cultural modifications, to be “everywhere”. As a result, a new type of youth communities, characterized by discreteness, polymorphism, high availability and incompleteness, is replacing traditional institutional forms. In general, this contributes to the including teenagers in numerous social communities and active movement between them with the following assimilation of a multi cultural practices. Also, a teenagers are involved in various communicative discourses, acquaintance and reaction to heterogeneous information of social communities. At the same time, often teenagers do not have any rigid connection imposed on the participant of the social

community commitment, a serious transformation in the basic modes of communicator: in a long string of transitions from one social location to another, teenagers can easily become a part of them, taking only the most obvious ways of practicing, starting a role-playing, short-lived game “into someone”. This phenomenon is designated by us as social surfing.

As part of normative development, teenagers also interact and are included in a variety of social communities. But moving between them means enriching the individual and the role positions, forming new social positions based on previous experience. In the case of social surfing, everything is different: moving from one community to another, a teenager completely changes the way of realizing his own subjectivity, blocking his previously used methods of communication, social techniques and cultural practices, abandoning socially approved and sometimes personal significant values for the realization of himself in the social space. In fact, it forms a new subjectivity, corresponding to a new reference entity.

Features are observed in the social formation of the individual while social surfing. Within the framework of normative development, the emergence of personality goes hand in hand with the development of new social roles. However, the execution of these roles is secondary, relying on personal characteristics. It is the personality's orientation, its values, goals, and world view that determine what roles will be absorbed and embodied in social interaction, as well as how they will be implemented and modified depending on personal characteristics, life experience and aspirations of a person. As a result, social roles become unique in the performance of an individual, filled with individual positions and meanings.

However, in social surfing, the choice of role performance occurs without close interaction with the person. Most of all, this process is like buying a mask in the “supermarket”¹³ of social roles. That is, a person tries on himself already developed by other patterns of social role, which he became interesting or profitable in certain environmental conditions. In this case, the personality does not invest individual meanings in the role. The role is superficial, imitative. Its embodiment often takes place formally, for the public, and does not imply a personal contribution to its implementation or comprehension of a personal baggage. If in the first

¹³ D. Muggleton, (2000). *Inside Subculture: The Postmodern Meaning of Style*, Oxford, Oxford university, 2000.

case the person becomes the creator of the environment, in the second case, the person is a product of the environment, driven, adapted, mimics the conditions of the environment.

As the experts note, excessive social mobility, instability of social relations, value orientations, ignoring the experience gained in the course of social interaction, typical for social surfing, are seen in a number of representatives of modern teenagers. However, this can not be called a mass phenomenon. Although some features and inherent in many representatives of teenagers, social surfing in its pure form seems to them as a second-order trend. At the same time, the experts noted that social surfers often become objects of misunderstanding and even condemnation. Thus, social surfing creates a kind of balance between conservative forms of communication and mobility; therefore, social surfing can not be characterized as a fully negative phenomenon.

Civil subjectivity: concept, structure, differentiation of the content

The opinion of the experts was similar about the notion of civil subjectivity. All have noted the dual nature of this phenomenon, lying at the intersection of individual's qualities and his including in the most significant for society and state processes. There were allocated such components of civil subjectivity as activity and involvement in socially significant activity, empathic attitude to public problems, responsibility, willingness to assume some obligations, culturally and historically thinking, the existence of socially significant goals, the realization of one's own capabilities, etc. We combined all the above options in 5 basic elements of civil subjectivity: civil identity, goal setting, methodological complex, readiness for activities, responsibility.

On the basis of these definitions (or their elements) that were presented by the experts, and also on the basis of a number of methodological principles, we proposed the following definition of this concept: The civil subjectivity of teenagers is the practice of teenagers' involvement in the net of socio-political relations, implemented in their presentation of the system of formed installations and realization of the chosen strategy of joint construction and constructive living of the public space on the basis of needs, sharing with a reference group with the help of the relevant to its system tools.

At the same time the experts note that civil subjectivity can not be regarded as a unified characteristic, but it is a certain matrix, a construct, the filling of which is due to a number of significant factors. Two groups were recognized as particularly significant among these factors:

- Contextual – the constituent characteristics of modern society: the state of the educational system (its centralization / decentralization), family upbringing, the ability to influence public and state processes, the availability of civil participation, the availability of information, crisis contexts (obvious social problems), the decentralization of public attitudes, cultural diversity, activity of opposition.

- . Personal factors: the lack of a unified system of values, individualization, activity, human mobility.

An important remark was that civil subjectivity differs not only in the content, but also in terms of severity, which can also vary very seriously among different people.

Two important observations should be made concerning the identified factors of the formation of civil subjectivity:

1. Indicated factors, according to the experts' opinion, can have both a positive and negative impact on the level of formation and on the content of civil subjectivity

2. Contextual factors identified by the experts are crucial for the formation of the phenomenon of social surfing, which we have described above. Also, answering questions about the ways of influence on the phenomenon of social surfing, the experts named the same set of factors. Personal factors also duplicate the main characteristics that determine the phenomenon of social surfing.

In addition, on the direct question about whether social surfing causes the change in the state of civil subjectivity, all experts give an unambiguous positive answer, pointing out that for different social formations there is a special type, intensity and content of civil subjectivity, that means that the transition from one community to another will cause changes in the civil subjectivity of the individual.

This gives us bases to turn to the analysis and description of the correlations that exist between the phenomenon of social surfing and the civil subjectivity of teenagers.

Civil Subjectivity in conditions of social surfing: process, factors, risks

Social surfing, as a strategy of building relationships with the social environment, supposes not only specific ways of communication and self-exposure, but changes the organization of the individual both at the basic level and at the level of individual subjectivity, involving in the social dimension – forms the general concept of human functioning in society, determines the nature and degree of his social activity, the levels of social responsibility and involvement in the processes of transformation of reality. Thus, we can talk about the influence of social surfing on civil subjectivity: the latter is defined as the person's orientation to maintaining a certain social order, but for the surfing teenagers the desired order will be a subject to change along with a changing of including in a particular community. Of course, each time we see involvement in the system of rules, principles, fundamental laws that legitimize the activity of the subject in society, when he implements the relevant practices that provide the existing social order – it is the most important component of civil subjectivity. However, as a volitional component, civil subjectivity supposes autonomy, independence of decision-making regarding the order of functioning of public structures, and surfing doubt about the question such independence, since the subject accepts ready-made practices of functioning when he enters the next community, he is in the position of a consumer, and not a creator.

Each time a person changes the social community, he meets and develops a new representation of citizenship, adopts new values, technologies, practices and communicative discourses,. In the behavioral dimension, this leads to cardinal changes in strategies and tactics, in communication. In the context of a civil position, social surfing will manifest itself in instability, the borrowing of civil ideas, the lack of an internal position and consistency in its advocacy.

Special attention of the experts was paid to the problem of risks related both to approaches of the formation of civil subjectivity in general and to the consideration of social surfing as a special risk condition that should be taken into account while working with teenagers. They identified the following risks:

- national and state risks (in the moment of moving from community to community): the formation of extremist forms of civil

subjectivity, openness to destructive influences forms of activity, loss of civil consciousness

– social risks: selfish orientation to personal needs and interests, narrow horizons, inability to empathize with others, emotional stinginess, indifference, lack of experience associated with patriotic feelings, a sense of home, loss of attachment to relatives or vice versa – excessive immersion in family affairs, irresponsibility.

Work on overcoming the risks associated with social surfing, in the conditions of formation of civil subjectivity

Based on the identified risks and assessments of their seriousness, the experts noted that the processes of formation of civil subjectivity should not occur spontaneously, just as social surfing should not be disregarded as a trend of modern life, especially when it influences civil subjectivity. Among the recommendations it was noted that it is necessary to work with teenagers relying primarily on key contextual factors (family, educational system, civil institutions, communication, etc.). Leading role in such work should be given to the state and significant public institutions. It is important to observe the balance of diversity without narrowing artificially the list of possible forms of civil subjectivity, recognizing its different variants, guided by the contemporary realities of society (diversity and mobility). At the same time, it was emphasized that it is necessary to select carefully the instruments of such influence, abandoning the coarse, violent methods, direct pressure, old “beaten” techniques. It is necessary to turn to soft power technologies, to positive forms of motivation, to appeal to diversity and the resources provided by polysubjected society with its horizontal communication.

Conclusion

Thus, social surfing produces ambiguous effects, the strength and significance of which have yet been assessed in positive and negative dimensions. Certainly, the mechanism of social surfing in the globalizing world, characterized by multiculturalism, high dynamics of variability and transitivity, constructs in the younger generation such positive social traits as tolerance, activity, cosmopolitanism, erudition, empathy, activates the skills of global communication, enriches the country’s

cultural field with a new content, ensures the development of new forms of public practice. However, the superficial embracing of an infinite number of cultural modifications potentially provokes superficial thinking, entailing a lack of depth in understanding these forms, their incomplete, incorrect perception. Here, a special concern is the decline in the stability of socio-cultural orientations of teenagers, the loss of the patriotic component of self-awareness, the replacement of citizenship with nationalistic, nihilistic or extremist beliefs, the transformation of the linguistic picture of the world, and the national language. So, it is difficult to see the continuity of traditions, the overcoming of the intergenerational rupture and the softening of cultural conflicts in the teenagers' environment.¹⁴ Globally, the described effects can take tangible forms – Intensification of migration processes, low social activity¹⁵, lack of social responsibility for the local environment, deviant and delinquent forms of self-realization¹⁶, susceptibility to extremist attitudes, antipatriotic behavior, everyday asociality and addiction¹⁷.

The presented expert assessments made it possible not only to identify and specify the correlation between the phenomenon of social surfing and the formation of civil subjectivity of teenagers, but also to outline the main approaches to work on overcoming the identified risks in this area.

Acknowledgements: The study was made with the financial support of the Russian Foundation for Basic Research in the framework of the research project “ Social Surfing: Foresight of the Civil Subjectivity of the Russian Youth,” the project № 16-33-01057.

¹⁴ I. V. Vorobyova, O. V. Kruzhkova & I. A. Simonova, Social surfing: specificity of value orientations of youth in modern society, in *Pedagogical education in Russia*, no. 5, 2015, pp. 45-50.

¹⁵ E. E. Simanyuk & I. V. Devyatovskaya, Psychological characteristics of the learned helplessness of teachers, in *Herald of the Orenburg State University*, no. 9(59), 2006, pp. 71-78.

¹⁶ M. L. Melnikova, Cognitive component of aggressive behavior of adolescents, in *Education and Science*, no. 8, 2008, pp. 56-64.

¹⁷ V. P. Pryadein & A. V. Smirnov, Addictive behavior from the standpoint of the evolutionary-ethological approach, in *Scientific dialogue*, no. 1, 2012, pp. 84-96.

STUDYING DIFFERENCES IN THE STRUCTURE OF PERSONAL PROFESSIONAL ORIENTATION OF ADOLESCENTS INCLINED TO EXACT AND HUMANITARIAN SCIENCES

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Abstract: *This article reflects the current direction of psychological research in the professional self-determination of high school students. The problem of professional orientation is considered the most important factor of personal and professional development of the modern teenager; differences in the structures of the individual orientation and in the value orientations of students inclined to different disciplines are revealed. The relationship between the components of the individual professional orientation in the context of needs and interests is defined. The peculiarities of the scale of values and motives as significant components of the professional self-determination of a modern teenager are explored. The influence of motivation and value orientations on the individual's professional self-determination during the time of declaring their professional intentions is considered. Intermediate results of professional orientation studies at the stage of professional self-determination are presented. Particular attention is paid to the results of comparative studies and the revealed differences in the structure of the professional orientation of teenagers prone to the exact and humanitarian sciences.*

Keywords: professional orientation, professional self-determination, value orientations.

Introduction

The modern social and economic development of our society is inextricably linked not only with technical progress, but also with fast-

flowing changes in the sphere of education^{1,2} and, in many ways, with the preparation of future specialists for their choice of occupation and place of work³. V.A. Polyanskaya⁴ rightly points out that the task of training a specialist who is qualified not only by a set of professional knowledge, but also through specialized higher qualifications⁵, implying professional and personal psychological training, is assigned to institutions of higher and secondary vocational education^{6,7}. Different approaches to this problem are reduced to the solution of questions regarding a versatile psychological study of professional orientation as one of the main components of the structure of personality^{8,9,10}.

The study of differences in the structure of personal professional orientation of high school students requires a comprehensive approach revealing not only the features of the choice of the future occupation, but also the identification of the individual psychological determinants of

¹ A. Racelis, Library Services for the Poor: Theoretical Framework for Library Social Responsibility, in *Pedagogical Research*, no. 3(2), 2018, pp. 06. <https://doi.org/10.20897/pr/90831>

² E. A. Repina, M. R. Zheltukhina, N. A. Kovaleva, T. G. Popova, C. G. Caselles, International media image of Russia: trends and patterns of perception, in *XLinguae*, no. 11(2), 2018, pp. 557-565.

³ E.M. Dorozhkin, A.M. Kalimullin, G.N. Migacheva, T.B. Sokolova, Optimization of the Subject Matter of Profile Training Disciplines for Bachelors' Vocational Education on the Basis of Occupational Standards, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 859-876.

⁴ V. A. Polyanskaya, *Professional orientation of law students and its dynamics at the initial stage of development of legal activity*: PhD Thesis. Moscow, 2004.

⁵ H. Alanay & H. Aydin, Multicultural Education: The Challenges and Attitudes of Undergraduate Students in Turkey, in *Education and Science*, no. 41(184), 2016, pp. 169-191.

⁶ I. A. Levitskaya, Investigation of the professional orientation of the individual at the stage of professional self-determination, in *Pedagogy*, no. 11(12), 2015, pp. 241-245.

⁷ I. A. Levitskaya, Subjective determinants of the professional orientation of the individual, in *Modern science: actual problems of theory and practice*, no. 3(4), 2014, pp. 73-78.

⁸ M. J. Ortiz, Gangs and environment: A comparative analysis of prison and street gangs, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 97-117.

⁹ A. R. Masalimova, B. V. Sangadzhiev, R. V. Shagieva, R. A. Gurbanov & S. P. Zhdanov, Philosophical and socio-psychological meaning of the concept of psycho violence in learning environment, in *XLinguae*, no. 11(1), 2018, pp. 126-135.

¹⁰ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

this choice and the relationships of the individual's orientation with the features of the structural and dynamic properties of the individual.

Stressing the urgency of the problem of studying the differences in the structure of the professional orientation¹¹ of the adolescent's personality, it is necessary to emphasize the special role of internal motivation¹², value orientations, and emotional-volitional characteristics¹³. Certain relationships between these components indicate the complete organization of the individual personality characteristics of high school students with different professional orientations.

In domestic pedagogy and psychology, a wealth of experience has been accumulated in the field of the theory of professional self-determination, which in many ways predetermined modern approaches to this problem¹⁴. The peculiarity of all these studies is the ever-increasing attention to the personal aspects of professional self-determination¹⁵.

As a theoretical and methodological basis for the research, fundamental concepts, theories, and ideas of scientists characterizing the problems of psychological and pedagogical support of professional development were made by V. P. Bederhanova¹⁶ and L. N. Zybina¹⁷; explaining the motivational and value nature of the individual's orientation^{18,19,20,21,22}. Characterizing the semantic sphere of the

¹¹ S. Lafer, Democratic Design for the Humanization of Education, in *Journal of Ethnic and Cultural Studies*, no. 1(1), 2014, pp. 6-12.

¹² D. Kaya & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

¹³ D. Kratt, Teachers' perspectives on educator mental health competencies: A qualitative case study, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 22-40.

¹⁴ A. Ullah, H. Ashraf & M. Shah, Understanding perceptions about the role of traditional practices regarding inheritance with relation to inheritance feud settlement: A case study of District Mardan Khyber Pakhtunkhwa-Pakistan, in *Journal of Ethnic and Cultural Studies*, no. 3(2), 2016, pp. 1-10

¹⁵ N. S. Pryazhnikov, *Professional self-determination: theory and practice*, Moscow, Publishing Center "Academy", 2008.

¹⁶ V. P. Bederhanova, *Personally professional position in the context of the formation of humanistic reality in education*, Krasnodar, the Cuban State. University, 2007.

¹⁷ L. N. Zybina, *Structural components and dynamics of the professional orientation of the individual*: PhD Thesis. Novosibirsk, 2009.

¹⁸ B. G. Ananyev, *Psychological structure of the personality and its formation in the process of individual development of man*, Samara: Ed. house "Bakhrakh-M", 2002.

personality^{23,24} and the psychological features of the moral development of the adolescent²⁵.

Despite this, the problem of professional-pedagogical orientation still remains relevant, but in detail, all these problems were studied in domestic psychology at the end of the last century.

Research Methodology

An empirical study on identification of the differences in the structure of the individual's professional orientation was conducted using a survey method and an interview as well as using the standard E.A. Klimov's²⁶ DDS EA technique, methods of determining the personality orientation, the methodology of K. Zamfir in the modification of A. Rean²⁷, the methodology of studying the value orientations of M. Rokich²⁸ and the optant questionnaire developed by us.

The computer system SPSS was used for processing and interpreting empirical data. With its help, the following were performed: initial statistical data processing (mean values and standard deviations were found), a secondary statistical treatment was performed including the calculation of the reliability of the differences using the Wilcoxon W-test, a correlation analysis of the data was carried out.

¹⁹ L. I. Bozhovich, *The problem of development of the child's motivational sphere*, Moscow, "Pedagogy", 1972.

²⁰ A. N. Leontiev, *Activity. Consciousness. Personality*, Moscow, Politizdat, 1977.

²¹ B. F. Lomov, *Methodological and theoretical problems of psychology*, Moscow: Nauka, 1999.

²² N. I. Reynvald, *Psychology of personality*, Moscow, RUDN, 1987

²³ E. A. Sorokoumova, Psychological features of the moral development of modern adolescents, in *Initiatives of the XXI century*, 1, (2009), pp. 41-45.

²⁴ M. A., Schmidt, *Investigation of the structure of the professional orientation of the individual*, Moscow: Education, 2013.

²⁵ E. A. Sorokoumova, Psychological mechanisms of personal self-determination, in *Initiatives of the XXI century*, 1, 2014, pp. 49-51.

²⁶ T. A. Barabanshikova, E.A. Nikolaeva Psychology of Personality. Methodical toolkit: Educational-methodical manual: Moscow: Moscow Institute of Psychoanalysis. 2016, pp. 199-203.

²⁷ A. A. Rean Psychology and psychodiagnostics of personality: Theory, methods of research, practical work. - SPb.: Prime-EVROZNAK, 2006. pp. 84-86

²⁸ Practical psychodiagnostics. Methods and tests. Tutorial. Samara: Publishing House Bakhrakh. 1998, pp. 637-641.

Findings

The obtained results were quantitatively processed as the outcome of the empirical research on a sample of 11th grade students, according to the package of diagnostic procedures that we selected. The mean values and standard deviations were calculated for both the entire sample and the samples of students inclined to the exact sciences and students inclined to the humanitarian disciplines and the reliability of the differences in the compared indicators between these samples were determined using the Wilcoxon W-test. Statistical processing of the received data was carried out on the computer using the program “SPSS.12”. The results of the average values of the compared samples are summarized in Table 1.

Table 1: Comparative table of average values of the studied indicators for students prone to the exact science and humanities

№	Indicators	Students prone to the exact science		Students prone to the humanities	
		M (everage)	δ (standard deviations)	M (everage)	δ (standart deviations)
1	H-N	2,1	1,4	3,1	1,4
2	H-T	5	2,3	2,3	1,5
3	H-H	4,5	1,5	6,3	1,3
4	H-SS	4,7	1,3	3,9	1,5
5	H-AI	3,2	1,7	5	1,3
6	I	25,7	3,7	25,9	5,6
7	Com.	26	5,0	28,2	6,4
8	C	30,1	4,1	26,9	3,5
9	IM	3,7	0,6	4,5	0,5
1	EPM	4,2	0,3	3,9	0,5
1	ENM	3,2	0,9	3,3	0,8

Abbreviations for the methods used:

H-N - human nature

H-T - human-technology

H-H – human-human

H-SS - human-sign system

H-AI - human-artistic image

Abbreviations correspond to Klimov's DDS.

The notation of I, Com., C corresponds to the direction of the personality in the orientational questionnaire: I is the directivity toward itself; Com. - focus on communication; C - focus on the case.

K. Zamfir's methodology corresponds to the following notation: IM - internal motivation; EPM - external positive motivation; ENM - external negative motivation.

Analyzing the results of the average values for the sample of students who are inclined to the exact sciences and students inclined to humanitarian disciplines, it is possible to note the following: the focus on the sphere “human-technology” activity and the “human-sign system” prevails among students inclined to the exact sciences. The focus on the sphere of “human-human” activity and “human-artistic” image prevails among students who are inclined to the humanities.

Comparing the results of the direction, some differences should be noted. The focus on communication among adolescents who are inclined to the humanitarian disciplines is more expressed than, for example, students who are inclined to the exact disciplines. Apparently, this happens due to the fact that adolescents who prefer the humanities are already trying to maintain relations with people who are oriented toward joint activity under any conditions. They have a need for attachment and emotional relationships with people and a special interest in communicating with adults; they are focused on a social approval. Students who are inclined to the exact sciences have the most pronounced focus on the task. It is likely that this task orientation reflects the predominance of motives generated by the activity itself. As a result of the survey, it was revealed that this group of teenagers is keen on the process of the learning activity – they are striving for cognition, mastering new skills and abilities, and they are also trying to prove a considered point of view that is useful regarding their tasks. Thus, the assumption that adolescents inclined to the exact sciences have a greater focus on the task than students who are prone to the humanities has been confirmed.

As for the focus on oneself, there are not any differences. Students' choice of profession is an attempt to realize the feeling of one's own “I”, and is associated with age peculiarities, manifested in the desire to find a place in society, which generates a desire for the adolescent to understand himself, his “I”.

Analysis of the features of the students' motivation in both groups showed that the motivational structure has the following tendency: in the

first place students who are inclined to the exact sciences have external positive motivation, on the second - internal motivation. Students who are inclined to the humanities, in the first place have internal motivation, on the second - external positive motivation. In the last place, both groups have external negative motivation.

The need to achieve a social prestige and respect from others, as well as financial earnings and the desire for advancement in work are characteristic for students inclined to the exact sciences.

Pupils of both groups place motives of professional activity as the aspiration to avoid criticism from the leader and avoid possible hardships and punishments last. Based on the results obtained, it is possible to determine the motivational complex of personality. It is a type of relationship between the three types of motivation: IM, EPM, and ENM. To the best, optimal motivational complexes should be attributed the following two types of combinations: IM> EPM> ENM and IM>EPM> ENM. The worst motivational complex is type ENM> EPM> IM. In this case, it should be noted that the optimal motivational complex in general is characteristic for both groups of students. Only one of the teenagers in group B identified with the worst motivational complex. Thus, we can assume the following: the satisfaction of students with their chosen profession the higher, the more optimal the motivational complex is, i.e. high weight of internal and external positive motivation and low - external negative., this conclusion takes place in this study, which is undoubtedly indicative of a positive factor. For almost all students (the exception is one person), the task is important itself and the desire to achieve certain positive results is one of the factors in the formation of professional self-awareness.

The study of value orientations of high school students, a qualitative analysis of the structure of value orientations, were carried out according to the method of M. Rokich.

The analysis of value orientations revealed the following differences between students in the 11th grade. It is established that in the hierarchy of values-goals (terminal values) in both groups of students, the health dominates. It is the health factor that teens place first.

In the group of humanitarian specialization, students put forward such values as interesting work and self-confidence. At the last place they put entertainment. Students who are inclined to the exact sciences put knowledge and having good faithful friends in the 2-3 places. Creativity

and beauty of nature is in last place. For adolescents characterized by a desire for self-affirmation, the desire to be recognized by others remains a very significant motivator for high school students' activities.

A comparative analysis of the values level characteristic has revealed significant differences in instrumental values (i.e. values-means). For students who are inclined to the exact sciences, education and strong will are the most interesting. The values such as upbringing and responsibility are inherent for students who are inclined to the humanities. The least weight for students of both groups has intransigence to shortcomings in themselves and others, as well as high demands.

Analysis of the results of the study of value orientations allows us to draw the following conclusions:

a) For some subjects the formation of value orientations has not yet reached the level where it is possible to judge the maturity of the individual.

b) Adolescents have a clear need for life, professional self-determination, and full self-realization in the near future. It is gratifying that our young people strive to build a spiritual life based on rather high ideals of friendship and appreciation for a trusting relationship between people.

These are reliable and eternal values. In the course of analyzing value orientations and questioning, it can be noted that successful professional activity is significant for every second-high school student surveyed. The confidence that this activity will develop successfully was characteristic of more than half of the students who are inclined to the humanities²⁹ while the remaining students of this group doubted the success of their future professional endeavors.

Adolescents inclined to the exact sciences represent the future profession of interest requiring the manifestation of independence. Students who are inclined to humanitarian disciplines have indicated that high moral qualities and organizational abilities are necessary for a chosen profession. It is significant that schoolchildren experienced certain difficulties when it was required to name the specific knowledge, skills, and qualities that are necessary for their chosen types of work. Out

²⁹ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810. DOI: 10.12973/ejmste/80945

of the 20 respondents, only 5 people were able to name them in the most general terms. This indicates the fact that young people are not sufficiently informed about the content of their professions.

To assess the statistical significance of the proposed assumptions, analytical statistics are conducted with an assessment of the reliability of differences in mean values. (Table 2)

Table 2: Comparative analysis of the mean values of statistical differences in the sample of students prone to the exact science and humanities

V	M (exact)	M (humanities)	W – criteri	Sagnificance (P)
H-T	5	2,5	10,5	P < 0,01
H-H	4,5	6,3	59,5	P < 0,05
H-AI	3,2	5	107	P < 0,01
Δ	30,1	26,9	22	P < 0,05
IM	3,7	4,5	85,5	P < 0,01

Comparing the results of students' orientation to the sphere of activity, it can be concluded that the orientation of adolescents to the sphere of human activity (M = 5) W = 10.5; P < 0.01 prevails among students who are inclined to the exact sciences. The focus on the scope of human-human activities (M = 6.3) W = 59.5; P < 0.05 and man-artistic image (M = 5) W = 107; P < 0.01 prevails among students who are inclined to the humanities. These data support the assumption that the professional interests of students correspond to the profession they choose.

Comparing the results of the individual self-orientation, we can say that in adolescents inclined to the exact sciences, focus on the task is most pronounced (M = 30.1); W = 22; P < 0.05. This indicates that for this group of students the motives generated by the activity itself prevail.

As a result of the analysis of differences in the motivational sphere, we found a statistically significant difference between the samples based on the IM score (internal motivation), where students who are inclined to the humanities (M = 4.5); W = 85.5; P < 0.01, in contrast to students who are inclined to the exact sciences (M = 3,7), dominated with strong internal motivation. This is connected with the fact that adolescents who are inclined towards humanitarian disciplines are already receiving satisfaction from the educational process and want to fully realize their potential in the field of activity chosen by them.

Conclusion

Based on the results of qualitative and quantitative analysis of our empirical research, we can draw the following conclusions:

1. As a result of the qualitative analysis of the questionnaire and the results of the survey, a pronounced understanding of the choice of the profession by students was revealed.

2. It was found that parents are the most important factors affecting the professional self-determination of a modern teenager.

3. It is proved that adolescents incline to the exact sciences are directed to the sphere of human activity. Adolescents inclined to the humanities are directed to the sphere of human-human activity and human-artistic image.

4. It is found that students who are inclined to the exact sciences have a more reasonable choice of profession.

5. It is proved that students who are inclined to the humanities are more focused on communication. Students who are inclined to the exact sciences are more focused on the task.

6. Internal motivation prevails among high school students inclined to the humanities. External positive motivation - high school students inclined to the exact sciences. The optimal motivated complex $IM > EPM > ENM$ as a whole is typical for both groups of students.

7. It was found that 20% of the subjects had an unstable structure of value orientations. The most significant values for students inclined to the exact sciences are cognition and having good friends. For students who are inclined to the humanities, such values as interesting work and self-confidence are also important³⁰.

The results obtained in the course of the research can be used in conducting vocational guidance work in the most senior classes and organizing a person-oriented approach in the learning process to increase motivation in individual subjects related to the field of choice of future professional pursuits.

³⁰ Hamdi, A., & H. Aydin, Multicultural Education: The Challenges and Attitudes of Undergraduate Students in Turkey, in *Education and Science*, no. 41(184), 2016, pp. 169-191.

The further direction of the development of this topic is the basis for studying the factors affecting professional self-determination of high school students.

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INCLINATION TO ADDICTIVE BEHAVIOR OF STUDENTS: THE PROBLEM AND ITS IDENTIFICATION

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Abstract: *The school has a great influence on everyday life and prospects for the development of the growing up man. The school performs important functions: the transfer of knowledge, cultural and moral values, assistance in social adaptation and the development of adequate social behavior, but it sometimes fails to do it. Moreover, some educational systems and approaches can contribute to the formation and strengthening of addictive mechanisms. Addictive behavior is the teenager's addiction to anything. The essence of addictive behavior is the desire of the teenager to change the mental state by taking certain substances. According to a number of studies juveniles are most often under the influence of addictions. In this regard, the goal of the research is to study the addictions of high school students in several schools in Kirov. The method of anonymous questioning of 100 students (36 boys and 64 girls) was used. The questionnaire included 24 questions aimed at studying the problem of alcoholism and drug addiction in the teenage environment and identifying the attitude towards this issue. In addition, we did the test questionnaire “Addictive inclination”, which allows to determine the risk of development of addictive behavior in high school students. The materials of the article can be useful for heads of educational institutions, teachers and parents of high school students.*

Keywords: addictive behavior, students.

Introduction

Initially, the term addiction was used to characterize the behavior of people who experienced dependence on chemicals, but in the course of time, detailed researches expanded this notion and today addictive behavior is understood as one of the forms of destructive behavior when the person seeks to escape from the surrounding reality.¹ At the same time, the person fixes attention on specific types of activity and objects or changes his or her own psychoemotional state by using various substances. Escaping from reality can be carried out in various ways - with the help of games, psychoactive substances, compulsive actions, other activities that bring bright emotions. People with addictions are characterized by reduced stress-resistance, fear of emerging difficulties,

¹ T. P. Korolenko, Addiktivnoye povedeniye. Obshchaya kharakteristika i zakonomernosti razvitiya, in *Obozreniye psikiatrii i meditsinskoy psikhologii im. Bekhtereva*, no. 1, 1991, pp. 8–15.

lack of ability to wait and endure, thirst for immediate fulfillment of desires.^{2,3,4}

In recent years, addictive behavior has become more frequent among teenagers which is proved by L. I. Maksimenkova (2008)⁵, E. V. Bakhadova (2009)⁶, O. B. Simatova (2011)⁷. Teenagers have the reduced natural ability of the body to adapt and overcome difficult life circumstances. The authors indicate that juveniles from 11 to 17 years of age are most often affected by addictions (Devetiarova, 2011)⁸. This fact is related to the personal and age characteristics of teenagers, such as character accentuation (hypertemic, unstable, compulsive, hysteroid, epileptoid types), neuropsychic instability, behavioral grouping reactions and others.^{9,10}

The main motive of teenagers' behavior, inclined to addictive forms of behavior, is escape from an intolerable reality. But more often there are internal reasons, such as experiencing persistent failures in school and conflicts with parents, teachers, peers, the sense of loneliness, loss of life purpose, complete absence of demand in future and personal failure in all activities and much more.¹¹

A special role belongs to individual psychological factors, the study of which in teenagers can reveal features of immaturity of personality. S.

² T. P. Korolenko, Addiktivnoye povedeniye. Obshchaya kharakteristika i zakonomernosti razvitiya, in *Obozreniye psikiatrii i meditsinskoj psikhologii im. Bekhtereva*, no. 1, 1991, pp. 8–15.

³ T. P. Korolenko, «Sotsiodinamicheskaya psikiatriya», Moscow, «Akademicheskij proyekt», 2000.

⁴ L. A. Belova & A. N. Safonova, *Rabota s podrostkami, sklonnymi k addiktivnomu povedeniyu*, Maykop, MSGU, 2009.

⁵ L. I. Maksimenkova, Addiktivnoye povedeniye v podrozkovom vozraste kak psikhologicheskaya problema, in *Vestnik Pskovskogo gosudarstvennogo universiteta. Seriya: Sotsial'no-gumanitarnyye nauki*, 2008, pp. 56-72.

⁶ E. V. Bakhadova, Neblagopoluchnaya sem'ya kak faktor formirovaniya deviantnogo povedeniya detey, in *Voprosy psikhologii*, no1, 2009, pp. 256-264.

⁷ O. B. Simatova, Napravleniye raboty s pedagogicheskim kolektivom shkoly v sisteme profilaktiki addiktivnogo povedeniya podrozkov, in *Gumanitarnyy vektor*, no. 1(25), 2011, pp. 153-166.

⁸ I. N. Devetiarova, Deviantnoye povedeniye podrozkov: analiz ponyatiy, in *Vektor nauki TGU*, no. 3(6), 2011, pp. 99-102.

⁹ V. A. Zhmurov. *Psikhopatologiya*, Irkutsk, Izd-vo Irkut. un-ta, 1994.

¹⁰ R. V. Ovcharova *Tekhnologii prakticheskogo psikhologa obrazovaniya*, Moscow, TTS «Sfera», 2000.

¹¹ M. S. Simonov & D. L. Simonova, Addiktivnoye povedeniye: faktory riska i usloviya , in *Vestnik TGU*, no. 1, 2011, pp. 252-267.

A. Kulakov (1996)¹² points out the existence of several stable, context-driven repetitions of teenagers' addictive behaviors that are manifested in various spheres of his or her life activity:

1. In the behavioral sphere: a high level of requirements for others in the absence of critical assessment of their own capabilities, escaping from problem solving, tendency to accusations, instability of relations with others, intolerance and impatience, the same type of response to difficulties, egocentrism, aggressive or insecure behavior, the emergence of social phobias, perfectionism.

2. In the affective sphere: reduced self-esteem, low frustration tolerance, emotional lability, exaggeration of the importance of negative events, rapid occurrence of anxiety and depression, which also leads to reduction of self-esteem and closedness.

3. In the motivational sphere: blocking the need in security, self-esteem, freedom, belonging to the relational tribe, and so on.

4. In the cognitive sphere: the conclusions are based on details, taken out of context, escaping from problems, super expectations from others, “affective logic”, “must”, “all or nothing”, perfectionism and etc.

The main reason that causes deviations in the behavior of teenagers is social maladjustment. There are several definitions of this concept, one of them is: it is the process of loss of socially significant qualities that impede successful adaptation of the individual to the conditions of the social environment.

A. V. Gogoleva (2003)¹³ identifies the following main causes of social maladjustment of teenagers, underlying addictive behavior:

- disfunctionality of the family;
- personal characteristics (age, character, etc.);
- school maladjustment;
- the impact of dissocial informal environment;
- causes of socio-economic and demographic nature.

Social maladjustment of teenagers arises from violations of normal socialization and is characterized by deformation of the reference and value orientations of teenagers, reduce in the importance of the reference character and alienation, primarily from the impact of teachers in school.

¹² S. A. Kulakov, *Psikhoterapiya i psikhoprofilaktika addiktivnogo povedeniya u podrostkov*, Moscow, Folium, 1996.

¹³ A. V. Gogoleva. *Addiktivnoye povedeniye i yego profilaktika*, Moscow, Moskovskiy psikhologo-sotsial'nyy institut, 2003.

Depending on the degree of alienation and the depth of the deformations, value and reference orientations two phases of social maladjustment are distinguished. The first phase consists in pedagogical neglect and is characterized by disengagement in school and the loss of referential significance in school while the teenager has high referentiality in the family. The second phase is more dangerous and is characterized by disengagement in both school and the family, that is, the connection with the main institutions of socialization is lost. There is assimilation of distorted value-normative ideas that cause not only a lag and poor progress in studies, but also the growing psychological discomfort experienced by teenagers in school. This pushes them to search for a new communication environment, another peer group, which subsequently begins to play the leading role in socialization of teenagers.¹⁴ Thus, the teacher can first find out and draw parents' attention to signs of social maladjustment of the teenager, which include:

- poor progress in school curriculum, including confirmed poor progress, grade repetition, inadequacy and fragmentary learning of general educational information, i.e. lack of a system of knowledge and skills in education;

- systematic violations of emotionally colored personal attitudes toward learning in general and some subjects in particular, to teachers, life perspectives associated with learning (behavior can be indifferent, passive-negative, demonstratively-scornful, etc.);

- regularly repeated anomalies of behavior in the process of schooling and in the school environment. For example, passive-refusal behavior, uncooperativeness, complete abandonment of school, stable behavior with violation of discipline, characterized by oppositional-provoking actions and active and demonstrative opposition of the teenager's personality to other students and teachers, disregard for the rules adopted in school, vandalism in school.

It follows from the above that along with other factors, the school plays an important role in the formation of addictive behavior in teenagers. It is in school that children spend most of their time, therefore, the school has the most important functions: the transfer of knowledge, cultural and moral values, assistance in social integration and the development of adequate social behavior. There are educational

¹⁴ L. A. Belova & A. N. Safonova, *Rabota s podrostkami, sklonnymi k addiktivnomu povedeniyu*, Maykop, MSGU, 2009.

approaches that promote the development and consolidation of mechanisms of addictive behavior. Even in traditional education there are such features that separate the child from reality. They include the form of presenting the teaching material in isolation from reality, the priority of knowledge and excessive academic load in the prejudice of interpersonal relations and other activities. All these lead to the child's separation from reality, which is expressed in the inability to listen to the child's sensations, to realize his or her needs, do soul-searching (Simatov, 2011). As a consequence the experience of interaction with the surrounding reality is not formed, and when meeting with it the young person is lost and helpless, as the young person does not have sufficient experience of independent problem solving. In turn this leads to the development of frustration, which comes not only because of insecurity and fear, but also because of the need to make an independent decision and take responsibility for it.¹⁵

Materials and methods of research

Due to the fact that schooling is one of the factors in the development of addictive behavior, we were faced with the goal of revealing the presence of addictions in the eleventh graders of several schools in Kirov. In total, 100 teenagers (36 and 64 girls) were interviewed using the anonymous questionnaire. The author's questionnaire included 24 questions aimed at studying the problems of tobacco smoking, alcoholism and drug addiction in the teenage environment, as well as identifying the students' attitudes to this issue. In addition, we did the test questionnaire “Addictive inclination”¹⁶, which is aimed at diagnosing the risk of addictive behavior in teenagers, who study in high school. In the proposed questionnaire drugs, alcohol and tobacco are used as addictive agents.

Results

The results of the research showed that 72.2% of boys and 96.9% of girls have no signs of addictive behavior, 16.7% of boys and 0% of

¹⁵ R. R. Khalfina, D. G. Ogurechnikov, I. S. Makhumutov, *Osobennosti addiktivnogo povedeniya podrostkov*, Yalta, Gumanitarno-pedagogicheskaya akademiya, 2017.

¹⁶ V. V. Yusupov & V. A. Korzunin *Psikhologicheskaya diagnostika zavisimogo povedeniya*, St.Petersburg, Rech, 2007.

girls have moderate signs of addictive behavior, 11.1% of boys and 3.1% girls have signs of addictive behavior, therefore, the research showed that girls are less susceptible to behavioral disorders. In addition, among the girls there are no poor students, while 5.6% of boys do not cope with the school curriculum. Thus, the young men, who took part in the research, have signs of social maladjustment. Free time, when students are not engaged in anything, can also influence the formation of dependencies. Thus, 27.8% of boys and 15.6% of girls believe that they have a lot of free time, 22.2% of boys and 12.5% of girls spend their free time outside, 50% of boys and 37.5% of girls do sports, while the rest teenagers read in their spare time, watch TV and listen to music. All the above indicates that it is the boys who are more likely to develop various forms of addictive behavior.

Our research has shown that 22.2% of the boys and 3.7% of the girls smoke, and the number of smoked cigarettes for all smokers is more than one pack a day. Girls start smoking at the age of 8-12, boys start smoking later: 25% of them do it at the age of 12-16 years of age and 75% at the age of 16 years and older. When asked about the cause of smoking, none of the respondents named friends', parents' or older relatives' smoking as the reason, as well as curiosity. 25% of the boys start smoking in order to look older, and 75% of the boys and 100% of the girls start smoking for a different reason. 44.4% of the boys and 18.5% of the girls have friends who smoke. 50% of the boys and 74.1% the girls consider smoking to be dangerous for health.

The research showed that none of the respondents had used drugs, while 22.2% of boys and 50% of girls consume alcoholic beverages. Alcohol is consumed for the following reasons: because of family problems (5.6% of boys and 3.1% of girls); of interest (0% and 28.1% respectively); for company (16.7% and 18.8% respectively). According to the frequency of alcohol consumption, the following data were obtained: infrequently (16.7% of boys and 25% of girls); only on major holidays (16.7% and 21.9% respectively); whenever there is an occasion (5.6% and 12.5% respectively); whenever there is a desire (5.6% and 18.8% respectively). To the question “Do your failures often force you to consume alcoholic beverages?” the following answers were received: 11.1% of boys and 6.3% of girls answered that they do it frequently; 11.1% of boys and 21.9% of girls answered that they do it infrequently; 72.2% of boys and 62.5% of girls answered that they never do it. Most schoolchildren (61.1% of boys and 75% of girls) believe that variety of

cheap alcoholic beverages affects the growth of alcohol consumption among teenagers. In the opinion of 38.9% of boys and 50% of girls, fighting with alcohol makes sense, while 44.4% of boys and 31.3% of girls see positive aspects of alcohol consumption.

Despite the fact that none of the respondents have never used drugs, the level of knowledge among teenagers and the attitude to this issue are different. Thus, 77.8% of boys and 93.8% of girls know what drug addiction is; 66.7% of boys and 81.3% of girls are aware of the harmful effects of drugs on human health; 16.7% of boys and 21.9% of girls have been offered to try drugs, and more often it was done by a familiar person who uses drugs. In terms of prevention drug addiction, teenagers prefer: reliable information about drugs and the consequences of their use (27.8% of boys and 31.3% of girls); awareness of the disastrous consequences of drug use (38.9% of boys and 59.4% of girls). When discussing issues about drug addiction, graduates trust: friends (16.7% of boys and 25% of girls); people who experienced the effects of drugs (11.1% and 21.9%, respectively); law enforcement officers (16.7% and 15.6% respectively); parents, relatives (22.2% and 34.4% respectively); to narcologists (44.4% and 46.9% respectively); teachers (16.7% and 9.4% respectively); to mass media (0% and 18.8% respectively).¹⁷

The obtained data show that there is a problem of consuming alcohol by high school students and the data correspond to the literature data.^{18,19,20,21} The use of alcohol by girls causes anxiety, as it has deleterious influence on their reproductive system. Therefore, it is especially important to do regular explanatory work and explain the

¹⁷ E. V. Svinar & E. N. Polovnikova *K probleme addiktivnogo povedeniya obuchayushchikhsya, in Voprosy teorii i metodiki professional'nogo obrazovaniya*, Yaroslavl', RIO YAGPU, 2017.

¹⁸ A. V. Gogoleva. *Addiktivnoye povedeniye i yego profilaktika*, Moscow, Moskovskiy psikhologo-sotsial'nyy institut, 2003.

¹⁹ D. Munno, M. Saroldi, E. Bechon, S. C. M. Sterpone & G. Zullo. Addictive behaviors and personality traits in adolescents, in *SSCVD Liaison Clinical Psychology, Department of Neuroscience, University of Turin, Via Cerasco*, no. 21, 2016, pp. 207-213

²⁰ X. Chen, M. & M. Y. Kan, Lifestyle and Addictive Behaviors Among Chinese Adolescents in Hong Kong, Macau, Taipei, Wuhan, and Zhuhai—a First Cross-subculture Assessment(Article), in *International Journal of Behavioral Medicine*, vol. 4, 2016, pp. 561-570

²¹ N. A. Sirota & V. M. Yaltonskiy, *Profilaktika upotrebleniya narkotikov i drugikh psikhooaktivnykh veshchestv sredi detey i podrostkov*, Moscow: Fond «Sistema profilakticheskikh programm», 2003.

dangers of alcohol, tobacco smoking and drug addiction in educational institutions. In this connection, it is the teacher who is responsible for this work, since the teacher has the necessary level of theoretical knowledge and professional skills that the teacher acquires in the process of studying at university.

In the Kirov region Vyatka State University train teachers, the training program is “Pedagogical Education”, which includes more than 20 different educational program specializations. First-year future teachers acquire knowledge and skills related to safety, health and first aid. The corresponding educational subjects are “Health and safety”, “Fundamentals of Medicine and Healthy Lifestyle” and “Fundamentals of Drug Addiction Prevention”, which are included in the basic part of educational programs. Within these subjects an important and relevant general professional competence (OPK-6) is formed: readiness to ensure the protection of life and health of students. The list of topics and questions that are discussed in class is very large. At the same time, the amount of time according to the curriculum for each topic is only 72 hours. This, of course, is not enough to teach future teachers to freely master the methods of work with teenagers aimed at preventing the development of social maladjustment and addictive behavior.

In general, in the educational sphere, some approaches need to be revised, both in teaching and upbringing. Moreover, from the point of view of the problem of addictive behavior, such aspects of school life as adequate academic load, the personal aspect of children and teachers are important. It is recommended to include in the educational cycle such subjects, optional courses, integrated and special courses of study that academic content would expand the amount of students’ knowledge, as it is necessary for developing adaptive abilities, gaining free choice and understanding the importance of living in real time without fear of reality.

Department of biomedical disciplines of Vyatka State University has been training future teachers of educational program specialization “Health and safety” for seven years. The curriculum of this educational program specialization provides mastering educational subjects “Health and safety”, “Fundamentals of Medicine and Healthy Lifestyle” and “Fundamentals of Drug Addiction Prevention”, which are compulsory for all training programs for future teacher, and mastering optional subjects such as “Training the culture of children’ and teenagers’ safe behavior”, “Training the schoolchild’s health culture”,

“Psychophysiological foundations of safety”. The objectives of these educational subjects are:

- a) to expand and deepen students’ existing knowledge on children’s safe behavior in different life situations;
- b) to develop students’ skills of work to preserve children’s health and create psychological comfort in the process of school education;
- c) to teach to structure relations between all participants of the educational process (teachers, students and parents).

Such topics as “Training of stress-resistance of children and teenagers”, “Training of negative attitude towards vicious habits”, “Psychophysiological states of the person that determine the person’s behavior”, “Psychophysiological properties of the person as the basis of the person’s behavior” and others are discussed at these educational subjects. At seminars and workshops students discuss and independently develop and defend projects done outside of class hours during advisories, teacher-parent meetings, quests, quizzes, games, tours, performances, and others, the topics of which are mainly connected with the prevention of the use of drugs. All this allows students to supplement their pedagogical coin box with not only profound knowledge in the field of preserving the life and health of children, but also to master the wide variety of forms of preventive work that will undoubtedly help them in the future conduct this work in an educational institution.

There are three types of preventive activities, namely primary, secondary and tertiary prevention.^{22,23} For school teachers, primary prevention of addictive behavior in teenagers is available. The leading direction of primary prevention is educational; it is realized through training healthy behavior to teenagers, which allows them to expand their competences in such important areas as: interpersonal relations culture, communication technology, ways to overcome stressful situations, healthy lifestyle and others. The most common form of presentation of learning material is the lecture. However, it is necessary to take into account the fact that information that is not topical, boring

²² S. V. Valieva, *Pervichnaya profilaktika addiktivnogo povedeniya u podrostkov: organizatsionno-psikhologicheskiye podkhody*, in *Vestnik psikiatrii i psikhologii Chuvashii*. – *Cheboksary: CHGU im. I.N. Ulyanova*, no. 4, 2015, pp. 107-123.

²³ N. A. Sirota & V. M. Yaltonskiy, *Profilaktika upotrebleniya narkotikov i drugikh psikoaktivnykh veshchestv sredi detey i podrostkov*, Moscow: Fond «Sistema profilakticheskikh programm», 2003.

and overloaded with terminology can cause loss of interest in teenagers to study this issue. Thus, the efforts of primary prevention are aimed at preventing the disease and at the formation of healthy behavior in teenagers²⁴.

Of course, primary, secondary and tertiary prevention of addictive behavior are components of a single preventative chain and can not be considered in isolation from each other. However, secondary and tertiary prevention can only be carried out by psychologists, social and medical workers.

Prevention of addictive behavior in teenagers is particularly important as very important personal qualities as the desire of development and self-awareness, interest in own personality and its opportunities, and the ability to self-observation are developed.²⁵ In the future, the appeal to these qualities could become one of the most important components of the prevention of addiction. In addition, in this age period reflection and moral beliefs are formed, attempts in self-determination are made.²⁶ Teenagers begin to realize themselves as a part of society and gain new socially significant positions. In this regard, it is very important what patterns of behavior society offers to them. In social life, a system of psychological and social support, which assists the younger generation in personal becoming and in the healthy need gratification, can play a major role. The development in teenagers of orientation to people depends to a great extent on how much people and society as a whole are oriented towards the younger generation. Therefore, the formation of such important qualities for interpersonal relationships as empathy, benevolence, willingness to cooperate and others are dependent on the willingness of society to repay in kind.

In the family for the teenager, the significant factors are emotional stability and security, mutual trust of family members. The teenager needs moderate control of his or her actions and moderate care with a tendency to develop independence and ability to take responsibility of own life. Thus, the prevention of addictive behavior should concern all

²⁴ L. A. Belova & A. N. Safonova, *Rabota s podrostkami, sklonnymi k addiktivnomu povedeniyu*, Maykop, MSGU, 2009.

²⁵ O. YU. Kalinichenko & V. L. Malygin. Addiktivnoye povedeniye: opredeleniye, modeli, faktory riska, in *Vestnik novykh meditsinskikh tekhnologiy*, no. 3, 2005, pp. 36-39.

²⁶ N. V. Serbinovskaya, *Psikhologiya. Obzornyye lektsii: Uchebnoye posobiye dlya studentov, obuchayushchikhsya po napravleniyu podgotovki 030300 «Psikhologiya»*, Rostov-na-Donu, YUFU, 2011.

spheres of the teenager's life: the family, the educational environment and social life in general.^{27,28,29,30}

Summarizing the above, the following features of the juvenile period can be distinguished, they are a group of risk factors in the formation of addictive behavior³¹:

- 1) Increased egocentrism;
- 2) A desire for resistance, stubbornness, protest, struggle against educational authorities;
- 3) Ambivalency and paradoxicality of character;
- 4) Striving for unknown, risky;
- 5) A heightened passion for growing up;
- 6) Striving for independence and separation from the family;
- 7) Immaturity of moral beliefs;
- 8) Painful response to pubertal changes and events, inability to accept forming sexuality;
- 9) Inclination to exaggerate the degree of difficulty of problems;
- 10) Identity crisis;
- 11) Depersonalization and derealization in self-perception and the world around;
- 12) Negative or unformed self-concept;
- 13) Hypertrophied behavioral reactions: emancipation, grouping, hobbie, sexual, children's (refusal of contacts, games, food, imitation, compensation and hypercompensation);
- 14) Low tolerance of difficulties;
- 15) The prevalence of passive coping strategies in overcoming stressful situations.

²⁷ A. A. Gur'yev, N. P. Soboleva, S. N. Alekseyenko. Vliyaniye otdel'nykh faktorov riska na sostoyaniye zdorov'ya uchastnikov obrazovatel'nogo protsesssa, in *Saratovskiy nauchno-meditsinskiy zhurnal*, no. 1, 2013, pp. 136-140.

²⁸ M. A. Kudaka & T. V. Sbornseva, Izucheniye vozmozhnykh riskov addiktivnogo povedeniya podrostkov, in *Uchenyye zapiski Cherepovetskogo gosudarstvennogo universiteta*, Cherepovets, Izd-vo CHGU, 2015.

²⁹ N. V. Serbinovskaya, *Psikhologiya. Obzornyye lektsii: Uchebnoye posobiye dlya studentov, obuchayushchikhsya po napravleniyu podgotovki 030300 «Psikhologiya»*, Rostov-na-Donu, YUFU, 2011.

³⁰ E. G. Eydemiller, & V. Yustitskis. *Psikhologiya i psikhoterapiya semyi*, St. Petersburg, Piter, 2002.

³¹ L. A. Belova & A. N. Safonova, *Rabota s podrostkami, sklonnymi k addiktivnomu povedeniyu*, Maykop, MSGU, 2009.

Conclusion

The analysis of literature and the research presented in the article confirm the urgency of the problem of addictive behavior in a teenage environment. The authors have shown that young men are more inclined to addictive behavior, since among them there are those who do not make progress at school; they have enough free time, which they spend outside with friends; many boys smoke and have friends who smoke. However, among girls there is a greater percentage of those who consume alcohol. This fact, according to the authors, causes great anxiety, since it is the girls who will become mothers and their state of health in future will determine the state of health of the future generation. Teenagers themselves believe that the use of alcohol in their environment is caused by the availability of low-alcohol drinks.

In this regard, the authors believe that at present in educational institutions not enough attention is paid to primary preventive measures, which need to be done systematically in the process of studying certain subjects in class and outside of class hours. Therefore, subject teachers must have a wide range of knowledge and skills in this field. Therefore, it is necessary to revise educational standards and include in their content the practical component of preventive work with teenagers and youth, aimed at training future teachers in various forms and methods of this work.

DIRECTIONS OF PSYCHOLOGICAL RESEARCH OF ACADEMIC SESSION

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Abstract: *The psychological analysis of the training session is a complex procedure that makes it possible to investigate the psychological validity and expediency of the teacher's actions, as well as to implement a more harmonious and successful design of training sessions in the future. The subject of psychological research / reflection is the behavioral acts (acts and actions) of the teacher: the teacher, the teacher in the class, and the forms of activity of schoolchildren / students caused by them. There are following aspects of the analysis: 1. The goal setting of the lesson and its design, 2. The psychology of organizing the cognitive activity of students, 3. The motivation of students' learning activities and building relationships with them, 4. Style and other features of professional communication and didactic communication in general, 5. professional reflection. Despite all the importance of the cognitive, motivational and interactive aspects of actual interaction, professional reflection and goal setting of the specialist play the greatest role in the success of classes and design. The goal setting allows assessing the features of the educator's skills in the field of design and construction, reflection – to influence the development of this knowledge and skills. The use of the A.E. Steinmetz scheme of psychological analysis of the training session allows future and working teachers to model a psychologically meaningful way of pedagogical interaction, in which not one is presented, but the system of components of psychological preparation for pedagogical activity. in their professional development and development, the student and teacher move from an analysis of the activities and actions of individual participants to a holistic picture of interaction, uniting their specific, positive and negative, greater or lesser contributions to the design, implementation and reflection of employment, and its various aspects: value-motivational, cognitive, communicative.*

Keywords: psychological analysis of training, goal setting, the organization of cognitive activity, motivation of learning activity, style of communication, features of communication, professional reflection.

Introduction

Modern pedagogical psychology solves many problems, one of which remains the task of psychologically literate modeling, conducting and comprehending educational activities of various types. Particular importance is the issue of a systematic, integrated study of the psychological context of successful and unsuccessful studies. In the solution of this problem, there are many attempts, including very harmonic ones, based on work and methodological principles, substantiated in the works of A.N. Leontyev, L.S. Vygotsky, V.A. Petrovsky, M. G. Yaroshevsky, A. Maslow, V. V. Serikova, I. S. Yakimanskaya, N. I. Alekseeva, E. V. Bondarevskaya, M. Bowen, T. V. Lavrikova, A. V. Khutorsky, etc.^{1,2,3,4,5} These include the attempts of such an analysis, carried out within the framework of the Kaluga School of Pedagogical Psychology, founded by A.E. Steinmetz.⁶ The problems of psychological design and study of the study class are still relevant. Despite and even thanks to the systemic reforms of education and science, education and upbringing in Russia on the one hand becomes a process increasingly “continuous”, open, free and chaotic. On the other hand, year by year more and more intensively and frankly reduces quantitative qualitative indicators. The famous phrase of A.S. Pushkin “We all learned a little something and somehow” - became the motto of modern education, and, then, science. Against this backdrop, pedagogical work is increasingly depreciating, students and their parents are actively inspired by the teacher’s uselessness, his replacement with computer aids, etc. However, the fruits of such a “replacement” say that there is no

¹ E. V. Bondarevskaya, Valuable foundations of personally oriented education, in *Pedagogy*, no. 1, 1995. p. 29-36.

² G. G. Granik, S. M. Bondarenko, L. A. Kontsevaya, *How to teach to work with a book*, Moscow, NGO "Education" Publ., 1995.

³ J. Haenen, *Piotr Gal'perin: Psychologist in Vygotsky's footsteps*, New York, Nova Science Publishers, 1996.

⁴ N. L. Karpova, G. G. Granik & M. K. Cobbard, *Studies in reading and literacy in the Psychological Institute for 100 years*, Moscow, Russian School Library Association, PI RAO Publ., 2013.

⁵ M. S. Knowles, *The modern practice of adult education from pedagogy to andragogy*, Chicago, Sana, 1980.

⁶ A.E. Shteinmetz, E. I. Gorbacheva, G. D. Filatova, P. V. Menshikov, A. E. Fomin, *Psychological tasks to pedagogical practice of students: A Handbook for Teachers*, Moscow, VLADOS Publ., 2002.

education and upbringing in their former sense. There is an imitation - and that, and another. And also there are psychological, moral, social problems of teachers, her work becomes more and more cheerless and unpromising. And yet, Russian education has not only the past, but also the present and the future: serious schools and investigators have still survived, which, with all the activity of the windmills, is not so easy to simplify: the real teacher is not lives a thirst for power, profit and glory, but does its job. However, he can do it with actual satisfaction, and not just “for ages”, “for descendants” who will once appreciate his work. In this context, let’s pay attention to one of the greatest teachers of Russia, to V.A. Sukhomlinskiy. Against the backdrop of the statements of supporters and guides of the destructive “reforms” of Russia’s education in the last quarter of a century, the merits of Dewey’s concepts, modern practices and educational theorists ignore the strategic perspectives and solutions of educational problems existing in the vast body of outstanding domestic works, V.A. Sukhomlinskiy, as well as a number of constructive classical and contemporary foreign works. However, these strategic aspects are obvious if you make a small effort on the one hand, and ignore the stamping of “momentary”, piece “breakthroughs” in education on the other. Concerning happiness, the teacher’s satisfaction with his work V.A. Sukhomlinskiy wrote: “If you want pedagogical work to give the teacher joy, so that the everyday conduct of lessons does not turn into a boring monotonous duty, lead each teacher to the happy path of research”⁷. And the western school (F. Marton)⁸, and the national school (P.Ya. Galperin, G.G. Granik, etc.)⁹ of studies of the formation and development of educational and learning activities mark the role of understanding by the subjects themselves, each other, teaching material and the world, the importance of reflection and the design of relationships and interactions, including didactic interaction.^{10,11,12}

⁷ V. A. Sukhomlinsky, *Conversation with the young school principal*, Moscow, Enlightenment Publ., 1973.

⁸ F. Marton & R. Säljö, Approaches to learning. In: F. Marton, D. Hounsell, *The Experience of Learning*, Edinburgh, Scottish Academic Press, 1997.

⁹ G. G. Granik, S. M. Bondarenko, L. A. Kontsevaya, *How to teach to work with a book*, Moscow, NGO "Education" Publ., 1995.

¹⁰ N. J. Entwistle, *Teaching for Understanding at University: Deep Approaches and Distinctive Ways of Thinking*, Basingstoke, Palgrave Macmillan, 2009.

¹¹ N. J. Entwistle & P. Ramsden, *Understanding student learning*, London, Croom Helm, 1983.

Cultivation of reflection and other experience of reasoning to a person, relations, actions, etc. allows the specialist to successfully design and implement plans for educational and training work with a variety of students and learners, increase their own level of teaching and professional competence in general.^{13,14,15} One of the spheres with which this skill and competence develops is the sphere of psychological analysis of the lesson, lesson. In this sphere of scientific and applied research, practical work in secondary and higher schools, as in a mirror all achievements of modern pedagogy and pedagogical psychology were reflect.^{16,17,18,19,20,21,22,23,24,25,26,27} Each question asked by the observer is the result of numerous dialogues of theorists and practitioners of education and upbringing. This question is about how they should be, how to make them successful (effective and productive), how to help the teacher and

¹² F. Marton & R. Säljö, Approaches to learning. In: F. Marton, D. Hounsell, *The Experience of Learning*, Edinburgh, Scottish Academic Press, 1997.

¹³ M. R. Arpentieva & P. V. Menshikov, *Didactic communication: the ability to learn and the ability to teach*, Kaluga, KSU Publ., 2017.

¹⁴ V. A. Kan-Kalik, *The grammar of communication*, Moscow, Rospedagentstvo, 1995.

¹⁵ P. V. Menshikov & M. R. Arpentieva, New educational practices in the context of the communicative approach, in *Professional education in the modern world*, no. 3, 2017, pp. 1179-1185.

¹⁶ J. Boaler, Learning from teaching, in *Journal for Research in Mathematics Education*, no. 33(4), 2002, pp. 239–258.

¹⁷ S. Boss & J. Krauss, *Reinventing project-based learning*, Eugene, International Society for Technology in Education, 2009.

¹⁸ K. A. Butler, *Learning and Teaching Style in Theory and Practice*, Columbia, The Learner's Dimension, 1988.

¹⁹ N. J. Entwistle, *Teaching for Understanding at University: Deep Approaches and Distinctive Ways of Thinking*, Basingstoke, Palgrave Macmillan, 2009.

²⁰ A. C. Karaman, C. E. Okten & F. Tochon, Learning the Deep Approach, in *Porta Linguarum*, no. 18, 2012, pp.79-95.

²¹ A. Pritchard, *Ways of Learning: Learning theories and learning styles in the classroom*. New York: Routledge, 2013.

²² F. V. Tochon, The key to global understanding, in *Review of Educational Research*, no. 79(2), 2009, pp. 650–682.

²³ F. V. Tochon, Reflecting on the paradoxes of foreign language teacher education: A critical system analysis, in *Porta Linguarum*, no. 15, 2011, pp. 7–24.

²⁴ F. V. Tochon, D. Hanson, *The deep approach: World language teaching for community building*, Madison, Atwood Publishing, 2003.

²⁵ D. A. Watkins, Learning and teaching: A cross-cultural perspective, in *School Leadership & Management*, no. 20(2), 2000, pp. 161-173.

²⁶ A. Woolfolk, *Educational psychology*, Neeadham Heights, Allyn and Bacon, 2005.

²⁷ A.R. Rogers, *Freedom to learn*, Sydney, Maxwell Macmillan International, 1995.

students find that harmonious and optimal style and develop those competences that are boring in order to be able to teach and be able to learn. Statement of the problem.

The purpose of the article is to highlight the leading aspects of the systemic psychological analysis of the training session, allowing to significantly optimize and harmonize the processes and results of modeling, conducting and comprehending the learning activities of various types. The purpose of the article also is to formulate important points for the development of pedagogical psychology related to the development of recommendations and psycho-technologies such an optimization.

The methodology

Based on the psychological analysis of the lesson developed by A.E. Steinmetz, as well as a number of other researchers, we formulate the main directions for understanding the training, the appeal to which in the practice of the training and psychological analysis of training sessions allows us to substantially optimize and harmonize the processes and results of modeling, school.

Results

Psychological analysis of a lesson or other educational activity is a complex procedure that makes it possible to investigate the psychological validity and appropriateness of the actions of the teacher, as well as to implement a more harmonious and successful design of training sessions in the future. The subject of psychological research / reflection is the behavioral acts (acts and actions) of the teacher: the teacher, the teacher in the class, and the forms of activity of schoolchildren / students caused by them. Following A.E. Steinmetz and other researchers, we can identify the following aspects or areas of analysis²⁸:

1. Designing and goal-setting of the training session,

²⁸ A. E. Shteinmetz, E. I. Gorbacheva, G. D. Filatova, P. V. Menshikov, A. E. Fomin, *Psychological tasks to pedagogical practice of students: A Handbook for Teachers*, Moscow, VLADOS Publ., 2002.

2. Psychology of the organization of educational and cognitive activity of students,
3. Motivation of educational activity of schoolchildren and students,
4. Style of professional communication of the teacher and features of the didactic communication (communication) in general,
5. Professional reflection of the teacher, including the re-inflexion of the process and the results of the training session.

In spite of the importance of the special features of the cognitive, motivational and interactive (communicative) aspects of actual interaction, the professional reflexing and goal-setting of the specialist play the greatest role in the success of classes and design. The peculiarities of goal setting and the design of the training session make it possible to assess the spectrum and character of the skills and knowledge existing in the teacher in the management of educational and educational processes. This questions detect the quality of design and construction, including the existence of personal goals of the designed class, the quality of reflection as ability to manage the development of projective and other (cognitive, motivational, communicative) knowledge and skills. The use of the integrative scheme proposed below for the psychological analysis of the training session allows future and working teachers to model a psychologically meaningful way of pedagogical interaction, in which not one is presented, but a system of components of psychological preparation for pedagogical activity. At the same time, we proceed from this, then a full-fledged psychological and pedagogical practice, including the practice not only of training and professional activity, presupposes the application of professional pedagogical practical and theoretical knowledge and skills, including the operationalization of scientific concepts, having a leading meaning for professional mastery. The method of organizing the conditions for the development of these skills and knowledge, in the opinion of A.E. Steinetsmetz, a schematic and heuristic (based on an incomplete orienting basis of actions) prescribed, including a taxonomy of “projected” by the student (teacher) as a future specialist aspects. This prescription and the implicit taxonomy of the aspects of pedagogical interaction make it possible to “enter” the tasks assigned to the student, to master them and make a decision based on the correlation of scientific and practical supports. Focusing the attention of a student or a beginner teacher, a teacher experiencing a crisis of professional activity (the state of psychological burnout or

professional deformation) on goal-setting and designing. He is also reflecting the processes and results of one's own activity. The teacher / supervisor / methodologist can substantially transform and improve the success of other aspects interaction between the teacher and students / learners. Directed by the teacher / instructor, the student moves from the thematic and methodological research and the reflexing of the lesson to analyzing the aspect (the disclosure of the topic was consider in the context of its correspondence to one of the functional components of pedagogical activity) and further to the integral, including psychological and pedagogical analysis of the lesson. It passes from the analysis of the activities and actions of individual participants to a holistic picture of interaction, uniting their concrete, positive and negative, large or small contributions to the design, implementation and reflection of the occupation, and its various aspects: value-motivational, cognitive , communicative. In the design study, a very important point is to meet with the teacher / teacher or intern student before attending classes. Questions for discussion can be as follows:

1. How integral is the project of the lesson? What are the objectives of the occupation? What are they from the point of view of the embeddedness in the logic of studying other topics? What is it from the point of view of the embeddedness in the logic of relations with the training group? What is it from the point of view of the embeddedness in the professional development of the teacher himself? What does he want to learn and what is his ability to teach, interest in the subject, learning, to learners? How innovative is, in his opinion, the developed project?

2. What is the structure of the lesson? Can it was show that it is logically consistent with its goals? How the composition of knowledge and mental actions is determines the work with students / learners? How is it supposed to take into account the current level of preparedness of students? How - to work with evaluation tools, etc.?

3. How is it supposed to develop and build on the existing motivation of students? How does the teacher assess the ability and aspiration of students / learners to learn? Is he going to develop it, are there goals and aspects in the curriculum design aimed at developing the ability to learn? How are, in his opinion, connected with his ability to teach and the ability to learn from the group? How does the teacher evaluate his estate to teach? Are there any fragments in the structure of the class that allow him to concentrate his attention on this skill?

4. Are there any plans in the composition of the objectives of the lesson relating to the construction (development) of relations with students, to pedagogical communication? Are the goals of the activity (related to a particular group of students, or are they formed “in general”) alienated? How does the pedagogue perceive didactic communication (communication)? Does the teacher use the experience of past studies and training in building a plan-project of the lesson, in his goal setting of the lesson? Does not the teacher obstruct himself with reflection and does not seek to take into account the wishes of the administration, students / schoolchildren and their families, their own conclusions?

These questions allow us to assess both the integrity and the individual components of the teacher’s ability to teach, adjust the development of individual components of this skill (projecting, reflective, communicative, motivational and cognitive). If most of the questions are answered “yes”, and also gives the student / educator the opportunity to develop an answer to the questions, then we are most likely a teacher with a highly developed ability to teach and / or greater ability to develop this skill. An important moment for today is the teacher’s readiness for innovation: introduction of new content, forms and technologies of education and upbringing in the activities and activities of students. The unfolding, concreteness, completeness of the design activity is the key to the success of the training session. In the study of professional reflection, it is also very important to understand the teacher’s opinion about the occupation, his own work and the contribution to the success or failure of the occupation. His analysis and introspection give important information about his creative and other possibilities and limitations, personal and professional self-esteem and maturity, his character and values, etc.

Of particular importance are the following points:

1. How much detailed, detailed and justified, and also “easy” and habitual will this introspection be? Does the teacher consider that the objectives of the occupation was been achieved, that it was carried out in accordance with his intentions? If so, then with what does he connect it: with the activity of students, with their own skill, circumstances or even with some other factors?

2. If the occupation was not successful in something, then what does the teacher explain, is he open in analyzing his own miscalculations and miscalculations of others? How does he perceive the resistance and

manipulation of students? How much was he co-structure in their transformation?

3. Does he outline constructive ways of overcoming his own and other people's shortcomings and limitations? How psychologically they are sound? Does he plan to develop the motivation of students, as well as ways to improve their ability to learn, knowledge and skills in a particular area and the direction of the future movement? Are these paths meaningful or formal? What does the teacher think about developing relationships and improving communication with learners? How much are his sentences individualized and concrete?

4. Does he feel satisfaction from himself, the occupation, the students? What brings him the most satisfaction? What would he want to change? What ways of improving the satisfaction of himself and his students, he can outline and which he considers optimal?

5. What conclusions does he make for himself “for the future,” outlines the use of the following classes and the development of students as a whole during the design process?

These questions make it possible to assess both integrally and in individual components the development of the reflexive component of the teacher's ability to teach. These questions also correct mistakes and “omissions” “in the reflection of the lesson as a situation of building and developing educational and educational interactions, as well as adjust the development of other components of this skill (projecting, communicative, motivational, cognitive). If the reflection is deployed, personified and personalized, concrete and optimistic (productive), then we, as well as in the previous case, are likely to have a teacher who has a high developed ability to teach and / or greater ability to develop this skill. The most popular, however, in various systems of psychological study of classes are motivational, cognitive and communicative aspects.

The psychology of organizing the cognitive activity of students / learners can be understood with the help of a number of leading positions:

1. How and how successfully did the teacher influence attention, perception, thinking, memory of students / learners? Did he use any special methods of organizing cognitive activity (attention, perception, thinking, memory) of students?

2. If there was explanatory-illustrative teaching, then what is the work of the teacher in differentiating concepts: how rich is the actual material, did it vary for generalization purposes, were specific facts

(artifacts) and facts not related to the reality under study similar to with the facts related to this concept, the concept?

3. If the students / schoolchildren did the exercises, they solved the problems, then what about the systemic nature of the tasks and the degree of no-visibility of each task in relation to the previous one? Did any general and new ways of solving the class of tasks, methods of understanding (cognitive activity) cultivate at the same time?

4. What logical forms of thinking (induction, deduction, etc.) and heuristic (creative) processes (abduction and traduction, etc.), thought operations (analysis, synthesis, comparison, abstraction, generalization) were initiated by the teacher? How productive and effective were the tasks for applying these operations?

5. If there was problematic training, then what is the degree of generalization of knowledge “placed” in place of the unknown in the problem situation, how successful was the process of its creation? What assessment deserves a set of questions, tips and other means used by the teacher in managing the cognitive activity of students?

6. Have the forms of collaborative and interactive learning activities of students / learners been used? Self-study and mutual learning? How did the small groups work, how did the students / schoolchildren in the groups work from the point of view of the psychology of cooperation and communication? Did the teacher use different ways of differentiating or individualizing the work of students / schoolchildren in the classroom? How effective and productive are they?

7. Is it possible to speak in general about some “microblood” lessons in the cognitive development of students, in the formation of the ability to learn, in the upbringing of some personality traits? Has the understanding of the learning material and the world, itself and others developed in students / learners?

8. Have there been and often manifestations of a deep-seated approach to learning: such traits of learning as students’ interest, sensitivity to the signal / concepts, the ability to generalize, the ability to make a plan and to reveal the text structure in different activities: reading and listening, asking questions and answers questions, retelling, etc.

Answers to these questions are designed to reveal the nature of the teacher’s orientation largely: on the formation and development of skills of the surface / formal / reproductive or deep / productive training. The teacher can pay special attention to the quality of cognitive activity of students, forming and developing meta-cognitive and research

components of this activity, skills and knowledge about the importance of reflecting and designing students' own educational activity (development of self-learning skills). Otherwise, the teacher either does not pay much attention to the cognitive activity of the students, or limits it to passive reproduction, reproduction, which fixes the position of “schooling”, “learned helplessness” in teaching and the general reluctance to learn. Thus, this component was closely related to the peculiarities of the values and semantic relations of the teacher and students / learners. However, the most valuable and meaningful attitudes of the teacher and students are revealed most clearly in the course of analyzing the features of the processes and the results of motivation of the learning activity of students / schoolchildren. Motives for learning and teaching activities are motivations that cause what they are doing for it. In accordance with one of the solutions, distinguish several groups of motives. Teaching and learning, as a rule, was motivated by various motives, but some or some of them have the greatest influence on the processes and results of didactic communication and cognition. The essence of this aspect of the analysis of the lesson is to determine the motivations of the students / learners for the teacher, which of them he causes and cultivates (“instills”) with his actions. And what are his own motives, including those supported or not supported by the teaching and methodical methods of managing the cognitive activity of students and the organization of communication with them (didactic communication).

Half the questions below the list focus primarily on the activation of the cognitive motives of the teaching, the remaining positions are social.

1. Did the teacher emphasize the importance, necessity of the topic (section, question, etc.) in the composition of the subject or in life? How did he do it: how detailed and detailed were his explanations or motivations for research problem situations?

2. Did the teacher rely on the life experience of students / learners, their previously acquired knowledge and skills, their values and interests? Did he use entertaining material, or, apart from the need to “waste time” on “particular”, encouraged students to comprehend knowledge and assign skills, without understanding their importance and necessity?

3. Did the teacher ask questions involving students / learners in the process of studying the material, “discovering” new knowledge, ways of acting, solving problems? Did the teacher use a variety of ways to organize the cognitive activities of students / learners or was confined to

a narrow, standard set of tasks, exercises, examples, frameworks of the minimum program?

4. Did the students / schoolchildren learn to formulate (formulate) the goals, the particular tasks of the lesson? Perhaps the teacher was interested in how students see the objectives of the subject and topic, as well as the possibilities of practical application of knowledge and skills in everyday life?

5. Has the teacher activated the social and, in particular, civic feelings of students / schoolchildren, their responsibility to society for the results of teaching and the intention to serve society? Did the teacher notice students demonstrating enthusiasm for the teaching / subject, helping other students or himself?

6. Did the teacher include the motives for self-realization, self-development and self-transcendence in students / learners? Did he support the students' desire to go beyond the training program by offering assignments and sources of work outside this program? Were there any fragments in the training session that indicate that the teacher himself “continues to study”, is interested in knowledge and skills in this or that discipline that are available in modern science, and not only in curricula and textbooks? Has the teacher analyzed examples of his own life, including those related to “instructive” stories of the development of his attitude to knowledge about himself and the world, to the formation and development of educational and general skills?

7. Did the teacher include the motives of the competition? If there were group forms of learning activity, then to what extent did they help students / learners become interested in the success of other students / learners? If there was a game interaction, did it develop competition and the desire to interact with the most successful ones, promoting their “I” or the desire for mutual assistance and joint activity? How harmonious were the relations of the students with each other in the classroom under the guidance of the teacher?

8. Is it possible to say that the students mainly with desire, biased in the class? Maybe the lesson gave information about students / learners as subjects of learning: their ability to learn, including in the aspect of developing the motivational component of the ability to learn - the inclusion and interest in the processes and results of learning? Perhaps the lesson also gave information about the teaching (teachers) as subjects of training: their ability to teach?

Answers to these questions may indicate that the teacher did not pay much attention to the processes and results of motivation, he did not develop the motivational component of the ability to learn - involvement and interest in the processes and results of the exercise, and also did not care about the development and maintenance of their own motivation. In addition, the teacher can and should pay attention to the fact that the students formed and developed interest in learning activities related to their future professional life and life activity in general. As a rule, this attitude was formed and develops in conditions of direct communication with students / schoolchildren. As V.A. Kan-Kalik²⁹ noted, in the pedagogical process is the primary relationship with students. Style and other features of pedagogical communication (didactic communication), It is on them that the multi-level and multicomponent structure of educational and educational efforts of the teacher is based. He also believed that many, especially young pedagogues, internship students do not devote enough time to the “general classroom” of the class to plan their studies, but it turns it into a real pedagogical interaction. Forecasting and constructing communication is the most important moment in the preparation of the lesson, as well as its research and reflection. Neglect of this circumstance leads to a large number of problems, up to the psychological incompatibility of the teacher and students / schoolchildren, and pedagogical and educational activities lose their meaning and become fictions. In addition, it is important to note the fact that the strategy of professional activity (the teacher’s pedagogical action system) is mutually conditioned and Relations with students. To conduct a study of the characteristics of communication can be on the following items:

1. What is the emotional and cognitive tone of the teacher’s work: is he friendly, cheerful, benevolent or anxious, morose, or even irritable, he is diffused and unfocused, expounds the material haphazardly and indistinctly or focused, systemic, reflexive?

2. Does teacher the emphasis on the thoughts and feelings of students / learners? The teacher is attentive to their statements, agrees with ideas and suggestions, comments on them, complements, develops, tactfully and reasonably refutes? Or is it limited to single-valued evaluative replicas (“so”, “not so”, “right”, “not good”, etc.)?

²⁹ V. A. Kan-Kalik, *The grammar of communication*, Moscow, Rospedagentstvo, 1995.

3. Is the teacher inclined to approve, praise, or otherwise emotionally encourage students / learners for a good idea and a job well done? How exactly does he do it? Is he tactful in responding to unsuccessful answers? How does he express dissatisfaction with the progress of the case? Do students / learners feel emotional and cognitive support from the teacher in difficult situations?

4. Have there been any disciplining effects on the occupation or conflicts of employment management? Can we say that they were carried out with respect to the personality of students / schoolchildren, that they are individualized? Perhaps, the teacher was tactless at the same time, easily turned to threats and other forms of behavior alienating from students? Were the students / learners inadequately threatened and behaved inappropriately? If students / learners behaved inadequately, with whom and with whom it was connected, what were the causes and objectives, and the consequences and causes?

5. What is the general impression of the style of pedagogical communication? Does the teacher understand intellectually and emotionally the students, or does everyone see only from “his bell tower” and hears only himself? As far as facilitative or inhibitory with regard to activation of cognitive, motivational and interactive processes is the model of communication offered to them: do the students try to raise questions and answer the questions of the teacher and other students, what is the psychological atmosphere in the training group: safe, upbeat, enthusiastic or nervous, bored, negative?

6. Is it possible to say that the teacher helped to form and develop the host and multilateral evaluation of students and learners of other people and the world in a whole through the means of this lesson, educate them about respect for people and care, tolerance and indulgence, patience and perseverance? Is it possible to say that by means of this lesson the teacher helped to form and develop positive self-esteem of students / learners, instilled in them self-confidence, self-confidence and the desire to achieve success, including taking help and cooperating with others?

7. Was there a mutual understanding between the teacher and the students / schoolchildren? In what way was this manifested? Have there been parallel and “consecutive” processes: moments of synchrony in the manifestations of the teacher and students and the moments when the students “appropriated” the manner of communication of the teacher and relayed them into communication with each other?

8. How were conflicts prevented and resolved in communication between students / schoolchildren with each other and with the teacher? What is the position and role of the teacher? What role does the teacher play in developing / harmonizing student / student relations?

The answers to these questions help to understand how effective the work environment was in working: how much the teacher's interaction contributed to the achievement of the objectives of the lesson, as well as the developmental goals of the student and the teacher himself, limits of occupation. It is also important that a successful teacher develops the desire and readiness for self-realization in the cooperation of pupils with each other, he acts as an example of behavior that pupils are happy to adopt, as he helps them solve and prevent problem situations in the everyday educational and professional sphere and life generally.

As a result, we get a multidimensional system that implicitly contains recommendations for (future) teachers, allowing them to develop their ability to learn and the ability to learn from students. Approbation of this scheme allows fix the most significant moments of pedagogical activity, to direct the attention of the beginning and / or having trouble of the teacher. This moment take part to main aspects and various components of his ability to teach:

- the ability to build and develop harmonious, developing educational and educational relationships with students,
- the ability to design an educational lesson, formulate personally important and relevant to the topic of the goal,
- the ability to reflex processes and results of their own learning activities and learning activities of students, the ability to form and develop the cognitive processes of the students to manage their development,
- the ability to form and develop the motivation of teaching and learning, guide students and himself on the path of self-realization and cooperation,
- the ability to build a psychologically safe, developmental and aimed at achieving the states of efficiency and self-efficacy of didactic communication.

Answers to these questions help formulate a holistic understanding of what is happening to increase the ability to teach and satisfaction with their activities due to the development of the ability to learn from students. The initial and final stage of analysis - reflection and goal-

setting, goal-setting and reflection - will make the process of development of these skills for the teacher and students / learners maximally rich and successful. Accomplished teachers understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. The initial and final stage of analysis - reflection and goal-setting, goal-setting and reflection - will make the process of development of these skills from the teacher and students / learners maximally rich and successful.^{30,31,32,33,34,35,36,37}

Conclusions

The integrated technology of the psychological analysis of the training class integrates various areas of research into the educational and educational interaction of the teacher and students / learners in different types of classes, focusing on the most common points of the psychologically competent formation of the class. The use of this and other technologies for the study and design of training sessions^{38,39} developed by us and other employees of the Kaluga State University over the past few decades make it possible to substantially optimize the training and retraining of teachers, as well as the activities they conduct. The use of our scheme of the psychological analysis of the training session. This scheme given here allows students and teachers to isolate

³⁰ S. Boss & J. Krauss, *Reinventing project-based learning*, Eugene, International Society for Technology in Education, 2009.

³¹ N. J. Entwistle, *Teaching for Understanding at University: Deep Approaches and Distinctive Ways of Thinking*, Basingstoke, Palgrave Macmillan, 2009.

³² NBPTS, *What teachers should know and be able to do*, Arlington, Southfield, National Board for Professional Teaching Standards (NBPTS), no. 8, 2002, p. 1-22.

³³ A. Pritchard, *Ways of Learning: Learning theories and learning styles in the classroom*. New York: Routledge, 2013.

³⁴ F. V. Tochon, Reflecting on the paradoxes of foreign language teacher education: A critical system analysis, in *Porta Linguarum*, no. 15, 2011, pp. 7–24.

³⁵ F. V. Tochon, D. Hanson, *The deep approach: World language teaching for community building*, Madison, Atwood Publishing, 2003.

³⁶ A. Woolfolk, *Educational psychology*, Needham Heights, Allyn and Bacon, 2005.

³⁷ A.R. Rogers, *Freedom to learn*, Sydney, Maxwell Macmillan International, 1995.

³⁸ M. R. Minigalieva, *The study of psychology and self-knowledge of person*, Moscow, RGSU, 2006.

³⁹ A.E. Shteinmetz, E. I. Gorbacheva, G. D. Filatova, P. V. Menshikov, A. E. Fomin, *Psychological tasks to pedagogical practice of students: A Handbook for Teachers*, Moscow, VLADOS Publ., 2002.

the psychological content of pedagogical interaction proper, arm them with criteria and direct them to the development path of those components of pedagogical activity that are responsible for its success in harmoniousness. It is creating a teacher's sense of efficiency and self-efficacy as a conscious, and the multifaceted satisfaction of society, administration, students and the teacher with his work and results success in this work.

FEATURES OF UNIVERSITY STUDENTS EMOTIONAL INTELLIGENCE WHO ARE PRONE TO MANIPULATIVE BEHAVIOR

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Abstract: *The study relevance. In the modern Russian educational environment, on the one hand, attention has increased to the formation of not only knowledge, skills and abilities, but also the ability to effective self – realization and self-actualization, to successful social life, and on the other-the problems of ensuring the psychological security of the educational environment have become more acute. The study of emotional intelligence, which determines a person’s ability to recognize emotions, understand the intentions, motivation and desires of other people and their own, as well as the ability to manage one’s own emotions and emotions of other people in order to solve practical problems, is important for understanding the phenomenon of propensity to manipulative behavior, which in some manifestations is a threat to psychological security. The research aim is to study emotional intelligence and its impact on University students’ emotional communication that are prone to manipulative behavior. Research methods: the Leading theoretical method for the study of this problem is the content analysis of scientific works related to the problem of research, which allows comprehensive considering the analysis of the emotional sphere features that contribute to the tendency to manipulative behavior. The empirical methods were the study using valid standardized diagnostic methods that correspond to the purpose of the study, statistical analysis and generalization of the results obtained. The research result. The article presents empirical study results of emotional intelligence and communication features through emotions among University students prone to manipulative behavior in the educational environment. It is established that students who are prone to manipulative behavior in emotional interpersonal communication are helped by the ability to manage their emotions and adequately show them, weak exposure to negative emotions. They show a high willingness to establish relationships with other people on an emotional basis. Emotional intelligence is characterized by the development of their ability to manage their emotions, high self-motivation and empathy. Practical significance: the Materials of the article are of practical value for psychologists and teachers who develop and implement psychological and pedagogical programs aimed at*

preventing the tendency to manipulative behavior through changes in the emotional sphere of University students in the educational environment.

Keywords: emotional sphere, emotional intelligence, emotional interaction, manipulation, manipulative behavior, University students, educational environment.

Introduction

The relevance of this study is due to two aspects. First, in modern society there are acute problems associated with improving the efficiency of human activity, increasing its adaptive capacity, the development of cognitive and communicative abilities^{1,2}. And it is emotional intelligence, which has recently become the subject of scientific research, is the phenomenon that, from the point of view of most modern scientists, determines the success of human life³. Secondly, asymmetric forms of interpersonal interaction – competition, which leads to increased manipulative tendencies in communication, have become increasingly common. Manipulation, manipulative behavior, and propensity for it, and, as well as emotional intelligence, are also fairly new topics of scientific research and which are poorly studied.

More and more attention is now paid to the fact that during the student years, during the period of study at the University, a person receives not only professional knowledge, skills and abilities⁴. It is those abilities are formed and developed that will determine his/her success not only in the professional field, but also in social life⁵, in the sphere of interpersonal relations, determine his/her formation as a person capable of effectively self-actualizing in modern life. And one of these abilities is emotional intelligence and a tendency to manipulation, which, on the

¹ A. I. Gambari, A. T. Shittu & O. A. Taiwo, Enhancing Students' Understanding of Algebra Concepts through Cooperative Computer Instruction, in *Pedagogical Research*, 1(2), 2016, pp. 55. <https://doi.org/10.20897/lectito.201655>

² M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

³ A. Halawa, S. W. Ai & Z. Ma, Association Between Ethnicity and Dietary Behaviors in Chinese Han and Hui Nationalities, in *Journal of Ethnic and Cultural Studies*, no. 4(2), 2017, pp. 65-80

⁴ D. Kratt, Teachers' perspectives on educator mental health competencies: A qualitative case study. *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 22-40.

⁵ M. J. Ortiz, Gangs and environment: A comparative analysis of prison and street gangs, in *American Journal of Qualitative Research*, no. 2(1), 2018, pp. 97-117.

one hand, both are associated with the emotional sphere of the individual, on the other – are prerequisites for the possibility of achieving the tasks and achieving the goals.

Background of *emotional intelligence* concept emerged in the first half of the twentieth century in Western psychology in connection with the popularity of the idea about the plurality of intelligence's sides in those years. In the cognitive theory of emotion, the emotions were first considered to be derivatives of the mind. Thus, R. Lazarus noted that any emotion was a function of the processes of cognition and evaluation, and the response on the emotional level was a kind of syndrome that reflected any important moments in the overall reaction. Emotions, in his view, arise first as a response to perception, initial assessment and research activity⁶, and then as a reaction to those experiences that appear as a result of activities based on this assessment⁷.

For the first time the scientific definition to the concept of emotional intelligence was given in their research papers by J. Mayer and P. Salovey. They also proposed a technique to measure it (EQ). They find that emotional intelligence is a type of intelligence, as it meets the following criteria: 1) it is a unitary ability that represents a new kind of expression of attitude to earlier dimensions of intelligence; 2) this ability increases with age and develops like other types of intelligence⁸.

In Russian psychology the prerequisite for the emergence of the concept of emotional intelligence was the opinion of L.S. Vygotsky about the fact that people's emotions separate⁹ from instincts and become part of the psychological sphere¹⁰. Subsequently, on this basis, it was concluded that human emotions are intellectually mediated; that emotional and intellectual processes of thinking are naturally interrelated; that emotions develop together with the development of thinking; that emotions are one of the regulators of the thinking process and are one of its components¹¹.

⁶ N. Hall & R. Quinn, Parental Involvement at the High School Level: Parents' Perspectives, in *Journal of Ethnic and Cultural Studies*, no. 1(1), 2014, pp. 13-21.

⁷ R. S. Lazarus, *Emotion and Adaptation*, New York, Oxford University Press, 1991.

⁸ J. D. Mayer, P. Salovey & D. Caruso, *Emotional intelligence as zeitgeist, as personality and as a standard intelligence*, New York, Jossey-Bass, 2000.

⁹ D. Carothers & C. Parfitt, Disability or Language Difference: How Do We Decide? in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 1-12.

¹⁰ L. S. Vygotsky, *Thinking and speech*, St. Petersburg, Peter. 2017.

¹¹ I. N. Andreeva, On the development history of the concept "emotional intelligence", in *Questions of psychology*, no. 5, 2008, pp. 83-95.

S.L. Rubinstein had a similar point of view. He wrote that emotionality was one of the sides of cognitive processes, reflecting reality in a specific way. Emotional processes are not the opposite of cognitive processes. Man has a unity of emotional and intellectual in the process of cognition¹².

In modern Russian psychology, emotional intelligence is understood as an integral category in the structure of emotional-volitional and intellectual spheres of personality. The functions of emotional intelligence are to ensure the success and effectiveness of activities, as well as intrapersonal and interpersonal development and interaction. The essential features of emotional intelligence are reduced to awareness of one's feelings¹³, emotional awareness, control of one's feelings, empathy, self – motivation and recognition of emotions and feelings of other people, which in turn are reduced to two factors: external – *understanding of emotions* and internal - *emotional self-regulation*¹⁴.

Managing one's emotions, in particular, their concealment is one of the main abilities of the manipulator. For a person who is prone to manipulation, it is important to make the desired, favorable impression on others. As E. Shostrom notes, the peculiarity of the modern manipulator is that when expanding opportunities for self-development and getting pleasure from life through manipulative activities, he tries to avoid the risk of any emotional experiences or involvement¹⁵.

Therefore, for a comprehensive study of the emotional sphere's role in the formation and development of personality, it is important to study the features of emotional intelligence among University students who are prone to manipulative behavior.

Materials and Methods

Theoretical method

¹² S. L. Rubinstein, *Basics of General psychology*, St. Petersburg, Peter, 2015.

¹³ F. Damgaci & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 797-810. DOI: 10.12973/ejmste/80945

¹⁴ Y. V. Davydova, *Emotional intelligence: essential features, structure and features of manifestation in adolescence*: PhD Thesis, Moscow, peoples' friendship University of Russia.

¹⁵ E. Shostrom, *Man-the manipulator: the inner journey from manipulation to actualization*, Moscow, April-Press, 2008.

The theoretical method of the research is the content analysis of scientific works related to the problem of manipulative behavior and manipulation in interpersonal communication, and to the problem of emotional intelligence, which allows to consider the degree of its development and identify the main approaches to its understanding and the factors that determine the scale of the phenomenon in the youth environment in particular.

Empirical methods

We conducted an empirical study aimed at studying the severity of personal characteristics and value-motivational features among the students who are prone to manipulation, using a set of valid and proven techniques focused on their study:

1. Methods of evaluation of emotional intelligence (EQ questionnaire). The technique is proposed by N. Hall to identify the ability to understand the attitudes of the individual, represented in the emotions and manage the emotional sphere based on decision-making. It consists of 30 statements and contains 5 scales: 1) emotional awareness, 2) management of one's emotions (rather it is easily appeased, emotionally not rigid), 3) self - motivation (rather it is just arbitrary control of one's emotions), 4) empathy, 5) recognition of emotions of other people (rather-the ability to influence the emotional state of other people)¹⁶.

2. The technique of “What's stopping you to establish contacts with partners with the help of emotions”, developed by V.V. Boyko. It allows estimating such scales as Inability to control emotions, to dose them; inadequate expression of emotions; Inflexibility, underdevelopment, inexpressiveness of emotions; Domination of negative emotions; Unwillingness to get closer to people on an emotional basis⁸.

3. To determine the level of propensity to manipulative behavior, the method of diagnostics of manipulative attitude was used (Bant's scale), which allows determining the propensity to manipulate other people through the attitude to them not as a person with self – worth, but as a specific means, through the use of which, as a rule, hidden goals of the manipulator are achieved, his/her interests are realized and one's own

¹⁶ E. P. Ilyin, *Emotions and feelings*, St. Petersburg, Peter, 2001.

needs are satisfied without taking into account the interests, will and desires of another person-the object of manipulation¹⁷.

Research base

The study involved 157 students of 19-22 years, students from higher educational institutions of Kazan.

Results

Features of manifestation of emotional intelligence's components among students with low and high level of propensity to manipulative behavior

The results of the study of the average indicators of emotional intelligence's components among students with low and high levels of susceptibility to manipulative behavior are presented in table 1.

Table 1: The reliability of the difference in the mean values by the method of determining the level of emotional intelligence among the students with low and high level of tendency to manipulative behavior

Scales	Mean values		T-student test	Significance (p)
	Low level of propensity to manipulation	High level of propensity to manipulation		
Emotional awareness	8,23	10,53	-1,535	0,130
Managing one's emotions	0,92	7,29	-4,256	0,000**
Self-motivation	5,81	10,47	-3,252	0,002**
Empathy	5,73	9,15	-2,552	0,013*
Recognition of other people's emotions	6,54	8,53	-1,606	0,114

¹⁷ M. G. Dmitriev, V. G. Belov & Yu. A. Parfenov, *Psychological and pedagogical diagnostics of delinquent behavior among difficult teenagers*, St. Petersburg, closed joint stock company Pony, 2010.

Notes: * - differences of averages are significant at the level of significance $p \leq 0.05$, * * - differences of averages are significant at the level of significance $p \leq 0.01$.

The results show that students with a high level of tendency to manipulative behavior have significantly higher results in such aspects of emotional intelligence as managing their emotions, self-motivation and empathy. That is, they are much more able to control their own emotions, which are more pronounced and they are aware of emotional manifestations associated with the adoption of new conditions of life, with responsibility for the result and with internal control over the achievement of the goal, with a sense of internal conscious need, the internal inevitability of this step, the ability to cope with negative information existing in this situation. They have a more developed ability to understand the emotions of other people. On the one hand, this is due to the conscious empathy of another person, the ability to understand and feel his emotional state, and on the other – it allows them to manipulate other people more effectively, using their emotional States. Also, students with a high level of tendency to manipulation have more formed conscious skills of managing their emotions, control over them, hence they get positive emotions, reinforcing this process, and they are more easily appeased and are not rigid.

The results of the correlation analysis of data on the study of emotional intelligence among the students with low and high levels of susceptibility to manipulative behavior are shown in figure 1.

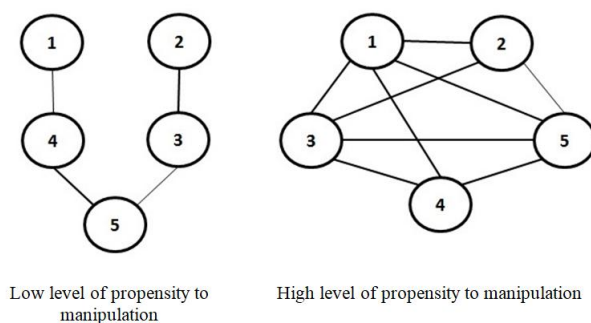


Figure 1: The results of correlation analysis of data on the method of emotional intelligence's evaluation among the students with low and high level of tendency to manipulative behavior

Notes: a) components of emotional intelligence: 1 – emotional awareness, 2 – control of one’s emotions, 3 – self – motivation, 4 – empathy, 5 – recognition of other people’s emotions; b) thick lines correspond to the correlation coefficients, statistically significant at the level of $p \leq 0.01$, thin-at the level of $p \leq 0.05$.

As the results of correlation analysis show, students with a low level of propensity to manipulative behavior have the ability to recognize emotions of other people associated with empathy and self-motivation as a binding element of the emotional intelligence structure. Self-motivation is associated with the ability to manage their emotions, and empathy with emotional awareness. Students with a high level of inclination to manipulate other people have a more integrated structure of emotional intelligence; its elements are more strongly interconnected, which indicates its greater stability.

Features of the ability to establish relationships with other people on an emotional basis among the students with low and high levels of tendency to manipulative behavior

One of the indicators of emotional intelligence is the ability to establish relationships with other people on an emotional basis, through emotional contact. We have studied the influence of emotions among the students with low and high level of tendency to manipulative behavior on their communication with other people. The results of comparing the averages on the scales by the technique “*what prevents you from establishing contacts with partners using emotions*” are presented in table 2.

Table 2: The reliability of the difference in the average indicators according to the technique “what prevents you from establishing contacts with partners using emotions” among the students with low and high levels of tendency to manipulative behavior

Scales	mean values		T-student test	Significance (p)
	Low level of propensity to manipulation	High level of propensity to manipulation		
Inability to manage emotions, to dose them	2,50	1,85	2,388	0,020*

Inadequate manifestation of emotions	2,62	1,97	1,975	0,050*
Inflexible, undeveloped emotions, expressionless their	2,69	2,26	1,242	0,219
Domination of negative emotions	2,42	1,71	1,935	0,048*
Reluctance to get close to people on an emotional basis	2,50	1,76	2,140	0,037*

Notes: * - differences of averages are significant at the level of significance $p \leq 0.05$, * * - differences of averages are significant at the level of significance $p \leq 0.01$.

As can be seen from the results, students with a high level of tendency to manipulative behavior have significantly lower manifestation of inability to manage their emotions, inadequate expression of emotions, the dominance of negative emotions and unwillingness to get closer to people on an emotional basis.

The results of correlation analysis of the data by the technique of “*What’s stopping you to establish contacts with partners with the help of emotions*” among the students with high and low levels of propensity for manipulative behavior is presented in figure 2.

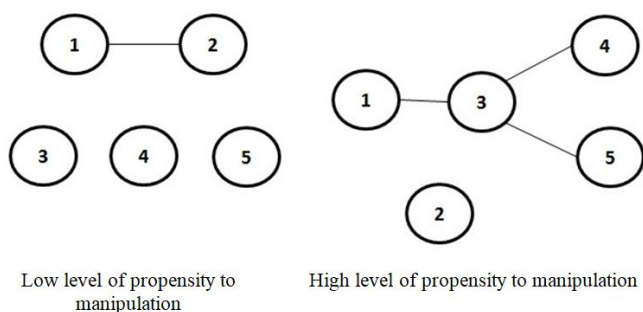


Figure 2: The results of correlation analysis of the data by the technique “*What’s stopping you to establish contacts with partners with the help of emotions*” among the students with high and low levels of propensity for manipulative behavior

Notes: a) Emotional disorders: 1 – inability to control emotions, 2 – inadequate expression of emotions, 3 – inflexibility, undeveloped emotions, 4 – the dominance of negative emotions, 5 – unwillingness to get close to people on an emotional basis; b) thick lines correspond to the correlation coefficients, statistically significant at the level of $p \leq 0.01$, thin – at the level of $p \leq 0.05$.

Correlation analysis shows that students with a low level of tendency to manipulative behavior the structure of emotional manifestations that prevent successful emotional interaction with other people, is more fragmented: the relationship of inability to manage their emotions with the inadequacy of their manifestations only is revealed, the other elements are isolated. For students with a high level of tendency to manipulative behavior the binding element is inflexibility, undeveloped emotions, the change of which is influenced by the inability to manage their emotions, the dominance of negative emotions and the reluctance to get closer to people on an emotional basis. Since for students with a high level of tendency to manipulative behavior, as it is shown by the analysis of the average reliability, rates for these elements are significantly higher, therefore, and their emotions in general, are more developed, flexible, which contributes to their easier communication with people based on emotions.

Discussions

In modern domestic and foreign psychological science, the study of emotional intelligence is becoming more common. Thus, N.A. Baturin and L.G. Matveeva considering emotional intelligence as one of the ways of cognizing reality show that in this case the objects of cognitive knowledge are experiences, emotions and feelings of other people and the subject of knowledge, everything that relates to the emotional sphere. The objects of cognition are subject-object relations and part of the subject-subject relations related to the emotional level of interpersonal interaction. But the effectiveness of cognition with the help of emotional intelligence is influenced by such factors as the level of development of cognitive and intensive cognition of specific objects:

emotional processes, feelings, emotional motivation, behavior caused by their emotional experiences¹⁸.

Considering emotional intelligence as the ability to understand and manage emotions, A.V. Degtyarev writes that it is associated with the General orientation of the individual on the emotional sphere, i.e. with interest in their own inner world and the inner world of other people, the tendency to psychological analysis of behavior, with the values attributed to emotional experiences. Therefore, emotional intelligence can be viewed as a construct that has a dual nature: on the one hand, it is associated with cognitive abilities, and on the other – with personal characteristics. Thus, emotional intelligence is a mental property that is formed during a person's life under the influence of a number of factors that determine his/her level and individual characteristics. These factors include the accuracy and speed of emotional information processing, perceptions of emotions as a source of important information, and the ratio of emotional stability to emotional sensitivity¹⁹.

E. P. Komarova draws attention to the fact that emotional intelligence is closely connected with the processes of adaptation and socialization of the individual. She says that emotions affect all components of cognition: sensation, perception, imagination, memory and thinking. The situation that causes an emotional response often sets in motion the entire organized system of possibilities that were available in humans at the time of its occurrence. In order for socialization to be successful, everyone needs to acquire knowledge, values, social skills and social sensitivity that enable them to integrate into society and act there adaptively. Thus, the formation of not only cognitive, but also emotional components of personality is important for socialization²⁰.

L.D. Kamyshnikova also mentions about the adaptive function of emotional intelligence. She notes that emotional intelligence is involved in a wide range of social tasks. The structure of emotional intelligence is determined by human behavior in social situations. The manifestation of

¹⁸ N. A. Baturin & L. G. Matveeva, Social and emotional intelligence: myths and reality, in *Bulletin of South Ural state University, Series: Psychology*, no. 42, 2009, pp. 4-10.

¹⁹ A. V. Degtyarev, "Emotional intelligence": the formation of the concept in psychology, in *Electronic journal "Psychological science and education"*, no. 2, 2012, pp. 1-13.

²⁰ E. P. Komarova, Emotional intelligence: concept, role and forms of integration into sociocultural communication, in *Bulletin of Voronezh state technical University*, no. 3, 2014. Available at: <https://cyberleninka.ru/article/n/emotsionalnyy-intellekt-ponyatie-rol-i-formy-integratsii-v-sotsiokulturnoe-obschenie>.

emotional intelligence in various social situations is associated with their frequency of occurrence, value and prototypic. Emotional intelligence as a trait is more evident in rare, valuable and highly prototypical ways of behavior in social situations. In frequency behavior in social situations, emotional intelligence is more often manifested as ability²¹.

A.A. Leshenko argues that the gradual increase in self-confidence, self-esteem, self-estimation, self-actualization, openness to new experience, self-control, trust in one's own feelings and intuition, reducing the level of anxiety determine, in General or separately, increasing the level of emotional intelligence, emotional maturity of the individual, positioning oneself as a person with a high level of compliance with moral principles and generally accepted norms, holistic and self-sufficient entity²².

I.L. Vakhrusheva in her research concludes that emotional intelligence in the period of youth and early adulthood has specific features, which are expressed in a relatively low degree of development of its characteristics, less internal consistency and qualitative specificity of emotional self-regulation strategies compared to elder people. She found that there are gender differences in the parameters of emotional intelligence formation at this stage of personality development, which includes student age. Thus, emotional intelligence in General is higher among women than among men. In particular, women have a better understanding of their own emotions and are more effectively able to manage their own and others' emotional state²³.

L.I. Ugwu writes that emotional and general intelligence are the two constructs that overlap each other and perform similar functions in our lives. But they can be separated in terms of their assessment, understanding and characteristics. Supporters of emotional intelligence believe that with its help people become the best students, the best employees, the best managers, the best soldiers, and so on. The above

²¹ L. D. Kamyshnikova, *The structure of emotional intelligence in the context of social situations*: PhD Thesis, Moscow, Institute of psychology of the Russian Academy of Sciences, 2012.

²² A. A. Leshenko, Connection of emotional intelligence with individual psychological characteristics of the individual, in *Almanac of modern science and education*, no. 2, 2013, pp. 104-107.

²³ L. I. Vakhrusheva, *Expression of structural and qualitative characteristics of emotional intelligence at the stage of youth and early adulthood*: PhD Thesis, Moscow, Moscow state medical and dental University.

statement assumes that the developed emotional intelligence contributes to success in life above the average level, which can be achieved only with the support of the General intellect. General intelligence determines the strength of desire to control emotions, and the function of emotional intelligence – the ability to restrain emotions and their satisfaction to achieve this goal. That is the main characteristic of emotional intelligence – endurance. The author believes that in order to achieve maximum success and adaptability to life, a person should optimally form both structures²⁴.

3. Birknerova writes that each of our emotional qualities, to some extent, is formed by a certain habit when we make effort, we can change our emotional responses to achieve the best result. Emotional intelligence is formed through the understanding of one's own individuality, improvement of communication skills, which leads to professional and personal success. A person must know himself, his own motives and goals, values, feelings and way of thinking – and only later he will be able to make decisions more freely and purposefully. The right choice and good work in an environment that requires emotional involvement, characterize success. Emotional intelligence is defined by skills such as self-motivation, self-discipline, building and maintaining interpersonal relationships, and empathy. An emotionally competent person is someone who is able to build a relationship without problems, who skillfully defines the reactions and feelings of people, one with whom people feel comfortable, since he/she spreads a good mood²⁵.

As the analysis of emotional intelligence's studies conducted by us showed, the problem of its correlation with manipulative behavior and its features among the students who are prone to manipulative behavior has not yet been reflected in the works of neither domestic nor foreign scientists.

Conclusion

The second decade of the 21st century is characterized by changes in the political, economic and social life of both the world community and Russia. The emerging trends in the transition from globalization to

²⁴ L. I. Ugwu, Emotional and General Intelligence: Characteristics, Meeting Points and Missing Links, in *Asian Social Science*, no. 7, 2011, pp. 137-140.

²⁵ Z. Birknerova, Social and Emotional Intelligence in School Environment, in *Asian Social Science*, no 10, 2011, pp. 241-248.

sovereignty, from information to intellectualization, to the change of value orientations from collectivist to individualist ones attracted the attention of scientists to new problems that are updated in these conditions. These include psychological phenomena such as emotional intelligence and manipulative behavior. In modern Russian higher education, in response to the requirements of modern production and business, on the one hand, the attention to the formation of not only knowledge, skills and abilities, but also the ability to effective self – realization and self-actualization, to the successful social life are increased, and on the other- the problems of psychological security of the educational environment are exacerbated. The study of emotional intelligence, which determines a person’s ability to recognize emotions, understand the intentions, motivation and desires of other people and their own ones, as well as the ability to manage their emotions and emotions of other people in order to solve practical problems, is important for understanding the phenomenon of propensity to manipulative behavior, which in some manifestations is a threat to psychological security. The article presents the results of theoretical and empirical study of emotional intelligence features among the students with low and high level of tendency to manipulative behavior.

During the study it was found that students with a high level of tendency to manipulative behavior had more strong positive emotional manifestations associated with the adoption of new conditions of life with responsibility for the result, with internal control over the achievement of the goal, with a sense of internal conscious need, the internal inevitability of this step, the ability to cope with negative information existing in this situation. In comparison with students with a low level of tendency to manipulative behavior, they have stronger expressed positive emotions associated with conscious empathy to another person, the ability to understand and feel his/her emotional state. Also, they have more developed skills of managing their emotions, control over them, because of which they also receive positive emotions that support this process; they are easily appeased and not rigid. The structure of emotional intelligence among the students with a high level of tendency to manipulative behavior is more integrated and stable.

It is established that students who are prone to manipulative behavior in emotional interpersonal communication are helped by the ability to manage their emotions and adequately show them, weak exposure to negative emotions. They show a high willingness to establish

relationships with other people on an emotional basis. Emotional intelligence is characterized by the development of their ability to manage their emotions, high self-motivation and empathy.

The results allow us to conclude that students who are prone to manipulative behavior, possess emotional intelligence which is more developed, in comparison with students who do not tend to show manipulative behavior in interpersonal communication and interaction.

The materials of the article are of practical value for psychologists and teachers who develop and implement psychological and pedagogical programs aimed at preventing the tendency to manipulative behavior through changes in the emotional sphere of University students in the educational environment.

SOCIO-PSYCHOLOGICAL ASPECTS OF IMAGE OF PROFESSIONALLY SUCCESSFUL AND UNSUCCESSFUL TEACHERS

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Abstract: *The question raised by the research is important and meaningful in modern pedagogy and psychology. This is due to the fact that the image becomes a necessary attribute of a professional relationship. The image is a kind of prism through which is refracted each communication from the specialist to the society. Because the idea of any profession is the result of selection in public mind the typical features of its representatives. In order to properly form self image, it is necessary to know its essence and the components included in the composition, to be able to correlate this knowledge with the peculiarities of their profession. This article is devoted to the study and description of the socio-psychological peculiarities of the image of successful and unsuccessful teachers. The goal of the paper is to select and describe the characteristics of the image among professionally successful and unsuccessful teachers. The study involved the teachers of average educational institutions, residents of Sverdlovsk region. The following methods were used to study this problem: a literature review, questionnaires, author profiles, mathematical analysis. Comparative analysis of the data revealed a number of differences in the image of successful and unsuccessful teachers. Factor analysis of the social and psychological aspects of the image, of successful and unsuccessful teachers, helped to identify and describe specific images. Content articles might be of interest to teachers of higher educational establishments and teachers who are interested in building an effective image.*

Keywords: image, structure image of the teacher, components of image, the success of professional activity.

Introduction

In modern society, the category of image is attracting increasing attention from the researchers, because it is necessary attribute of professional relationship. The image of the teacher, as emotionally colored style, formed in the minds of the recipients – students, colleagues, parents is able to influence their behavior. Analyzing the specifics of teaching activities, it should be noted that today there is a wide range of different kinds of educational services that increase competition between educational institutions and among specialists. Providing a variety of educational services, have significantly changed the usual activities associated with the traditional educational process. It is

therefore very important for the specialist to obtain universal, in-depth knowledge in practical skills, mastering personal and team effectiveness, techniques affiliated in business interaction. To achieve success in professional activities, mastering the tools of self- management and competitive strategies, it is necessary constantly learn, maintain a healthy lifestyle, improve will qualities and skills of self-presentation. That is why the image of the teacher should be formed knowingly and deliberately, to improve the success of related activities, personal and professional development. No matter how professionally the teacher is trained, he must constantly improve his personality, use the constructive strategy of interaction with students and colleagues, forming a distinctive style of activity, creating his own unique image.

We suggest to consider the professional success of a teacher as a set of methods of performing professional activities that lead to positive educational results. Therefore, professional success is an outcome of the teachers effort, and the realization resources of his personality in the effective achievement of objectives and overcoming difficulties. It's kind of foundation for self-realization of teachers personality, self awareness and importance of self activities, motivating factor in the development of professionalism.

Methodological Framework

The methodological basis of this study are the works of Russian and foreign researchers of the theory and practice of formation of image of the teacher, is devoted to the study of the image of the teacher of preschool education (L. E. Berk, A. Winsler, L. Cadwell, G. Dahlberg, P. Moss & A. Pence, T. Dancer, M. V. Apraksin)^{1,2,3,4,5,6}, teacher of the primary school (M. C. Bateson, C. Edwards, L. Gandini, G. Forman, M.

¹ L. E. Berk & A. Winsler, *Scaffolding children's learning: Vygotsky and early childhood education*, Washington, NAEYC, 1995.

² L. Cadwell, *Good start, grow smart: The Bush administration's early childhood initiative*, Washington, Executive Office of the President, 1997.

³ L. Cadwell, *Bringing Reggio home*, New York, Teachers College Press, 2003.

⁴ G. Dahlberg, P. Moss & A. Pence, *Understanding child development*, Clifton Park, Delmar Thomson Learning Image of the Teacher 42, 1999.

⁵ T. Dancer, *Beyond quality in early childhood education and care: Postmodern perspectives*, Philadelphia: Falmer Press, Taylor & Francis, Inc, 2003.

⁶ M. V. Apraksin, *Image of the teacher of the preschool as a pedagogical problem*, Moscow, AST, 2000.

R. Vardanyan, A. A. Kalyuzhny, L. M. Mitina)^{7,8,9,10,11}, teacher at the University (A. L. Busygina)¹², as well as personal characteristics and professional qualities of the teacher (Bergmann H., K. Hurson, D. Russ-Eft, G. W. Bush, D. Curtis, M. Carter, R. Charlesworth, M. Gedin, L. Segal, V. I. Makarovskaya)^{13,14,15,16,17,18,19}.

The study of scientific approaches in Russian and foreign psychology and pedagogy allowed us to determine the image as the image-representation of any person, existing in individual and public consciousness and reflecting his personal and professional qualities.

For representatives of the pedagogue profession the image formation is a necessity for effective communication and interaction with other characters of the educational process at the professional level. Under positive image of the teacher we will understand the vital effective manner that exists in the inner world, and giving positive results in the real life and promoting professional success and personal realization.

⁷ M. C. Bateson, *Peripheral visions learning along the way*, New York, Harper Collins Publishers, 1994.

⁸ C. Edwards, L. Gandini & G. Forman, Imaging ourselves as teachers: The development of teacher identity in music teacher education, in *Music Education Research*, no. 1(2), 1993, pp. 191-207.

⁹ M. R. Vardanyan, *Image of the teacher as a factor of health saving of subjects of educational process in the basic school*: PhD Thesis, Omsk, 2007.

¹⁰ A. A. Kalyuzhny, *The Psychology of image formation of the teacher*, Moscow, VLADOS, 2004.

¹¹ L. M. Mitina, *Psychology of work and professional development of teachers: studies. benefits for students. higher. PED. studies'. Institutions*, Moscow, Publishing center "Academy", 2004.

¹² A. L. Busygina, *Professor-profession: theory of designing the content of education of a University teacher*, Samara, GP "Perspective", 2003.

¹³ H. Bergmann, K. Hurson & D. Russ-Eft, *Everyone a leader: A grassroots model for the new workplace*, New York, John Wiley & Sons Inc, 1999.

¹⁴ G. W. Bush, *Reframing organizations: Artistry, choice, and leadership*, San Francisco: Jossey-Bass, 2002.

¹⁵ D. Curtis & M. Carter, Washington: House Committee on Education and Labor, 2000.

¹⁶ R. Charlesworth, *The art of awareness: How observation can transform your teaching*, Minnesota, Redleaf Press, 1999.

¹⁷ M. Gedin, *Pedagogy of freedom*, Maryland, Rowman & Littlefield, 1998.

¹⁸ L. Segal, Imaging teachers: In fact and in the mass media, in *Journal of Latinos and Education*, no. 2(1), 2001, pp. 3-11.

¹⁹ V. I. Makarovskaya, *Communicative competence and presentation of the teacher about me*, St. Petersburg, Peter, 2003.

The Image represents entire complex consisting of interconnected components. Based on the theoretical literature analysis, we proposed a three-tiered structure of the image of the teacher:

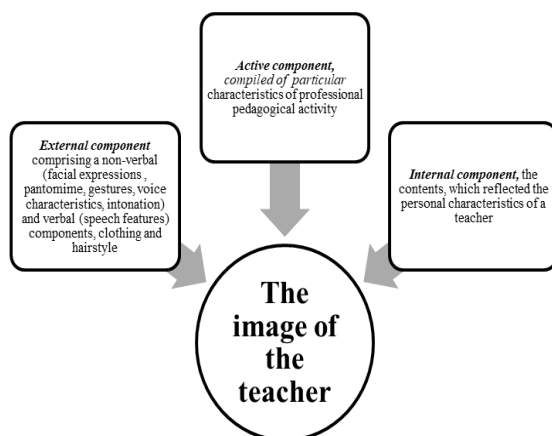


Figure 1: The structure of the image of the teacher

To study the socio-psychological features of the image of teachers, we selected the diagnostic tools, including standardized methodologies, and authoring and modifications.

1. In purpose to separate test subjects into two samples – professionally-successful and unsuccessful teachers, we used the method of *evaluating the success of pedagogical activity* of I. V. Makarovskaya²⁰.

For the study of *internal component of the image of the teacher* we used:

2. 16 PF author R. Kettell (form B) designed to identify individual psychological characteristics, allowed us to determine the personality structure of successful and unsuccessful teacher²¹.

3. Repertory grid technique G. Kelly, which allows to study individual personality constructs, that mediate perception and self-perception in the analysis of the personal meaning of concepts²². In the

²⁰ V. I. Makarovskaya, *Communicative competence and presentation of the teacher about me*, St. Petersburg, Peter, 2003.

²¹ A. N. Kapustina, *Multifactor Personal technique Cattell R*, St. Petersburg, Peter, Speech, 2001.

²² N. N. Vasyagina, E. N. Rybakova, *Diagnosis and correction of the identity of the mother*, Ekaterinburg, The Urals State Pedagogical University, 2010.

modified by us version of the technique repertory grid, in connection with the structure of the image, to the participants of experiment were suggested the following elements (repertory roles) for comparison: “I like the teacher”, “successful teacher”, “ unsuccessful teacher”, “the ideal teacher”, “the average teacher”.

The activity component of the image was studied with the application:

4. Test of interpersonal relations, L.N. Sobchik – a modified version of interpersonal diagnosis T. Liry²³. The methodic allows to reveal a number of orientations - the dominant types of relationships to others (colleagues, students, etc.) and to analyze the qualities of the teacher, manifested in interpersonal interaction. Due to the fact that these characteristics have a significant impact on the psychological climate in the team, and, as a consequence, on the efficiency of implementation of professional activity and the formation of a appropriate image of the specialist, his professional success, their study becomes very important.

5. The methodic of “Psychological portrait of the teacher” G. V., Rezapkinoy, Z. V. Rezapkinoy was conducted to identify characteristics of the teacher in the aspects, related to competence and effective implementation of professional activity²⁴.

So, the test of interpersonal relations and the methodic of “Psychological portrait of a teacher” enabled us to form an overall picture of valuable to perform activities and professional communication features professionally successful and unsuccessful teacher.

6. Our analysis of empirical studies in examining the image found lack of methods of determination meaningful content for the *external component of the image*. An identified gap served as the basis for the development and validation of a questionnaire designed to assess teacher external component of its image.

The result of the theoretical analysis was divided into 3 scales:

1. Appearance: clothing, hairstyle, makeup, personal hygiene, etc.;
2. Voice and speech features: sound, pauses, precision, pronunciation, literacy, speech, etc.;

²³ L. N. Sobchik, *Diagnostics of interpersonal relations. A modified version of interpersonal diagnosis T. Leary: a methodological guide*, Moscow, Academia, 1990.

²⁴ G. V. Rezapkina, Psychological portrait of a teacher: the experience of self-diagnosis, in *Psychology and the school*, no. 1, 2009. pp. 64-75.

3. Non-verbal communication: posture, gestures, facial expressions, pantomime, changing the staging in the situation of communication etc.

We developed the questionnaire which includes 21 statements, incorporating each of them on a scale of five according to the extent to which the expert expressed a certain characteristic or how often it appears. The questionnaire also included columns to additional responses for the experiment participants.

The study was conducted among teachers of secondary educational institutions of the Sverdlovsk region in age from 23 to 59 years old, selected by random sampling. The subjects have higher education and experience in professional activity of two years. The result was determined by the socio-psychological characteristics of the image, of professionally successful and unsuccessful teachers.

Results

In the course of our empirical research we identified socio-psychological aspects of the image professionally successful and unsuccessful teachers. Now we can consider the obtained results.

In the first phase, teachers were evaluated by the determination method of success in teaching. Grades put by the expert on presented items were summarized. In accordance with the obtained scores, the teachers were divided into 2 groups – successful and unsuccessful in their professional activities. Each of the selective set is represented by twenty-five experiment participants.

To compare samples by the frequency of the measured characteristic we used the criterion φ^* - angle conversion by Fisher, to assess the validity of differences between percentages of the two samples, in which was registered interested effect. In cases where at least one of the matched share basis is equal to zero, we used the U - criterion Manna–Whitney, as this condition is a limitation of the angular conversion of the Fischer.

The comparative analysis, of the image, successful and unsuccessful teachers revealed a number of differences.

- Successful teachers are characterized by: reasonable actions, rationality, openness, friendliness and confidence. They give themselves the qualities of the ideal teacher, a true professional, able to arouse interest, respect and admiration of others.

- Unsuccessful teachers are inclined in to excessive control, anxiety and tension. Characterize them self us an average educator, making mistakes, unsure and hesitant in their actions.

Factor analysis of socio-psychological aspects of image, successful and unsuccessful teachers, allowed to identify and describe specific images.

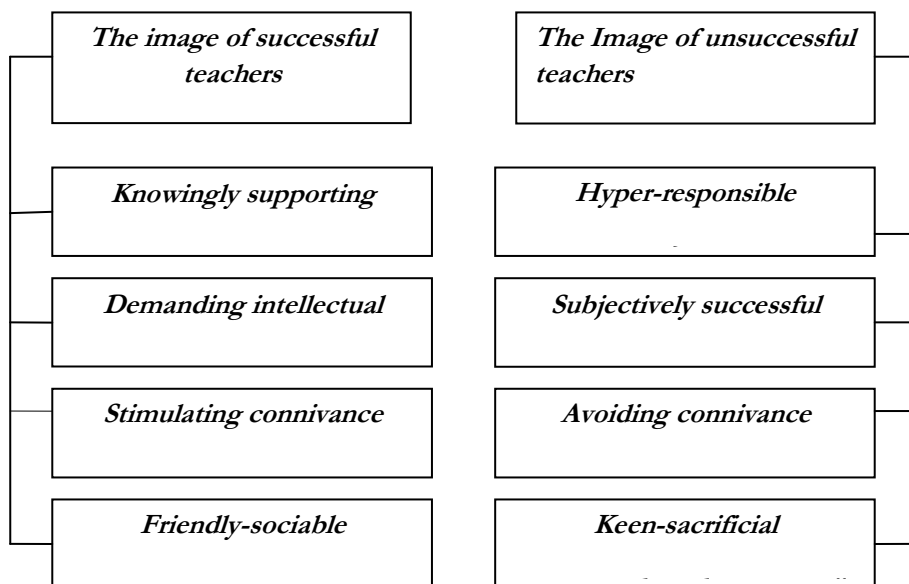


Figure 2: The image of successful and unsuccessful teachers

“Knowingly supporting” the teacher is emotionally stable, effective in professional activities. Interaction with others is based on support and understanding, softness and pedagogical intuition that defines the recognition and respect.

The image of the **“demanding intellectual”** characteristic of a teacher with high intellectual potential. Realizing the possibilities, it is with high degree of responsibility work and is focused on achieving high results.

“Stimulating connivance” encourage the students initiative. Permissive style becomes an incentive to encourage the decision-making process of students and colleagues, thereby ensuring effective interaction of all participants of educational process.

“Friendly-sociable” teacher is open and friendly interpersonal relationships. Successful communication gives a feeling of self-confidence, promotes self-realization in the process of communication, professional activity and aspiration to new achievements.

“Hyper-responsible” the teacher sets high level requirements, takes responsibility for everything that happens, which leads to emotional overload and reduce the effectiveness of professional activities.

“Subjectively successful teacher” tends to perceive as a successful specialist. This attitude creates the illusion of success, in the absence of real results of effective activities.

“Avoiding connivance” takes responsibility, seeks to move away from decision-making, passing the initiative to others. It defines professional incompetence and conscious rejection of success.

“Keen-sacrificial” teacher interested in actions, getting pleasure from work, trying to help everyone, sacrificing achievements and professional success to help others.

Discussions

At the present stage of the company development, improving the quality and efficiency of professional education is one of the leading trends in the implementation of the government policy in the field of professional training. This trend is reflected in the content of the “national doctrine of education in the Russian Federation” for the period up to 2025, where is highlighted the need to improve the efficiency of training teachers who should be ready to implement not only professional but also scientifically research activities. The government policy of the state in the field of education is connected with the development and implementation of the model of formation of a qualified teacher. Such a teacher should have a set of competencies that meet the requirements of modernity and the social order of society. This makes it relevant to address the problem of the personality of the teacher and his image.

Currently, the term “image” is widely spread all over the world, assigned by the majority of language cultures and is firmly included in the dictionary of modern man. However, the concept of “image of the teacher” is still not popular enough, does not have a precise definition and clearly defined structure.

Conceptual Apparatus

Let us turn to the interpretation of the concept of “image” and “image of the teacher” in the scientific literature. The image is devoted to a number of scientific works of foreign authors (U. Ansari, Kestere I., Lozano R., Malik S. K., W. Parnell, D. Walhout, Ch. Wolhuter)^{25,26,27} and domestic (A. L. Busygina²⁸, A. A. Kalyuzhnyi²⁹, A. J. Panasuk³⁰, etc.). Currently, the concept of “image” is widely used in various fields of knowledge: psychology, philosophy, sociology, cultural studies, political science, economics, etc. Study reference and encyclopedic and scientific literature of these authors showed the absence of a unified approach to the definition of “image”. Thus, in our opinion, it would be appropriate to address the analysis of this category in the works of foreign and domestic specialists.

In foreign scientific literature the problem of image have been investigated extensively in Economics, marketing and PR, politics, sociology and other related fields of knowledge. Category image is interpreted as a “*reflection of irrational perceptions, sensations, evaluations, associations, which bears the vivid imprint of subjective perception of reality...a set of assessments, ideas, and feelings that are subjectively perceived by an individual or group of individuals and form the basis of beliefs about themselves, other people,...*”³¹. The authors emphasize the fact that the image is a subjective category, which is associated with the conditions of its formation and mandatory evaluation by the society.

²⁵ U. Ansari & S. K. Malik, *Image of an effective teacher in 21st century classroom*, Available at: <http://www.wjeis.org/FileUpload/ds217232/File/08.ansari.pdf>.

²⁶ D. Walhout The teacher image in America: The reason for its current low status, in *The Journal of Higher Education*, no. 32(1), 1961. pp. 31-35.

²⁷ I. Kestere, Ch. Wolhuter, R. Lozano (2013). The visual image of the teacher: a comparative study. *Actapaedagogicavilnensia*, 30, 2013. pp. 92-103.

²⁸ A. L. Busygina, *Professor-profession: theory of designing the content of education of a University teacher*, Samara, GP "Perspective", 2003.

²⁹ A. A. Kalyuzhnyi, *The Psychology of image formation of the teacher*, Moscow, VLADOS, 2004.

³⁰ A. Y. Panasyuk, *I'm your image maker and ready to create your professional image*, Moscow, AST, 2003.

³¹ D. R. Fatykhova, *Technologies of formation of image of the woman-politician in modern Russia: on materials of the Republic of Tatarstan*: PhD Thesis, Kazan (Volga region) Federal University Kazan, 2013.

Another interpretation of the concept of “image” is based on the binary opposition verbal - visual image. Such definitions include the interpretation of E. Sampson, who noted that the personal image is a reflection, a picture of a person. The author stressed that a person can not have an image: regardless of our desire, the people around us see what we have chosen to show. The author offers to consider the image, on the one hand as advertising – the external image advertises what is inside. On the other hand, it is a promise. The promise that the external image will provide the skill, competence and values that it advertises.

R. Demon and G. Woodward³² define image as a set of qualities associated with people with a certain personality. In turn, B. Gee³³, who was engaged in research of the company’s image in General, and its employees, in particular, interprets it as the embodiment of the standards of service and product quality, which have developed in the representation of consumers.

The interpretation of the concept “image” in Western reference and encyclopedic literature is of interest. Similar points of view are presented in Merriam-Webster, Longman and Macmillan dictionaries. In these dictionaries, the image is considered as a picture created by a camera, a mirror, etc. or by the hands of the artist, it is an image of an object in a mirror or in the camera lens.

In the Merriam-Webster dictionary, image is a mental picture, that is, the idea of what a thing or an idea of someone or something looks like or may look like³⁴. An interesting possibility is to apply this approach not only to the individual, but also to the results of transformative activities. At the same time, considering the image as an idea, representation, the authors focus on the visual side of the image.

The dictionary Longman category is interpreted as public opinion about a person, organization, product and idea about something, someone³⁵.

³² R. E. Demon, G. G. Woodward. *Political Communication in America*. N. Y. Praeger, 1985.

³³ B. Gee, *The Image of the company. Planning, formation, promotion*. SPb.: Peter, 2000.

³⁴ Electronic dictionary "Merriam-Webster", available at: <http://www.merriam-webster.com/dictionary/image>

³⁵ Electronic dictionary "Longman", available at: <http://www.ldoceonline.com/dictionary/image>

However, in these definitions, internal and procedural aspects of the image are excluded from consideration.

In turn, the Macmillan dictionary of the image are also defined as the opinion of the person, the company, which is deliberately created by other people³⁶. This approach is more multifaceted than the first two. In it, the image is considered not only as an external image, but also the aspects of its purposeful formation are touched upon.

However, it should be noted that there is no focus on the internal personal and professional qualities of the individual in building the image.

The approaches to the definition of the image of the teacher presented in the foreign pedagogical literature are of interest.

The works of U. Ansari and S. K. Malik are devoted to the problem of “modern effective teacher”. The point of view of researchers to the evaluation of the essential characteristics of the image of the teacher, based on his personal qualities, is of interest. According to the authors, is traditionally considered that a teacher may be kind, caring, strict, or authoritarian, etc. Here, there are different points of view regarding the image of a “good”, that is, effective teacher. So, a good teacher is a person is not only able to convey knowledge to students at a high level but also knows how to “activate” the energy of students to ensure the effectiveness of the work of³⁷.

D. Walhout, who studied the problem associated with the decline in the status of the teacher in the United States, as well as its causes, characterizes the image of the teacher as a product (product) created for sale³⁸. The author notes that if the basis of education were true values, and not a well – thought PR-course, it would have a positive image in the public consciousness.

In a study conducted by I. Kestere, Ch. Wollhuter, R. Lozano³⁹ focuses on the study of the “visual image” of the teacher. The authors analyzed such characteristics as age, gender, temperament and character,

³⁶ Electronic dictionary "Macmillan", available at: <http://www.macmillandictionary.com/dictionary/british/image>

³⁷ U. Ansari & S. K. Malik, *Image of an effective teacher in 21st century classroom*, Available at: <http://www.wjeis.org/FileUpload/ds217232/File/08.ansari.pdf>.

³⁸ D. Walhout 'The teacher image in America: The reason for its current low status, in *The Journal of Higher Education*, no. 32(1), 1961. pp. 31-35.

³⁹ I. Kestere, Ch. Wollhuter, R. Lozano (2013). The visual image of the teacher: a comparative study. *Actapaedagogicavilnensia*, 30, 2013. pp. 92-103.

verbal and nonverbal aspects, articulation, and, finally, the appearance of the teacher. Note that the emphasis on the concept of “visual image” excludes the reduction of the concept of “image of the teacher” only to external manifestations, as this category is characterized by its versatility.

After analyzing the foreign approaches to the definition of the category “image” we note that the main trend is to focus on the marketability of the image as a product “ and character traits. In this context, the problem of publicity and perception of the teacher by students is more marked. At the same time, not enough attention is paid to the internal components of the image.

In Russian literature, one of the first who introduced the concept of “image” was O. Feofanov⁴⁰. The author considers the image as a key means of psychological impact on the consumer.

In modern Russian literature, you can find many approaches to the definition of the term “image” so, reference books reveal the content of the concept of image as a purposefully formed image of a person, object, phenomenon, designed to have an emotional and psychological impact on someone for the purpose of advertising, promotion, etc.⁴¹; developed in the mass consciousness and having the character of a stereotype, emotionally colored image of someone or something⁴²; a set of certain qualities that people associate with a certain personality⁴³.

Summarizing the presented definitions, we note that all of them offer consideration of the image as an image, an idea of someone or something. In the first definition attention is focused on the mechanism of purposeful formation of the idea of a person; the second – indicates the nature of the existing image as a stereotype, imprinted in the mass consciousness; and the third, in turn, determines the structure of the representation of the individual in the form of qualities that are associated with the owner of the created image.

Close in meaning to the definitions provided in “the Modern dictionary of foreign words” and in the dictionary of foreign words Vasyukova I. A. In the data sources category of “image” is treated as a purposefully formed image of the object, subject or phenomenon that

⁴⁰ O. A. Feofanov, *USA: Advertising and society. Monograph*, Moscow, Publishing House "Thought". The main editorial office of socio-economic literature, 1974.

⁴¹ *Modern dictionary of foreign words*, Moscow, Speech, 1998.

⁴² *Psychological dictionary*, Moscow, Pedagogy, 1990.

⁴³ Dictionary of ed.-comp. S. I. Ozhegov. Access mode <http://www.dic.academic.ru>

aims to give someone the emotional and psychological impact for the purpose of advertising, promotion, etc.^{44,45}

Turning to the modern interpretation of the concept of “image” by domestic psychologists, it should be noted the work of V. M. Shepel, who proposes to consider the image as an individual image or halo, created by the own efforts of the individual in order to attract attention⁴⁶.

A similar point of view can be found in The works of M. V. Apraksina, which characterizes the image as a deliberate creation of visual and auditory impression of the person⁴⁷. Through the impression, the image allows through the visual-auditory shell of the person to manifest personal and business qualities of the person.

M. V. Markin stressed that the main image is the ability to pass through certain image-a signal information about themselves, about their true, underlying (personal and professional) norms, beliefs, ideals, plans, deeds⁴⁸.

A somewhat different point of view we see in the works of A. Y. Panasyuk, which understands image of “*image of a person that arises from other people*”⁴⁹.

In turn, E. A. Petrova⁵⁰ points out that, being a phenomenon of individual, group or mass consciousness, the image functions as an image-representation, in which in a complex relationship are connected external and internal characteristics of the object, its social roles and functions, the interaction in the semantic field of culture with other categories of consciousness, involvement in the mentality.

Conclusions and Recommendations

Focused formation of a favorable image is the foundation of personal development, productive pedagogical interaction, successful

⁴⁴ I. A. Vasjukova, *Dictionary of foreign words*, Moscow, AST-PRESS, 1999.

⁴⁵ Modern dictionary of foreign words, St. Petersburg: "Duet", 1994.

⁴⁶ *Image as a socio-psychological phenomenon*, available at: <http://www.revolution.allbest.ru>

⁴⁷ M. V. Apraksin, *Image of the teacher of the preschool as a pedagogical problem*, Moscow, AST, 2000.

⁴⁸ V. M. Markina, *"I" as a personal characteristic of the civil servant*, Moscow, Academia, 1996.

⁴⁹ A. Y. Panasyuk, *I'm your image maker and ready to create your professional image*, Moscow, AST, 2003.

⁵⁰ E. A. Petrova, *Psychology of image. Educational materials*, Moscow, Russian state social University, 2007.

performance of professional activities and enhance the prestige of the profession in the public consciousness. Consequently, the task of the teacher is to live up to that image, which will allow to make a favorable impression in the process of interaction with the subjects of education.

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THE ROLE OF MENTAL OPERATIONS WHILE MEMORIZING

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Abstract: *The article is devoted to studying mental operations while solving memorization task. The theoretical and methodological basis of the study is a theory of abilities (V.D. Shadrikov). Intellectual activity deployment method was used for qualitative analysis of participants' mental activity when finding adequate mental operations. To program the experiment, we used the SR Research platform for building experiments in the EyeLink 1000 Plus. An empirical fact, obtained from the results of the first stage was that majority of the subjects (65 %) didn't use mental operations. The participants who used mental operations (35%) when giving self-reports did not report that they used mental operation but instead mentioned the activities they performed. Furthermore, when analyzing eye tracking data we got overall the same patterns as described in the self-reports.*

Keywords: mental operations, intellectual activity deployment, a theory of abilities, eye tracking.

Introduction

The study is devoted to the analysis of mental operations role while memorizing various tables consisting of one- and two-digit numbers. The goal of the study is going to be achieved through integration of theoretical framework and analysis, interpretation of empirical data.

Ever since educational systems have started to develop, the dominant goal of instructional programs was to develop people's ability to learn. However, nowadays we can state that the opposite situation exists. While content learning remains one of the last goals, the educational system is strongly orientated on acquisition of facts. Thus, the question of person's abilities development is mostly overlooked within the modern society. We suggest that the only way to develop person's abilities is mental operations mastering.

In the psychology of thinking, the psychology of learning and the developmental psychology, the study of the operational aspects of

thinking nowadays is relevant.¹ Mental operations were considered as the main topic of the study in genetic epistemology, a psychology of abilities, a psychology of learning and development. O. Selz focused on distinction between productive and reproductive thought, highlighting that the second one accounts for mental operations.² J. Guilford³ emphasized the role of mental operations from a psychometric perspective. With the use of factor analysis, he built a multifactorial structure of intelligence, where abilities were described through the dimensions: operations, content, product. One important point in this approach was that this comprehensive model clearly demonstrated the connection between various types of abilities and operations and their place in general intellectual activity.⁴

Piaget⁵ substantially influenced the problem statement in his theory⁶, in which he described operations as the ability to represent the possible consequences of what has not happened yet. The next productive step towards the definition of mental operations was done by S. Rubinstein (2008)⁷, who showed the role of mental operations in thinking. In the works of V. Shadrikov (2006)⁸, intellectual operations were considered systematically as an independent class of actions.

Contemporary studies in psychology are characterized by a large use of neuropsychological and neurobiological techniques. Scientists attempted to find the localization of mental activity in particular areas of the brain with the use of EEG, MEG, PET, fMRI. As a result, different areas of the brain were identified as responsible for thought generation in various studies. G. Benedetti with colleagues (2010) suggested that this

¹ A. V. Brushlinskiy & O. K. Tikhomirov On the trend of modern psychology of thinking, in *National Psychological Journal*, no. 2(10), 2013, pp. 10-16.

² A. D. De Groot, *The Main Features of the Theory of Selz*, Thought and choice in chess, 2008, pp. 52-76.

³ J. Guilford, *The nature of human intelligence*, NewYork, McGraw-Hill, 1967.

⁴ J. Guilford, *The nature of human intelligence*, NewYork, McGraw-Hill, 1967.

⁵ J. Piaget, *Judgment and Reasoning in the Child*. Harcourt, London, Brace And Company, 1928.

⁶ J. Piaget, *Judgment and Reasoning in the Child*. Harcourt, London, Brace And Company, 1928.

⁷ S. L. Rubinstein, *On the nature of thought and composition, Psychology of thinking: chrestomathy*, in Y.B. Gippenreiter, V.F. Spiridonov, M.V. Falikman Eds., Moscow, AST, 2008, pp. 111- 116.

⁸ V. D. Shadrikov, *Intellectual operations*, Moscow, Universitetskaya kniga, Logos, 2006.

problem is due to an absence of unique theoretical apparatus that could help in explaining cognitive phenomena⁹.

Despite the fact that there is a large body of literature on the topic, there is a terminological disunity and absence of single interpretation. Thus, the authors put different meanings into the term “intellectual operations”: intellectual skills (Piaget, 1930)¹⁰, processes that operate on the basis of reflexoid relations and correspond to the general scheme of thinking – O. Selz¹¹, operations that take into account the essential terms of the situation¹², operations connected with mental processes.¹³ The second problem is connected with the equal use of “mental operations” and “intellectual operations” terms in psychological literature. We use these terms as synonymous, because “intellectual operations include mental operations of different types and levels”¹⁴.

The current study is based on the theory of abilities. In the present work, mental operations are defined as “conscious mental actions associated with cognition and solving problems an individual face”.¹⁵

Within the framework of this scientific school, L. Cheremoshkina, S. Filina, O. Ushakov and others in their studies have shown that the deployment of intellectual activity at a certain stage of memorization is accompanied by the inclusion of intellectual operations of various kinds. In these studies, a conclusion was drawn that participants used mental operations in the processes of perception and memory, and a quantitative analysis of the representation of these operations was carried out.¹⁶ While the data obtained through quantitative analysis have shown

⁹ G. Benedetti, G. Marchetti, A. A. Fingelkurts, & A. A. Fingelkurts, Mind Operational Semantics and Brain Operational Architectonics: A Putative correspondence, in *Open Neuroimaging Journal*, no. 4, 2010, pp. 53-69.

¹⁰ J. Piaget, *Judgment and Reasoning in the Child*. Harcourt, London, Brace And Company, 1928.

¹¹ A. D. De Groot, *The Main Features of the Theory of Selz*, Thought and choice in chess, 2008, pp. 52-76.

¹² S. L. Rubinstein, *on the nature of thought and composition, Psychology of thinking: chrestomathy*, in Y.B. Gippenreiter, V.F. Spiridonov, M.V. Falikman Eds., Moscow, AST, 2008, pp. 111- 116.

¹³ V. Shadrikov & S. S. Kurginyan, Propositions toward the development of a psychological theory of thought, in *Psychology in Russia: State of the Art*, no. 1, 2017, pp. 211-224.

¹⁴ V. D. Shadrikov, *Intellectual operations*, Moscow, Universitetskaya kniga, Logos, 2006.

¹⁵ V. D. Shadrikov, *Intellectual operations*, Moscow, Universitetskaya kniga, Logos, 2006.

¹⁶ V. D. Shadrikov & L. V. Cheremoshkina, *Mnemonic abilities: diagnostics and development*, Moscow, Pedagogika, 1990.

experimentally that participants use a wide range of mental operations, the intellectual activity by itself did not act as a unit of analysis. A qualitative analysis of this activity is the aim of the current work.

In the present study, we suggest that the level of awareness of mental operations use while memorizing predicts the effectiveness of memorization strategy. To achieve the goals of this study, we used equipment for fixing oculomotor reactions. Oculomotor reactions of the subject during the performance of the memorization activity were recorded in the form of fixations on certain numbers and saccadic movements. This method allowed us to reconcile the unconscious component of perception and memorization when solving a problem with self-reports and interview questions.

A huge number of studies were devoted to the study of the oculomotor reactions of the subjects upon presentation of numbers.^{17,18,19} Thus, various studies had different goals: to identify the features of the perception of three-digit numbers, taking into account linguistic differences²⁰; to understand the complexity of understanding numbers with their letter expressions, percentages and in the form of fractions²¹; the study of the spatial representation of numbers in early infancy²² and others. The work of Yarbus (1967)²³ in which the perception of visual illusions with the use of eye movements recordings was analyzed, are classical and served as an impetus for expanding the design of the study with the measurement of oculomotor reactions. Yarbus (1967)²² paid special attention to the perception of information, proving that the types

¹⁷ M. D. Hevia, & E. S. Spelke, Number-space mapping in human infants, in *Psychological Science*, no. 21, 2010, pp. 653–660.

¹⁸ A. Myachykov, & A. Chapman, The interplay between remembered affordances and the perceived numbers: An eye-tracking study, in *Cognitive Processing*, no. 16(1), 2015, pp. 53-68.

¹⁹ J. L. Sullivan, B. J. Juhasz, T. J. Slattery & H. C. Barth, Adults' number-line estimation strategies: Evidence from eye movements, in *Psychon Bull Rev.*, no. 18(3), 2011, pp. 557–563.

²⁰ J. Bahnmüller, S. Huber, H.-C. Nuerk, S. M. Göbel & K. Moeller, Processing multi-digit numbers, in *Psychological Research*, 2016.

²¹ L. Rello, S. Bautista, R. Baeza-Yates, P. Gervas, R. Hervas, & H. Saggion, One Half or 50%? An Eye-Tracking Study of Number Representation Readability, in *Human-Computer Interaction – INTERACT*, 2013, pp.229-245.

²² M. D. Hevia, & E. S. Spelke, Number-space mapping in human infants, in *Psychological Science*, no. 21, 2010, pp. 653–660.

²³ A. L. Yarbus, *Eye movements during perception of complex objects*. In *Eye movements and vision*, London, Springer, 1967.

of oculomotor reactions depend on the type of information that can be extracted from the material. Thus, a huge amount of studies with a use of eye tracking method has shown its potential for solving a number of research problems.

Method Participants

To achieve the goals of the current work, a study was conducted with students of National Research University Higher School of Economics, whose age varied from 18 to 25 years. The total number of participants was 20 (70% women, mean age = 19.7).

Method and procedure of the study

We used the method of intellectual activity deployment created by V. Shadrikov, L. Cheremoshkina (1990)²⁴ in the modification of O. Ushakov. The method is based on the assumption of the intellectual activity deployment from the memorization based on the physiological mechanisms to the use of mental operations.

We conducted a study in individual form and presented 5 tables of various sizes with randomly distributed numbers for a different period of time (1 second, 2 seconds, 3 seconds etc.) to the participants. The task was to memorize all the figures in the presented table and to fill it in an empty blank. The first table consisted of 4 cells, whereas the fifth one included 25 cells (table 1(4 cells), table 2(6 cells), table 3(9 cells), table 4 (16 cells), table 5(25 cells)). Throughout the study, self-reports of participants were recorded with a voice recorder. After memorization of every table, two questions were addressed to the participants: “1. Was it difficult or easy for you to memorize the table? 2. How did you do it?” After memorizing all the tables, participants went through a post-experimental interview by responding to 19 questions. The purpose of this interview was to identify the individual strategies of memorizing the material, the degree of awareness of the use of mental operations.

In the main experiment, the method for the deployment of intellectual activity was supplemented by an objective registration of the

²⁴ V. D. Shadrikov & L. V. Cheremoshkina, *Mnemonic abilities: diagnostics and development*, Moscow, Pedagogika, 1990.

oculomotor reactions of the subjects when solving the problem. To program the experiment, we used the SR Research platform, which is a common platform for building experiments in the EyeLink 1000 Plus. Before the experiment, the participants' oculomotor reactions were calibrated and validated, which is considered valid if the average accuracy in the calibration and validation check is in the range from 0.5 to 1.0, otherwise they were repeated again²⁵. This step helped us to get the objective parameters of eye movements: saccades and fixations and to correspond them with the results of the post-experimental interview.

Results

During the experiment and the post-experimental interview, it was revealed that when moving from the third table to the fourth, the respondents began to face difficulties in using the usual method of work. The need to change the common way of memorizing was due to the transition from direct memorization (in the case of small tables) to the deployment of mnemonic activity with the inclusion of mental operations. Thus, it can be stated that at a certain stage of memorizing, participants started to realize the task and to create strategy for solving it. To solve the problem, they resorted to their own method of memorization, compiled a memorization program that changed during the experiment and determined the success/failure of the overall activity.

The analysis of the self-reports data shows that the majority of participants were able to cope with the task and remember from 4 to 5 tables. The self-reports allowed us to access the way in which the intellectual activity of the individual unfolded, and after a series of erroneous samples, memorization took place.

When analyzing oculomotor reactions, two main indicators were identified: the duration of fixations on the numbers from the stimulus material and the direction of the saccades in the transition from one number to another. The fixation is the concentration of the gaze for a certain time, while the saccades (amplitude 0.2 ° and speed more than 30 ° / sec from one point to the other) represent rapid eye movements.²⁶ The quantitative parameters of oculomotor reactions based on the

²⁵ J. D. Ryan, L. Riggs, & D. A. McQuiggan, Eye Movement Monitoring of Memory, in *Journal of Visualized Experiments*, no. 42, 2010, pp. 2108.

²⁶ B. Cassin & L. R. Melvin, *Dictionary of Eye Terminology*, Gainesville, Triad Publishing Company, 1990.

results of the eye tracker are presented in Table 1 and include the average number of fixations on the areas of interest (each number was programmed as an area of interest), the average duration of fixations and the average amplitude of saccades.

Table 1: Results of memory productivity and oculomotor reactions for each of the respondents

Number of participant	Number of reproduced tables	Total number of attempts	Average number of fixations	Average duration of fixations	Mean amplitude of saccades
1	5	39	23,8	205,2 ms.	4,27 °
2	4	22	35,8	230,3 ms.	6,61 °
3	4 (5)*	50	26	253,73 ms.	7,48 °
4	5	31	19,7	200,6 ms.	6,62 °
5	5	24	16,2	356,96 ms.	5,8 °
6	4	21	16,9	203,41 ms.	8,9 °
7	5	32	23,09	208,5 ms.	7,06 °
8	4	36	23,86	271,94 ms.	7,61 °
9	5	33	23,45	173,61 ms.	8,13 °
10	3 (4)*	37	38,67	165,4 ms.	8,75 °
11	5	16	10,43	168,38 ms.	7,8 °
12	5	27	15,74	176,55 ms.	7,77 °
13	4	26	22,65	162,12 ms.	7,54 °
14	5	37	22,89	226,84 ms.	5,68 °
15	5	29	21,44	192,74 ms.	5,14 °
16	4	13	11,84	179,15 ms.	6,54 °
17	4	22	16,81	274,93 ms.	4,88 °
18	4	28	25,1	225,92 ms.	8,31 °
19	5	22	10,18	299,62 ms.	4,97 °
20	5	35	18,11	249,95 ms.	8,09 °
*- The participant used the maximum number of attempts (25) to store the table indicated in parentheses, but never reproduced the table correctly					

Thus, this table shows individual differences in the success of memorizing tables (the total number of attempts for the number of correctly reproduced tables), in particular, the highest success of memorization is typical for the participant 11 and is equal to 3.2 (the lower the score, the higher the success) and the lowest performance was the one of the participant 3 (12.5). To analyze the process of memorizing

tables by each participant, we conducted a qualitative analysis of self-reports. It was revealed that only 35% of respondents used a set of mental operations when memorizing the material, especially, within a transition from table 3 to table 4. The main operations used by participants in solving the problem included the following operations: analysis, synthesis, scanning, abstraction, concretization, generalization, comparison, distinction, grouping, mediation, the establishment of associations, classification, systematization and analogy. However, within the framework of the post-experimental interview, this group of participants described only the properties of certain operations (“I compared the numbers”, “I generalized the properties of the numbers”, “I divided numbers into groups”), but not the terms.

An empirical fact, obtained from the results of the first stage: participants when describing the process of memorization do not use or rarely use the term “mental operations”. This result led us to the conclusion that spontaneous human development, even in conditions of organized training in general (kindergarten, school, university, etc.) does not lead to the conscious learning of intellectual operations. We assume that the individual can be raised in mastering these operations through organized training.

Discussion

The majority of participants in the study switched to the use of mental operations on more complex tables. Thus, the deployment of intellectual activity occurred at a more complicated stimulus, in most cases, in table 4. In the study, participants used a wide range of mental operations (analysis, synthesis, grouping, generalization and so on) and the more complex intellectual operations deployed on their basis.

Objective parameters of oculomotor reactions correlated with indicators of self-reports. In the pictures, containing the registration of the oculomotor reactions of the participants on the attempts to memorize the table. Thus, the scanning movements of the participant (also reflected in self-reports) were seen in the eye tracking data, grouping movements (in case of uniting certain groups of numbers, the participant’s eyes made saccadic movements from one number to another) and others. The most complex operations, similar to the operation of selection of strong points, were also recorded by eye tracker, because according to the self-report data the participants looked

initially to certain numbers (group of numbers) throughout all attempts of memorizing the same table, and also periodically linked parts of the table with main, supporting parts.

Self-reports of participants on the use of the plan and method of memorization varied, according to the results of a qualitative analysis of their self-reports, a scale was introduced: “awareness of the plan”, which has three possible meanings: yes, no, partial. It is noteworthy that, despite the use of their own method of memorization, some participants noted that they do not have their own plan and method or cannot consciously describe it. The perceived perception of the problem caused the increase in the success in memorizing the task. After several unsuccessful attempts to memorize complex tables most of the participants started to construct their own conscious plan of memorization. However, some after a series of unsuccessful trials repeated the same strategy that led to more attempts and less tables that they remembered.

Conclusion

- The productivity of memorization while dealing with more complex tasks, particularly, tables, depends on the awareness of the task.
- We suggest that while participants memorize small tables, only physiological mechanisms of memory were involved. Whereas while memorizing bigger ones, individuals began to face difficulties connected with the need of building a conscious strategy of memorization²⁷.
- Individual’s mastering of his mental operations brings to the development of abilities, thinking and memory as it was shown in a large body of literature in developmental psychology.^{28,29}

Acknowledgments: We are grateful to V.D. Shadrikov for his significant contribution on the experimental design and his comments on the paper; Reinier Cozijn for his comments on the eye tracking data analysis; SR Research support group for help in the experimental design (particularly, Kurt Debora).

²⁷ V. D. Shadrikov, *Intellectual operations*, Moscow, Universitetskaya kniga, Logos, 2006.

²⁸ J. Piaget, *Judgment and Reasoning in the Child*. Harcourt, London, Brace And Company, 1928.

²⁹ V. D. Shadrikov, *Intellectual operations*, Moscow, Universitetskaya kniga, Logos, 2006.

*Language Education
and Literature*



ELT STUDENT TEACHERS' ATTITUDES TOWARDS TEACHING PROFESSION

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Abstract: *This paper present the results of the research on the student teachers' attitudes towards their profession conducted at English Language Teaching Department of a Turkish university. In Turkey students are enrolled in universities in accordance with their grade obtained for university entrance exam designed by the Higher Education Council. Some students who have a good command of English enroll in English Teacher Education program (ETE). However, they do not always want to become English teachers. Language proficiency is the only reason for enrolling in that program. This choice has a great impact on their attitude towards their profession. Attitude is defined as a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols¹. Attitude is an umbrella term for beliefs, feelings, and behavioral tendencies. Recent studies in the field of teacher education have focused on exploring teachers' beliefs². Teachers' beliefs play a central role in teachers' decision making, their judgments, and behavior^{3,4,5}. Previous studies identified the importance of teachers' beliefs in understanding the effectiveness of language teaching and learning⁶, and has contributed to drawing implications for teacher training^{7,8}. Our study is aimed to identify ELT student teachers' attitudes towards English Language Teaching. We conducted a mixed method research combining an attitude survey, which consists of 34 items, and semi-structured interviews⁹. The survey focused on future teachers' beliefs, feelings, and behavioral tendencies. 44 third- and fourth-year ELT students participated in the research.*

¹ M. A. Hogg, & G. M. Vaughan, *Social psychology: An introduction*, London, Harvester Wheatsheaf, 1995.

² E. Bamanger, & A. K. Gashan, In-Service EFL Teachers' Beliefs about Teaching Reading Strategies, in *English Language Teaching*, no. 7(8), 2014, pp. 14-22.

³ S. Borg, The Research Journal: A tool for promoting and understanding researcher development, in *Language Teaching Research*, no. 5(2), 2001, pp. 156-177.

⁴ H. Donaghue, An instrument to elicit teachers' beliefs and assumptions, in *ELT Journal*, no. 57(4), 2003, pp. 344-351.

⁵ M. F. Pajares, Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct, in *Review of Educational Research*, no. 62(3), 1992, pp. 307-332.

⁶ L. Xu, The Role of Teachers' Beliefs in the Language Teaching-learning Process, in *Theory and Practice in Language Studies*, no. 2(7), 2012, pp. 1397-1402.

⁷ S. Borg, *Teacher cognition and language education. Research and Practice*, London, Continuum, 2006.

⁸ I. Kuzborska, Links between teachers' beliefs and practices and research on reading, in *Reading in a Foreign Language*, no. 23(1), 2011, pp. 102-128.

⁹ M. Üstüner, Reliability and validity study of an attitude scale of teaching profession, *Educational Administration: Theory and Practice*, no. 45, 2006, pp. 109-127.

Keywords: ELT, student teacher, FLTEP.

Introduction

In Turkey students are enrolled in universities in accordance with their grade obtained for university entrance exam designed by the Higher Education Council. Some students who have a good command of English enroll in English Teacher Education program (ETE). However, they do not always want to become English teachers. Language proficiency is the only reason for enrolling in that program. This choice has a great impact on their attitude towards their profession.

Attitude is defined as a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols¹⁰. Attitude is an umbrella term for beliefs, feelings and behavioral tendencies. Recent studies in the field of teacher education have focused on exploring teachers beliefs¹¹, teacher cognition¹²; and teacher agency¹³. In literature it is emphasized that the main goal of Language Teacher Education is to facilitate teachers' knowledge acquisition, develop their knowledge, skills, and attitudes^{14,15,16} and improve pedagogical reasoning^{17,18}. Teachers' cognitions can be

¹⁰ M. A. Hogg, & G. M. Vaughan, *Social psychology: An introduction*, London, Harvester Wheatsheaf, 1995.

¹¹ E. Bamanger, & A. K. Gashan, In-Service EFL Teachers' Beliefs about Teaching Reading Strategies, in *English Language Teaching*, no. 7(8), 2014, pp. 14-22

¹² S. Borg, *Teacher cognition and language education. Research and Practice*, London, Continuum, 2006.

¹³ G. Biesta, M. Priestley, & S. Robinson, The role of beliefs in teacher agency, in *Teachers and Teaching*, no. 21(6), 2015, pp. 624-640.

¹⁴ D. Freeman, Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education, in *TESOL Quarterly*, no. 23(1), 1989, pp. 27-45.

¹⁵ D. Freeman, Teacher learning and student learning in TESOL, in *TESOL Quarterly*, no. 35(4), 2001, pp. 608-609.

¹⁶ D. Freeman, The hidden side of the work: Teacher knowledge and learning to teach, in *Language Teaching*, no. 35, 2002, pp. 1 -13.

¹⁷ K. E. Johnson, *Understanding language teaching: Reasoning in action*, Boston, Heinle and Heinle, 1999

¹⁸ J. C. Richards, *Beyond Training*, Cambridge, Cambridge University Press, 1998.

influenced by their own experiences as learners. Besides, these cognitions may influence teaching practices¹⁹.

Beliefs are as important as past experience which affects people's lives²⁰. Knowledge about teachers' experiences on language learning help researchers find out the reasons behind teachers' classroom practices.

In our study we focused on student teachers' beliefs in order to analyze individual and collective discourses that inform student teachers' perceptions and motivation and further affect their attitudes towards teaching profession. 44 third- and fourth-year ELT students participated in the research. We tried to find answers to the following research questions:

1. Is there a meaningful difference in attitude towards teaching profession between the 3rd and 4th year students?

2. How are their thoughts, beliefs, and feelings formed from both the individual and society's point of view?

It is believed that a mixed method combining quantitative and qualitative methods entails the use of holistic approach which helps better understand research issues²¹. Therefore, we used a mixed method approach combining the questionnaire and semi-structured interviews.

The data was collected from an attitude survey titled ‘Attitude towards Teaching Profession Scale’ developed by M. Üstüner (2006)²². 44 ELT Turkish students participated in the research. The data was analyzed by means of content analysis.

Universities with faculty of education situated in Istanbul were in the focus of our research. The participants were third-and fourth-year future teachers (20 STs 3rd year, 24 STs 4th year) studying at Istanbul Kultur University (ELT Department). Semi-structured interviews were conducted to clarify the results of the research.

¹⁹ S. Borg, & S. Phipps, Exploring the relationship between teachers' beliefs and their classroom practice, in *Teacher Trainer*, 21(3), 2007, pp. 17-19.

²⁰ J. A. Meirink, P. C. Meijer, N. Verloop, & T. C. Bergen, Understanding teacher learning in secondary education: The relations of teacher activities to changed beliefs about teaching and learning, in *Teaching and teacher education*, no. 25(1), 2009, pp. 89-100.

²¹ A. Baki, & T. Gökçek, A General Overview to Mixed Methods Researches, in *Electronic Journal of Social Sciences*, no. 11(42), 2012, pp. 1-21.

²² M. Üstüner, Reliability and validity study of an attitude scale of teaching profession, *Educational Administration: Theory and Practice*, no. 45, 2006, pp. 109-127.

Methodology

Although the reliability and validity of qualitative research results are sometimes questionable, advantages of doing qualitative research are also stated in the literature of many scholars.^{23,24,25,26} C. Marshall and G. B. Rossman (1989)²⁶ indicate that the most appropriate research method is a qualitative inquiry exploratory/descriptive approach. They state that exploratory studies are preferable when the purpose of the study is ‘to investigate little-understood phenomena and to identify/discover important variables to generate hypotheses for further research’.

The use of both qualitative and quantitative methods became popular in the last decade. Mixed methods have been widely accepted as they allow for the possibility to examine research issues from different perspectives.

44 ELT student students participated in this research. The data was collected via a questionnaire (Attitude Towards Teaching Profession Scale) and semi-structured interviews.

a) Attitude Towards Teaching Profession Scale was developed in order to measure attitudes of students who were already enrolled in a teaching program at universities. The validity of the scale and its reliability were justified experimentally²⁷. The results of the validity and reliability studies of the scale (93 Cronbach Alpha) show that it can be used to measure attitudes of students from Department of ELT towards teaching profession (p.124). A five Likert-type scale consists of 34 items.

b) After a library research had been conducted by the authors of this paper, semi-structured interviews consisting of five questions were designed and grouped into five themes based on the analysis of the attitude scale. A. Mackey & S. M. Gas (2015)²⁸ claim that researchers should always verify the information received.

²³ J. Kirk, & M. L. Miller, *Reliability and Validity in Qualitative Research*, Newbury, Sage publishing, 1986.

²⁴ M. B. Miles, & A. M. Huberman, *Qualitative Data Analysis: A sourcebook of new methods*, Newbury Park, Sage, 1984.

²⁵ S. B. Meniam, *Case study research in education: A qualitative approach*, San Francisco, Jossey-Bass, 1991.

²⁶ C. Marshall, & G. B. Rossman, *Designing Qualitative Research*, Newbury, Sage, 1989.

²⁷ M. Üstüner, Reliability and validity study of an attitude scale of teaching profession, *Educational Administration: Theory and Practice*, no. 45, 2006, pp. 109-127.

²⁸ A. Mackey, & S. M. Gass, *Second language research: Methodology and design*, London, Routledge, 2015.

Data analysis

After obtaining permission from students, the attitude questionnaire was offered to third-and fourth-year future teachers studying at ELT Department. We used ‘Mann-Whitney U Test’ in order to analyze the data obtained from questionnaire. It also helped compare differences between two independent groups when the dependent variable is either ordinal or continuous.

The results of the ‘Attitude Towards Teaching Profession Scale’ were analyzed, and five central themes were identified in order to be used in interview questions. These themes can be summarized as follows:

1. Definition of teaching as a profession;
2. The reasons for choosing teaching profession;
3. Qualities of teachers;
4. The teacher educator as a role-model;
5. Suggestions for future teachers.

Five interview questions were modified in accordance with the expert opinions. After conducting the interviews, the answers given by the participants were coded as U1,U2,U3,U4,U5 for the third year students and D1,D2,D3,D4,D5 for the fourth year students. Two researchers analyzed the data separately. In order to ensure reliability of the analysis, the results obtained from two researchers were recalculated by means of the formula $(\text{agree}/\text{agree}+\text{disagree} \times 100)$ developed by M.B. Miles and A.M. Hubermann (1984)²⁹ and T. Çengelci et al. (2013)³⁰. The reliability rate was 96%.

Table 1: The themes according to the descriptive analysis

	Title of the Theme
1.Theme	Definition of teaching as a profession
2.Theme	The reasons for choosing teaching profession
3.Theme	Qualities of teachers
4.Theme	The teacher educator as a role-model
5.Theme	Suggestions for future teachers

²⁹ M. B. Miles, & A. M. Huberman, *Qualitative Data Analysis: A sourcebook of new methods*, Newbury Park, Sage, 1984.

³⁰ T. Çengelci, B. Hancı, & H. Karaduman, Teacher and Student Views about Values Education at the School Setting, in *Journal Of Values Education*, no. 11(25), 2013, pp. 33-56.

Findings and conclusion

The findings related to ‘Teaching Profession’

The results showing the difference between the 3rd and 4th year future teachers’ attitudes towards teaching profession are summarized below:

Table 2: The difference between the 3rd and 4th year future teachers’ attitudes towards teaching profession

	N	Sum of Ranks	Mean Rank	U	Z	p
3.Grade	24	490,000	20,42			
4.Grade	20	500,000	25,00	190,000	-1,180	,238
Total	44					

As seen from the table, there is a meaningful difference in the statistics between the 3rd and 4th year students’ attitudes towards their future profession ($p > .05$). It can be seen from the table that there is no significant difference in attitudes between 3rd and 4th grade students.

The findings related to the semi structured interviews

Theme 1: ‘Definition of teaching as a profession’

What does teaching profession mean to you?

Table 3: The results of the interview

Sub Themes	Frequency
The best job	10
Preparing someone for life	3
Transferring knowledge	2

The most common responses were: ‘the educational journey’, ‘interaction with children’. ‘The best job’ was the most popular answer among students while ‘interaction with children’ was mentioned by a few students.

Theme 2: ‘The reasons for choosing teaching profession’

Who encouraged you to choose this profession?

Are you planning to work as a teacher?

6 future teachers stated that family encouraged them to become teachers. The choice of 5 students was influenced by their school

experience. 4 participants made that decision themselves. Other participants were not sure how to answer the first question.

As for the second question, 12 third-year students claimed that they planned to work as teachers in the future. 4 participants provided a negative response. 4 students said that they had not made their decision yet. Fourth-year students were more willing to become teachers in comparison with the 3rd year students.

Table 4: The results of the interview among 3rd and 4th year students

	Yes	Maybe	No
3rd year students	12	4	4
4th year students	21	-	3
Total	33	4	7

Theme 3: ‘Qualities of teachers’

The table below shows students ‘attitudes towards teacher qualification.

Table 5: Students ‘attitudes towards teacher qualification

	Frequency
Knowledgeable	9 (2 from group D, 7 from group U)
Patient	8 (2 from group D, 7 from group U)
Caring	6 (5 from group D, 1 from group U)
Ready to master his/her skills and knowledge	5 (5 from D)

‘Knowledgeable’ and ‘patient’ are considered as the most important qualities of teachers by both 3rd and 4th year students. 3rd year students value knowledge and patience more than 4th year students. One would expect 4th year students to not only articulate traditional qualities but also mention important skills a teacher needs in the 21st century. The given answers refer to traditional qualities students have not yet participated in internships, and thus do not have teaching experience. The group D is expected to be in internship during the last semester before graduation.

Theme 4: ‘The teacher educator as a role-model’

How would you like to be remembered in the future?

In order to obtain data on this topic, students’ responses were collected. ‘The best English’ was the most popular answer among students. Other responses were similar in the two groups of students.

Theme 5: ‘Suggestions for future teachers’

What is needed in order to become a successful teacher?

Table 6: Necessary components to become a successful teacher

	Frequency
Love what you do	6
Be patient and understanding	5
Working a lot	4
Master knowledge and skills	3

Future teachers mentioned that teachers need to develop emotional intelligence in order to succeed in their profession. For instance, as one of the respondents stated: ‘Do not do it if you do not like it from the beginning. Try to gain as much experience as you can. The results of this study highlight the importance of the teacher’s profession in shaping the lives of future generations.

TEACHERS AND STUDENTS ON THE ROLE OF FOREIGN LITERATURE IN FOREIGN LANGUAGE EDUCATION

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Abstract: *At present, the role of literature as a source of social and cultural competence is negligible. Students have other sources of information and impressions thanks to IT. Their world became image-oriented instead of word-oriented. They do not want to read either in Russian or in English and enter a foreign language teaching department with a non-existent level of philological competence. The paper presents the results and discussion of regular anonymous questionnaires among students of Samara State University of Social Sciences and Education. The questions cover various aspects dealing with teaching and learning literature, such as: Do you need the course of English and American literature for your professional training? If you were a teacher how would you present this course? What are your suggestions to lecturers and teachers conducting seminars? What authors from the recommended list did you actually read? In what language did you read the authors from the recommended list? What other English-speaking authors have you read? What kind of books do you prefer (printed, e-books, audio books)? Student answers to these questions helped to see the main obstacles in the way of teaching and the necessity to find new approaches. The paper also discusses various ways and means of developing philological competence (acquisition of cultural codes) practiced in our University: video-club sittings, intensive work with dictionaries of quotations; optional modules in the course of literature such as screen versions of classics; literature in music; famous themes and plots in painting, student projects dedicated to the anniversary of a writer.*

Keywords: students, foreign literature, literature teaching, survey, questionnaire, philological competence.

Introduction The importance of the issue

Russian tradition of teaching English, German, French literature as part of pre-service training of would-be teachers of foreign languages was that of broadening students' scope, especially there being no other way to give them a feel for the cultural and social codes and preoccupations that structure a real society. Literature created a fresh and impressive atmosphere in which literary texts were regarded as one of the most valuable resources available in a foreign language classroom.

At present, the role of literature as a source of social and cultural competence is negligible. Students have other sources of information

and impressions thanks to IT. Their world became image-oriented instead of word-oriented. They do not want to read either in Russian or in English and enter a foreign language teaching department with a non-existent level of philological competence.

Research objective and aims

The main objective of this study is to develop a set of methods that promote cultural literacy, philological competence and reading habits of foreign literature. The following aims were determined as the most crucial for this research project: to consider students' views on reading and studying foreign literature in the modern IT context; to design a methodology and a set of ways and means that promote interest for literature in students; to create a motivating out-of-class atmosphere.

The status of the issue

– Available research related to this issue is rarely practice-orientated and does not offer practical instructions on how philological competence can be promoted in a foreign language department of university.

– Academic and methodological literature offers the description of the current situation which makes it possible to suggest certain ways and means to improve the situation. However, mechanisms of promoting interest in university students are hardly studied.

– There is a need of a new methodology of teaching foreign literature at the Department of Foreign Languages, Samara State University of Social Sciences and Education, as now we teach students who specialize in different language fields and thus have different educational objectives.

Theoretical and practical contribution

– We are offering an original methodology aimed at forming philological competence in university students that is based on various methods taking into account the possibilities of information technologies in combination with traditional teaching methods.

- We have determined the effective mechanisms of promoting interest in students and new ways of forming philological competence in training translators and foreign language teachers.
- We have developed the educational program (optional courses) that promotes interest for literature among university students along with a plan of its practical implementation.

Literature Review

Russian academic literature review

The issue of foreign literature teaching is developed in the studies of E. Solovova & L. Polubichenko¹, S. Kozhevnikova², O. Turyшева³, M. Kulinich⁴, E. Solovova and E. Porechenkova⁵ observed that the majority of school-leavers enter a university to become a foreign language teacher of a translator/interpreter with a low level of philological competence. This competence basically includes: factual knowledge from various branches of humanities; text interpreting skills; demand for constant self-development and self-education.

Scholars generally agree that social and educational changes in Russia led to mass output of bachelors of linguistics and bachelors of education. According to the new higher education standards in our sphere, literature is a secondary subject. Both in form and content it is aimed at solving applied objectives, that is translation skills, teaching skills. Literature is continuously ousted from curricula, partly due to

¹ L. Polubichenko & E. Solovova, Do we really need teaching literature at faculties of foreign languages or how can we shape students' philological competence? in *Moscow State University Bulletin, Series 19, Linguistics and Intercultural Communication*, no. 1, 2008, pp. 128-143.

² S. Kozhevnikova, Challenges of teaching foreign literature to students of journalism department, in *Izvestiya Penza State Pedagogical University. V.G. Belinsky*, no. 28, 2012, pp. 69-72.

³ O. Turyшева, *Academic reading in universities: digital era*, in *Foreign literature teaching in universities: Innovations, methods, problems of teaching and learning*, Ekaterinburg, The Ural University, 2010.

⁴ M. Kulinich, Foreign literature and its contribution to translators and foreign language teachers training: teachers and students view-points, in *Problems of translation theory, practice and didactics: collection of scientific papers*, no. 18, 2015, pp. 69-76.

⁵ E. Solovova & E. Porechenkova, Shaping philological competence in profession-oriented schools and in universities, in *Foreign languages for schools*, no 8, 2006, pp. 153-164.

Russia entering the Bologna process which means less and less time devoted to lectures and practical classes (90 hours reduced to 54 and even less). It is obvious that a lecturer cannot possibly cover English, American, Canadian, German, Austrian, French literature in this time. If a student had not read even some of the books from the recommended list before entering university, he/she would never read this recommended list however reduced it may be. S. Kozhevnikova⁶ highlights two reasons for that. First, present day school does not form reading habits and interest for knowledge by means of literature. Second, wide reading in foreign literature of first-year students is nearly nil. This is common for all specialities where foreign literature is part of the curriculum. M. Kulinich⁷ quotes one of the most frequent questions asked by students as their reaction to recommended lists: whoever speaks nowadays in the language of Dickens (Galsworthy, Schiller, Balzac, etc.)? If nobody does, what is the use of reading them? L. Polubichenko and E. Solovova⁸ discuss their experience of teaching literature at Moscow State University and suggest, among others, using digests of classic authors. It is not so easy for teachers to overcome their ironic attitude to Shakespeare's plays compressed into 10 pages, but given the present situation it is better for students to have at least a general idea about the storyline and characters than none at all. Another way of developing philological competence mentioned was constant reference to dictionaries of quotations giving examples of various authors' style, titles of books, allusions to other authors.

International academic literature review

Role and place of British and American literature in linguistic education has been and still is a subject of debate. English methodologists and teacher trainers tend to view it as a source of

⁶ S. Kozhevnikova, Challenges of teaching foreign literature to students of journalism department, in *Foreign literature teaching in universities: Innovations, methods, problems of teaching and learning*, Ekaterinburg, The Ural University, 2010, pp. 69-72.

⁷ M. Kulinich, Foreign literature and its contribution to translators and foreign language teachers training: teachers and students view-points, in *Problems of translation theory, practice and didactics: collection of scientific papers, Series "Language, Culture. Communication"*, no. 18, 2015, pp. 69-76.

⁸ L. Polubichenko & E. Solovova, Do we really need teaching literature at faculties of foreign languages or how can we shape students' philological competence? in *Moscow State University Bulletin*, 1, 2008, pp. 128-143.

authentic materials for a language classroom rather than its intrinsic value. Though Widdowson⁹ claims that essential power of literature is to evoke feelings and to disclose truths of life, literature is not treated as a part of curriculum which is meant to form students' philosophy of life, to offer awareness of the country history, culture, etc. One of the reasons of this approach is the assumption that English literature should be read in English but not in translations, however good they may be. According to W. Edmondson¹⁰, it is but natural that such reading can be achieved only at the advanced level of reading skills and only for a small group of students who are interested in English literature. Typical manuals in literature are intended for language teaching rather than teaching literature *per se*. (G. Lazar¹¹). Literature, she moves on to say, encourages language acquisition, expands students' language awareness and interpretation abilities. At the same time, Collie and Slater¹² support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and a solid integration between language and literature. Some authors (R. Gower and M. Pearson¹³) hold the view that students should be encouraged to read not only extracts given in such textbooks but the whole book even it is translation in their own language.

German teachers of English (e.g., M. Meyer¹⁴) argue that studying English and American literatures gives students access to a wealth of numerous cultures around the world. These English texts are written by authors living in many different countries and in widely divergent cultures.

⁹ H. G. Widdowson, *The teaching, learning and study of literature*, in *English in the World. Teaching and learning the languages and literatures*, Cambridge University press, 1985.

¹⁰ W. Edmondson, The role of literature in foreign language learning and teaching: some valid assumptions and invalid arguments, in *AILA Review*, no 12, 1995, pp. 42-55.

¹¹ G. Lazar, *Literature and Language Teaching*, Cambridge University Press, 1993.

¹² G. Collie & S. Slater, *Literature in Language Classroom*, Cambridge University Press, 1997.

¹³ R. Gower & M. Pearson, *Reading Literature*, Longman, 1990.

¹⁴ M. Meyer, *English and American literatures*, Bern: Francke, 2008.

Other scholars insist that for teaching a foreign language it is also crucial to teach this language through literature as it gives students motivation for learning. V. Scott¹⁵ states “When I teach my advanced grammar course, students engage in a semi-traditional, systematic study of grammar, and are also required to read a novel. The novel is selected for its relevance to students’ experiences in order to engage them in extensive reading for pleasure”. Furthermore, B. Mason¹⁶ observes that literature is more pleasant and interesting than traditional methods of instruction, and learners can obtain other aspects of language from literary works.

In order to develop ways of motivating students to read, we conducted experimental study by surveying our students’ attitudes to reading in general and particularly foreign literature.

Results

The results of the reporting stage

The experimental group consisted of one hundred first-year and second-year students of the Faculty of Foreign Languages:

bachelor students of Teacher Education Department trained to be language teachers (their education curriculum includes a compulsory course of English and American Literature of 28 academic hours);

bachelor students of Linguistic Department – translators-to-be (28 academic hours as well);

bachelor students of Foreign Studies Department (42 academic hours).

These students specialize in different language fields and thus the course duration differed slightly.

Upon completion of the course the tastes were asked to give anonymous answers to the following questions.

Table 1: Do you regard the course of English and American literature essential for your professional training?

Typical answer	Rating
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¹⁵ V. M. Scott, Cloze Windows and Aesthetic Discoveries: Opening Visions for Teaching Literature, in *The French Review*, 78(2), 2004.

¹⁶ B. Mason & S. Krashen, Is Form-Focused Vocabulary Instruction Worth While? in *RELC Journal*, no. 35(2), 2004, pp. 179-185.

definitely ‘yes’	94 students (94%)
probably ‘yes’	4 students (4%)
‘no’	2 students (2%)

Most typical answers:

Definitely “Yes” because

- It develops intellect, broadens mental outlook and word power;
- A person should be well-read in order to be able to argue his ideas and to express his/her feelings;
- Literature presents the country’s culture, mentality and views of a certain epoch – one cannot acquire a foreign language without it;
- The course evokes interest for English literature;
- It helps to penetrate into the idea and message of books;
- It enables us to see the world at another angle;
- It is the only course which stimulates me to strive for more;
- One of the most interesting courses and very useful for practical teaching and interpreting;
- It is essential. The only hitch is such a lot of reading!

The answers reveal that all the students are conscious of importance and benefits of studying literature. The last answer confirms the aphorism about classics attributed to Mark Twain: “[*A classic is something that everybody wants to have read and nobody wants to read*]”.

Table 2: In what order do you think the material should be presented?

Typical answer	Rating
chronologically	80 students (80%)
by authors	7 students (7%)
by topics	11 students (11%)
no idea	2 students (2%)

Contrary to expectations, the majority of students were in favour of presenting the course (to quote the title of a well-known book) “from Beowulf to Virginia Woolf” which agrees with Russian tradition of teaching literature. Suggestions to concentrate on certain topics or authors are few. However selective courses like “Money theme in American/English literature” are possible.

Table 3: What are your recommendations to the teachers conducting the classes?

Typical answer	Rating
compliments to the teachers (“no change needed”)	71 students (71%)
to deliver the course in English	12 students (12%)
to give the students initiative in choosing the books for reading and discussing	3 students (3%)
to add interactive forms of academic work (discussions, games, workshops)	5 students (5%)
to watch more video in class	4 students (4%)
to have more classes	5 students (5%)
to draw parallels between foreign and Russian authors dealing with similar themes	

Though the course is delivered to 1st and 2nd-year students whose command of English leaves much to be desired, 12% suggested having lectures in English which is promising in itself. As for interactive forms and watching videos, our department holds regular video-club sessions for those willing to watch screen versions of English and American books and discuss them. These sessions are conducted mostly by a native speaker – the tutor from the UK who has been teaching at our department for many years. As for the last suggestion, this is part of nearly every lecture plan. Besides, home work includes compiling a synchronistic table: literary events that took place in Russia and other European countries at the time when this or that English or American book appeared.

Table 4: What authors from the recommended list did you actually read?

Typical answer	Rating
W. Shakespeare	87 students (87%)
O. Wilde	80 students (80%)
Ch. Dickens	50 students (50%)
O. Henry	45 students (45%)
A. Christie	50 students (50 %)
D. Defoe	45 students (45 %)
J. D. Salinger	32 students (32%)
F. S. Fitzgerald	15 students (15%)
A. Conan Doyle	55 students (55%)

G.G. Byron	10 students (10%)
R. Bradbury	50 students (50%)
J. Austen	20 students (20%)
J. Tolkien	80 students (80%)
J. K. Rowling	82 students (82%)
E. Hemingway	20 students (20%)
M. Twain	20 students (20%)
J. London	45 students (45%)

The answers reveal an interesting combination of classics (Shakespeare is champion still) and the so-called new classics – J. Tolkien and J.K. Rowling (Harry Potter series). High rating of D. Defoe and Jack London may be attributed to these books having been read at school (especially “Robinson Crusoe” and “Martin Eden”).

Table 5: In what language did you read the authors from the recommended list?

Typical answer	Rating
Russian	93 students (93%)
English	7 students (7%)
Other	-

The results are obvious: students read novels and short stories and plays in order to follow the plot and recognize certain themes. They disregard the value of literature as a stimulus to language acquisition and language awareness.

Table 6: What other English-speaking authors have you read?

Typical answer	Rating
S. King	40 students (40%)
«Chuck» Palahniuk	25 students (30%)
E. L. James	17 students (17%)
Terry Pratchett	12 students (12%)
C. Ahern	4 students (4%)

These authors may be popular with students mainly because of screen versions: first you watch a TV-series or a film and then you get hold of the book.

Table 7: What kind of books do you prefer?

Typical answer	Rating
printed books	50 students (50%)
electronic books	13 students (13%)
both printed and electronic books	30 students (30%)
audiobooks	7 students (7%)

In spite of IT-saturated environment, preferences for printed books are obvious. Typical answers explaining this preference are: there is a certain aura about a printed book; I like the smell of it; it is healthier for the eyes; you can make some notes in a printed book.

The next stage was introducing new ways of teaching literature at our department.

1. Elective courses and out of class activities, the most important one being our video-club, headed by E. Savitskaya. The Faculty of Foreign Languages may be proud of its Video Club that has been functioning for seven years. Gathering after classes to watch and then discuss masterpieces of the world cinema in the language of the original has become a good tradition at the faculty. An informal atmosphere and freedom of speech gives a chance to speak out to all the participants, both teachers and students. The choice of films to watch is always the students' prerogative. They nominate the films that interest them. Very often these are not pompous blockbusters but screen adaptations of English literary classics, such as “The Importance of Being Earnest” after Oscar Wilde or “Vanity Fair” after William Thackeray. Shakespeare's adaptations enjoy the highest popularity. “Macbeth”, “Romeo and Juliet”, “Hamlet”, “The Taming of the Shrew” – these and other films based on the Swan of Avon's immortal works never cease to arouse genuine interest in the Club members. Thus one of the Club's missions is acquainting students with English writers' classical works by means of cinematography. This is a response to their wish to watch more video while taking the course of English and American literature.

2. Student projects: Shakespeare translations into French, German and Russian; Shakespeare motives and plots in painting;

Shakespeare motives and plots in music; Shakespeare stage versions in France, Germany, Russia; comparing Russian and English screen adaptations of Shakespeare and Dickens; compiling a catalogue of existing screen versions of classic and modern authors.

3. Using video at seminars: while discussing a book, students demonstrate a 2-3-minute episode of a screen version (their own choice) and comment upon it: characters, the main theme of the extract, the previous events, etc.

4. Class work and home work with dictionaries of quotations: picking up quotations illustrating this or that stylistic device (seminars on Stylistics); quotations from English (American, French, German) authors which became part of Russian cultural heritage and are included into Russian collections of quotations and aphorisms; quotations from Shakespeare which are part of European treasury of thought.

Discussions and Conclusion

In the course of our study we came to conclusion that the most effective way to develop philological competence in image-oriented and IT-oriented students is to resort to various ways of promoting students' interest. These ways and means are mostly based on the results of the survey we conducted: interactive methods, projects, video-club.

By way of summing up, we must regretfully state that literature lost its positions as the subject that forms young people's world outlook and philosophy of life. Nevertheless, our experience shows that employing the abovementioned types of classroom and out-of-class activities, you are likely to achieve some results with those students who can and will learn.

Recommendations

The materials presented in this article can be effectively used by university teachers who are engaged in developing students' cultural literacy and philological competence in the context of present-day information society.

NEW WAYS OF ACQUIRING COMPETENCE WHILE QUALIFYING A FUTURE TEACHER OF THE RUSSIAN LANGUAGE

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Abstract: *The importance of the issue being researched is determined by the new requirements for qualifying a future teacher which implies gaining knowledge of new skills and using hypertextual technologies of teaching. The changing of the educational paradigm entails a need to increase the quality of linguistic and methodological qualifying of future teachers of the Russian language and to organize their activity in a new way. The aim of this article is to provide the grounds for the necessity of building a new concept of linguistic and methodological qualifying of undergraduate students, which includes three strategies – cognitive, projective and axiological, which must lead to fundamentally new results of education. The main methods of the research of this problem are modelling and projection which allow for the qualifying process of a future teacher to be regarded as a purposeful forming of linguistic and methodological competence in a new informational sphere. The article contains a set of skills (linguistic, concrete methodological, projecting, executive, those to do with representing information, controlling and evaluating) ensuring the development of linguistic and methodological competence by using the strategies of linguistic and methodological qualifying of undergraduate students, taking into account the stages of methodological activity. The tool for realizing the offered strategies is the innovative hypertextual manual “Teacher’s Lingvo-methodological Organizer”, which models the occupational context (the projection of a lesson of the Russian language). The resulting concept determines the new formats of professional training of future teachers of the Russian language, sets new ways of acquiring competence, enlarges the possibilities of systematic approach to teaching and upbringing schoolchildren.*

Keywords: linguistic and methodological qualifying, strategy, competence (skills), methodological activity, new informational sphere.

Introduction

The importance of the issue

Comprehending the category of professional competence of an undergraduate student, future teacher of the Russian language, is closely related to the fact that the main result of educational work is a rounded harmonic development of a pupil’s personality and helping him/her to form a set of skills (metadisciplinary and disciplinary ones)¹. The modern

¹ O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

theory and practice of teaching the Russian language in schools consider disciplinary competence to include the skills connected with language (and linguistic), communicative and culturological competence². The scientific search for ways of forming and developing these kinds of competence of schoolchildren while teaching the Russian language according to the federal state educational standard of basic general education³ compares them with the forming of universal learning activities (metadisciplinary skills/competence). In turn gaining knowledge about universal learning activities (productive research, comprehension, analyzing information, setting goals, planning activities and realizing the planned actions, skilful cooperation, self-control and self-evaluation, etc.) helps not only to form disciplinary competence, but provides the long-term and steady character of such competence.

Schoolchildren may succeed in gaining knowledge of disciplinary and metadisciplinary competence only in case if the teacher knows and understands how (using which exercises, methods, technologies) this set of skills can be formed during the process of teaching the Russian language, i.e. when the professional methodological competence of an undergraduate student, future teacher of the Russian language, is up to the new requirements of the society.

The readiness of undergraduate students, future teachers of the Russian language to teach the language to schoolchildren is determined mainly by the level of their linguistic and methodological competence which creates the foundation of occupational competence of a teacher of the Russian language. Achieving a high level of linguistic and methodological competence requires developing a new concept of qualifying a future teacher of the Russian language.

Therefore, the importance of the research is determined by the need to increase the quality of linguistic and methodological qualifying of future teachers of the Russian language and achieving new results in education based on competence approach.

² E. Bystrova, The purposes of teaching the Russian language, or What kind of competence do we form in the lessons?, in *Teaching the Russian language in school: Proc. allowance for students of pedagogical universities*, Moscow, 2004, pp. 20-39.

³ Ministry of education and science of the russian federation, *Federal state educational standard of basic general education No. 1897 of December 17, 2010*, available at: <http://www.ed.gov.ru/ob-edu/noc/rub/standart/p2/1288, 2010>.

Research objective and aims

The objective of this research is to develop scientific and methodological foundation for linguistic and methodological qualifying of undergraduate students at present, to provide grounds for the strategies which will allow a future teacher of the Russian language to acquire all the necessary skills and will make the process of teaching in high-school practical, active and personally significant.

In accordance with the set objective, the aims of this research are as follows:

- to provide grounds for the necessity to develop two strategies of linguistic qualifying of undergraduate students (cognitive and projective) which ensure the evolution of thinking process and the ability for practical activities in the current circumstances of education;
- to define theoretical and methodological grounds for axiological strategy as a system-creating component of education from the point of view of forming value and notional orientations of the individual;
- to determine the new tactical instrument for realizing the strategies – “Teacher’s Lingvo-methodological Organizer»⁴ as an active and technological form of projecting a lesson in the informational sphere.

Theoretical and practical contribution

- An original concept of linguistic and methodological qualifying of a future teacher of the Russian language has been given theoretical grounds and relies on three strategies – cognitive, projective and axiological, all of which are aimed at forming linguistic and methodological competence of undergraduate students in the new circumstances of informational education sphere.
- A competence model of qualifying an undergraduate student has been developed, the skills forming linguistic and methodological competence and correlating with stages of methodological activity and strategies of qualifying a future teacher of the Russian language have been distinguished;

⁴ N. Isaeva, *Teacher’s Lingvo-methodological Organizer*: Innovative hypertext educational and methodological manual for self-preparation for conducting Russian language lessons in secondary school, Kaluga, KSU them. K.E. Tsiolkovsky, 2015.

– Mechanisms favoring the increase in quality of professional training according to the new standards and requirements of the society have been defined.

Literature Review

The complex of occupational knowledge and skills making up the linguistic and methodological competence of a teacher of the Russian language is defined by M. Lvov⁵. He notes that a teacher of the Russian language needs to possess both personal qualities (to express interest in the child, have steady moral and cognitive interests, to be able to work, to have a philological education, to abide by the standard of speech) and occupational skills (to know one's subject, i.e. the Russian language, to have an understanding of the contents and requirements of programs and other managing documents, of the contents and methodological apparatus of school textbooks, manuals, to independently select and appropriately use teaching material, to define the reasons of faults in the knowledge and skills of pupils, to correct and prevent them). Moreover, the teacher must be able to perform all the activities, required from the pupils – to write compositions, reproductions, dictations, to analyze texts, etc.

All the occupational skills enumerated by M. Lvov reflect linguistic and methodological aspects of competence connected with the ability to engage in a process of teaching the Russian language to schoolchildren and also highlight the social significance of the activity of a teacher of the Russian language. In the context of the new requirements and needs of the society, the aspects of the competence mentioned may be expanded and interpreted in an active and technological format.

The issue of forming the occupational competence of a future teacher of the Russian language is given a fair amount of attention in this decade⁵.

In the research of T. Ostrikova⁶ the occupational and methodological competence reflects “the substance of methodological training as a scientifically grounded structure of occupational and methodological beliefs, knowledge and skills, which are formed during

⁵ M. Lvov, *Russian language at school: History of teaching: The course of lectures for students of teacher training Universities and colleges*, Moscow, Verbum-M, 2007.

⁶ T. Ostrikova, *Scientific and methodological support of independent vocational training of students-verbatim*. Doctoral dissertation, Moscow, 2006.

the process of studying a methodological course and practical activity of teaching pupils the Russian language”. The definition above indicates the role of scientific theoretical grounds while forming occupational competence and its connection with practical activity (“methodological mastery”). In the substance of occupational and methodological competence T. Ostriкова distinguishes occupational, scientific, informational, operational components and the one that is to do with the world outlook.

In the thesis of N. Sinichkina⁷ linguistic and methodological competence is defined as “the ability (skill) to teach the Russian (native) language which serves the metadisciplinary function in the educational process, based on the system of knowledge about the language and the methodology of teaching it in the light of axiological categories of pedagogical activity and regarding the language as a national and cultural phenomenon”. In this definition N. Sinichkina singles out three basic components – axiological, cognitive and operational, which direct the course of forming linguistic and methodological competence, while determining the aim and the substance of future pedagogical activity of a teacher of the Russian language.

In the light of the competence approach of N. Strecker, various aspects of occupational activity of a teacher at primary schools are highlighted – the forming of historical and linguistic competence, the competence of learning skills (V. Antokhina⁸). In these researches the authors have proposed original ideas concerning the kinds of competence as well as the ways of forming them, which may serve as a foundation for comprehending the approaches for linguistic and methodological competence of a teacher of the Russian language at secondary schools.

In-depth analysis of the substance, structure and characteristics of forming the occupational methodological activity of a teacher at primary schools in the sphere of linguistic qualifying can be found in the works of M. Soloveichick, O. Sosnovskaya, T. Zinovyeva, O. Kurlygina. The

⁷ N. Sinichkina, *Formation of the linguistic competence of the future teacher of the native language in the modern university*. Doctoral dissertation, Veliky Novgorod, INPO Novgorod State University. Yaroslav the Wise, 2010.

⁸ V. Antokhina, *Formation of professional competence in the development of the ability to learn when solving linguodidactic problems*, Kaluga, KSU them K.E. Tsiolkovsky, 2013.

competence complex⁹, suggested by O.Kurlygina, combined with the stages of methodological activity has been accepted by the author of this article when developing the structure of linguistic and methodological competence.

Taking into account the proposed interpretations, the requirements of standards and the circumstances of the new informational sphere, the author of this article has specified the definition of linguistic and methodological competence as the readiness of an undergraduate student, future teacher of the Russian language, to perform occupational duties in the sphere of language education of pupils of secondary schools in the new informational sphere according to the requirements of standards.

From the point of view of activity approach (L. Vygotsky, P. Galperin, V. Davydov, A. Leontyev, S. Rubenstein, etc.) the author of this article has singled out and characterized six special kinds of competence (linguistic, concrete methodological, projecting, executive, those to do with representing information, controlling/evaluating), the forming of which defines linguistic and methodological competence of an undergraduate student.

Special attention is given to forming the competence connected with representing the information as it is associated with the new hypertext media of organizing the educational process, the informational supplying for occupational qualifying of undergraduate students of pedagogical education, the modeling of educational process based on hypertextual technologies, independently constructed digital educational resources, for example, algorithmized exercises, multimedia presentations.

Materials and Methods

Research objective

In the course of this research it was necessary:

- to expand the definition of linguistic and methodological competence, to show the characteristics of forming it under new circumstances;

⁹ O. Kurlygina, *The methodical task as a means of linguistic methodical teacher training*, Smolensk, Publishing house "Association XXI century", 2013.

- to analyze the substance of the skills ensuring the forming of linguistic and methodological competence of a future teacher of the Russian language;
- to correlate the defined skills with the stages of methodological activity and the strategies of teaching and to present the competence model of qualifying a future teacher of the Russian language;
- to check the efficiency of using the tactical tool (“Teacher’s Lingvo-methodological Organizer”) which comprehensively realizes the strategies of occupational training for undergraduate students.

Theoretical and empirical methods

During the process of the research the following methods have been used:

- theoretical (analysis, synthesis, summarizing, forecasting and projecting, modeling);
- empirical (observation, polling and questionnaire survey, consulting, experimenting, expert evaluation, content analysis and SWOT-analysis, the methods of mathematical statistics and graphic presentation of results).

Research base

The experimental base of the research was represented by FSBEI of HE¹⁰ Tsiolkovsky Kaluga State University and also by teachers of the Russian language in Kaluga and Kaluga region, attendants of refresher courses from different cities of the Russian Federation, participants of seminars and webinars held by the training center “School 2100”.

Research stages

The research of the issue was carried out in three stages:

- at the first stage the literature on the theme of the research was studied, active approaches to teaching while writing methodological recommendations for textbooks of the Russian language were thought

¹⁰ Federal State Budgetary Educational Institution of Higher Education, available at: <http://government.ru/department/227/events/>, 2018.

through, the questionnaire survey among teachers was held, the lessons of students and teachers of the Russian language were analyzed;

- at the second stage the theoretical and methodological grounds of the research were defined, the key strategies (cognitive and projective) were designed, the nomenclature was specified, diagnostic research was carried out;

- at the third stage the axiological strategy was distinguished, the characteristics of each strategy were specified, the hypertextual technologies were described, “Teacher’s Lingvo-methodological Organizer” was tested as a means of realizing the strategies ensuring the new quality of education.

Research methods

During the research process the following methods were used: polling and questionnaire survey, consulting, content analysis and SWOT-analysis.

Results

The structure and substance of the model

Acquiring the skills forming linguistic and methodological competence are to be ensured by two key strategies of linguistic and methodological qualifying of undergraduate students – cognitive and projective¹¹, which realize the competence model of teaching at higher education institutions.

- cognitive strategy, which is aimed at acquiring basic skills setting the theoretical and methodological foundation for professional pedagogical activity and which contains fundamental linguistic knowledge and ways of acquiring it, will promote the forming of linguistic and methodological thinking and the development of cognitive abilities of undergraduate students (the strategy of cognition);

- projective strategy which is aimed at acquiring practical competence and is realized using the hypertextual tool «Teacher’s Lingvo-methodological Organizer», will ensure the acquiring of experience in independent occupational activity through modeling a

¹¹ N. Isaeva, *Modern strategies of linguistic methodical preparation of the bachelor of pedagogical education*, Moscow, Balass, 2016.

lesson of the Russian language according to the new requirements of Federal State Educational Standards (FSES) (the strategy of action).

Using the strategy of linguistic and methodological qualifying of undergraduate students based on the systematic active approach the author of this article has developed a structural model of the process of forming the skills ensuring the development of linguistic and methodological competence, taking into consideration the stages of methodological activity (table 1).

Table 1: The strategies of linguistic and methodological qualifying of undergraduate students correlating to the skills and stages of methodological activity

The strategies of linguistic and methodological qualifying	The skills in the structure of linguistic and methodological competence	The stages of linguistic and methodological activity
Cognitive	Linguistic	Orienting in the substance, conditions, ways and means of executing the activity.
	Concrete methodological	
Projective	Projective	Planning the substance, ways and means of executing the activity.
	Executive	Realizing the planned methodological solutions.
	The ones to do with representing information	
	Controlling/evaluating	Controlling and evaluating the course of the activity and its results.

Each strategy is ensured by a set of skills correlating to the stages of methodological activity: orienting in the (linguistic) substance, conditions, ways and means of executing the activity (linguistic and concrete methodological skills), planning the substance, ways and means of executing the activity (projective skills), realizing the planned methodological solutions (executive skills and the skills to do with representing information), controlling and evaluating the course of the activity and its results (controlling/evaluating skills).

When comprehending the development of linguistic and methodological competence from the point of view of strategy, the cognitive strategy of linguistic and methodological qualifying of an

undergraduate student is correlated to forming linguistic and concrete methodological skills, providing approximate foundation of methodological activity aimed at teaching the Russian language to schoolchildren. The projective strategy, which is connected with forming projective, executive, controlling/evaluating skills and the skills to do with representing information, is correlated to such stages of methodological activity as planning, realizing the planned solutions and executing control over the course of the activity and its results

Therefore, the substance of the strategies of linguistic and methodological qualifying through forming the complex of the skills correlating to the stages of linguistic and methodological activity will ensure linguistic and methodological competence in the format of the new hypertextual educational media, taking into consideration the use of various technologies, including informational ones. This will help not only to achieve the level of occupational adjustment (acquiring the experience of independent occupational activity), but also to approach the execution of occupational activity at a highly qualified level which indicates the innovative and creative level of competence.

The author of this article believes that the development of cognitive abilities of students will benefit from enriching the methodological course of teaching the Russian language with linguistic exercises (problems), amplifying the scientific base in choosing and interpreting the terms studied at schools, performing the comparative analysis of such terms at various levels of education (base and advanced levels). Special significance in current conditions of education is given to methodological analysis of problematic situations helping to understand the characteristics of language facts and terms¹². Substance of this kind will help realize the cognitive strategy of linguistic and methodological qualifying of an undergraduate student, while orienting a future teacher of the Russian language towards independent selection, comparison, defining cause-and-effect relations, i.e. intellectual procedures which form the linguistic thinking process of undergraduate students.

The concept of development in pedagogical education, which has been defined in relation to social and economic processes in the society, focuses on motivation towards pedagogical activity: rejection of linear

¹² N. Isayeva, D. Danilov, Reserves for improving the effectiveness of learning on the basis of modeling problem situations in *Primary School Plus Before and After*, no. 4, 2014, pp. 22-34.

trajectory of teaching, developing flexible multilevel trajectories of qualifying, assistance of aspiring teachers, the system of stimulating students during pedagogical training, etc. The key element in the system of pedagogical training, in which the practical component must cover a considerable amount of time, is the practical competence.

The principle of practicality, being the main focus as the leading principle of the competence approach, is directly correlated to the concept of development in pedagogical education and aims at solving the problems which a teacher will need in practical activity and which will lead to transforming educational activity into the occupational one.

The theory of contextual learning of A. Verbitsky¹³, which holds up to the aims of the competence approach in occupational education, is a methodological foundation for developing the projective strategy of linguistic and methodological qualifying of undergraduate students. The main tool for realizing this strategy is “Teacher’s Lingvo-methodological Organizer” which describes each stage of projecting a lesson, suggests practical forms according to various technologies (with necessary links and commentaries), gives examples of the substance, supplies variants of summaries of lessons designed based on these forms, presentations with recommendations for their exploitation, fragments of videos (or lessons in video format), etc. All of the above will allow an undergraduate student, future teacher of the Russian language, to diverge from the linear trajectory of teaching and will enable him/her to freely choose educational “route”, i.e. it will help to develop important practical skills while promoting the forming of practical competence.

According to the Professional Standard for Teachers¹⁴, for executing occupational activity a teacher needs such personal characteristics as “the readiness to teach all children regardless of their inclinations, abilities, peculiarities of their development, limited abilities”. As a result of this there is a necessity for acquiring new skills (the readiness to work with gifted children, with pupils having difficulties in development, in the context of inclusive education, and also teaching the Russian language to pupils for whom it is not the native language).

¹³ A. Verbitsky, *Competence approach and the theory of contextual learning*, Moscow, IC PPS, 2004.

¹⁴ *Professional Standard for Teachers (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)*”, available at: <http://www.rg.ru/2013/12/18/pedagog-dok.html>, 2013.

Acquiring these skills is based on personally oriented, anthropological and culturological approaches, which indicates the educational potential of the modern educational media and the need to develop an axiological strategy for qualifying an undergraduate student, a future teacher of the Russian language, which is oriented towards forming personal characteristics, emotional and value-based attitude to knowledge about the language and the world in terms of acquiring the system of values.

On the one hand, these points correlate to the projective strategy which provides the procedure of projecting a lesson in a hypertextual model, based on informational technologies. On the other hand, they set up a new direction for creative methodological activity and at the same time produce a beneficial management system which is able “not to do any harm to a person’s soul and spirit”. The means for realizing this strategy can be represented by academic materials ensuring the most comfortable teaching process “for all children without exception” (including gifted children, those who have difficulties in development or for whom the Russian language is not the native one).

The stages of introducing the model

The introduction of this model which realizes comprehensive concept of linguistic and methodological qualifying of undergraduate students implied the execution of the following stages of experimental work:

- defining the initial level of formed competence using the methods of questionnaire survey, pedagogical observation and statistical analyzing of the results of the research;
- introducing the means of improving the effectiveness of forming linguistic and methodological competence through a system of exercises, projecting and technological modules and innovative hypertextual manual “Teacher’s Lingvo-methodological Organizer” which models the occupational context (the projection of a lesson of the Russian language);
- developing the criteria for evaluating formed competence and determining the eventual level of linguistic and methodological competence using content analysis and SWOT-analysis as a tool for structuring and evaluating the received information.

The results of the reporting stage

The research involved 856 people, 132 students (from the experimental group) and 148 students (from the control group) of the philological faculty directly participated in the experiment. The analysis of the results made it possible to conclude that the level of linguistic and methodological competence in regard to the kinds of skills determining the degree of preparedness for a lesson of the Russian language, according to the requirements of FSES, is low (from 2 to 11% in different areas of competence).

The results of the formative stage

At this stage diagnostic tests in the same kinds of skills as at the stage of the ascertaining experiment were being held. The data of the final test showed the improvements compared with earlier results almost in all groups of skills (especially noticeable were the numbers in the ability to formulate the aims of the lesson – 74% - and to model problematic situations – 72%). Such results were noted only in the experimental group, no quality changes in the level of formed competence among students of the control group were observed.

The control stage of the experiment

At this stage of the experiment the testing of skills in projecting activity was held based on one of the management tools – the matrix of SWOT strategies. Four parameters of the matrix were defined as the criteria for evaluating the readiness to project lessons: “strengths” (what was successful), “weaknesses” (where the difficulties arose), “opportunities” (what this provides), “threats” (what can be detrimental or deprive of advantages).

Each parameter was separately tested and, as a result, SWOT-model of reflecting upon projecting activity was constructed.

Table 2: SWOT-model of reflecting upon projecting activity

Strengths (What was successful)	Weaknesses (Where difficulties arose)
- selecting the material for linguistic “warming-up” (89%);	- comprehending everything in its entirety;

<ul style="list-style-type: none"> - determining the substance of the lesson taking into account the principle of continuity and perspective (85%), formulating the aims of the lesson (74%), creating problematic situations (72%); - working with texts of rules and definitions taking into account the methods of reading for detail and reflective reading (67%). 	<ul style="list-style-type: none"> - separating the levels of evaluating (54%), correlating disciplinary and metadisciplinary results (59%); - describing the problematic situations (48%); - using the active technologies in a complex (52%).
<p>Opportunities (What the Organizer provides)</p>	<p>Threats (What can be detrimental or deprive of advantages)</p>
<ul style="list-style-type: none"> - an opportunity to organize the activity according to the requirements of FSES (93%); - a comprehensive model of projecting based of the examples of projects and summaries of lessons (88%); - the support with practicing forms which is regarded as additional help in projecting (96%); - an ability to work in the interactive sphere (82%). 	<ul style="list-style-type: none"> - a large amount of duty load and, as a result, a lack of time for independent preparation, projecting and designing presentations (94%); - an insufficient level of professional basic linguistic and methodological competence which leads to difficulties in understanding the requirements and executing the corresponding activities (69%); - emotional “burn-out” as a result of job-related stress (56%); - absence of networking cooperation between the participants of the educational process (37%).

SWOT-model shows that the projective strategy possesses powerful educational informational and technological resources that are reflected in the Organizer and can satisfy the need for preparing and executing a modern lesson which is up to all the requirements of federal educational standard of basic general education.

At the same time the expansion of the opportunities supplied for projecting in the Organizer is restrained by a number of limitations which may intervene with efficiently using it during the process of teaching. A complex of conditions for the success of projecting has been determined for overcoming the “threats”: increasing the level of occupational culture, using hypertextual tools on the Internet, projecting in groups, minimizing some operations, etc.

The results of the experiment reveal that utilizing the hypertextual tool of the projective strategy “Teacher’s Lingvo-methodological Organizer” in professional training presents the desired effect – it

promotes forming the complex of skills determining teacher’s linguistic and methodological competence. The figures of projecting and executive competence are at a high level (from 66 to 100%), the figures of formed reflective and evaluating competence are slightly lower (average level), no low levels of competence have been discovered.

Discussions

The prospects of the conducted research are supposed to involve the examination of potential usage of the developed strategies for qualifying undergraduate students and the main tool of their realization, “Teacher’s Lingvo-methodological Organizer”, in the methods of teaching other disciplines (with modified linguistic module). This will determine the universal character and general approaches to qualifying educators and will create a unified educational sphere.

Conclusion

During the research it was established that the complex of the supplied strategies (cognitive, projective and axiological) will enable the increase in quality of occupational qualifying of future teachers of the Russian language based on the development of linguistic and methodological competence and taking into account value and notional orientations of the individual.

Recommendations

The materials represented in this article may be efficiently utilized in developing educational problems at the undergraduate level of education, at refresher courses for teachers, at teaching while realizing the federal state educational standards of various levels.

IMPROVEMENT THE LITERATURE LESSONS BY GRADUATED USING IN THE HOURS ACTIVITIES

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Abstract: *This study aims to determine which learning activities in the lesson of literature are most suitable in studying the new fiction text. Also examined is the opinion of fourth graders from Metropolitan School with the help of a questionnaire. Easier perception of a fiction text, leads to more easily remember and its lasting commitment to memory. The most preferred by the students literary types, arranged in descending order are poem (67% of the students), fairy tale (65%), narrative and riddle (63%), legend (58%), fable (52%), a novel for children and myth (50%), adage (38%), folk song (29%), novel (17%) and gnome (13%). Making full use of the listed activities for students working on unfamiliar fiction text, would help and improved their literary tuition. Compliance with the order specified in studying an unknown text, improves perception and the rationalization of text from fourth graders..*

Keywords: literary education, initial stage, Bulgarian language and literature, reading comprehension.

Introduction

The research examines the problem of full implementation of the literature lessons in the fourth grade, with a view to the formation of the reading comprehension skills of fiction text. For this purpose, the questionnaire was used, including options for the hierarchy of learning activities in studying the new product.

This study was done to determine the way in which the students more easily perceive a text, and hence easier to follow and remember its lasting commitment in the memory of the children and retrieve its usefulness not only for the individual, but also for society as a whole. The ability of adolescents to assess and analyse the information is a quality that should be formed in an early school age. Not coincidentally, interest in construction of machine-readable technique at the students and on the reading comprehension of the fiction text covers many countries worldwide^{1,2}.

¹ N. Ivanova, *Training in Bulgarian language and literature at the initial stage of basic education*, Sofia, Riva, 2014.

² N. Ivanova, Methodical approach in modern native-language and literary training at the initial stage of education – tradition and innovation, in *Yearbook of Sofia University*

Research Methodology

The survey was conducted in November 2017. It involves 108 fourth graders from 56. SU “Prof. K. Irechek” – 47 boys and 61 girls.

Questionnaire for students consists of an introductory part, including address to the respondent, a description of the purpose of the survey, informing them of the anonymity of responses and susceptibility to confidence; instructions for filling out the questionnaire in each one of the parts; Part A - questions to be answered in accordance with the five-speed rating scale (never, rarely, sometimes, often, always); Part B – to express a preference, through the possibility of mentioning the multiple response; Part C – for the expression of opinion and Part D – to fill the demographic characteristics as gender, age, type of school, the settlement, class. Students shall mark the date of completion and expressing gratitude for participation in the study.

Results and Discussions

Returnees from averages of answers to students in classes, we could sum up that fourth graders rarely take notes after each book or journal readers and rarely try to read the real story that they are experienced. Students sometimes tend to read further at home after class in literature and sometimes share interesting facts, events, or lessons from read recently an artistic text. Fourth graders often continue to read, despite the unknown words encountered, often try to present the images of characters are often implemented without particular difficulties tasks after each product and often understand the artist’s message. Students always manage to understand text that read and always manage to remember a good story and characters.

The most preferred (see Figure 1) by the students literary types³, arranged in descending order are poem (67% off the students), fairy tale (65%), narrative and riddle (63%), legend (58%), fable (52%), a novel for children and myth (50%), adage (38%), folk song (29%), novel (17%) and gnome (13%).

"St. Kliment Ohridski ". Faculty of Pedagogy. Sofia: University Publishing "St. Kliment Ohridski ", no. 101, 2008, pp. 5-33.

³ N. Ivanova, *Training in Bulgarian language and literature at the initial stage of basic education*, Sofia, Riva, 2014.

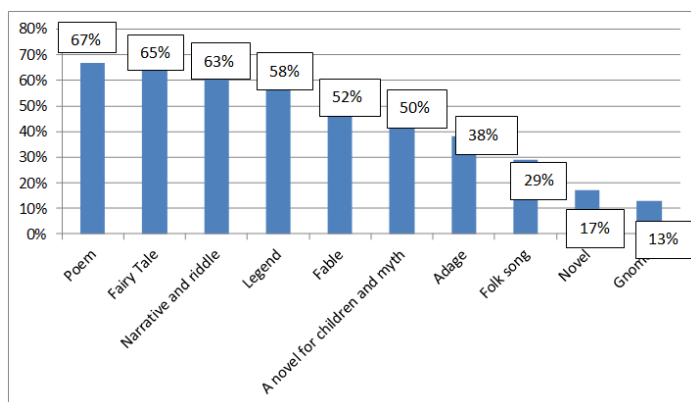


Figure 1: The most preferred by the students literary types

Activities (see Figure No.2), which most appeal to them at work on unfamiliar text⁴, are reading by roles (77%), illustration (38%), dramatization (23%), retelling (19%) and verbal depictions of paintings (8%). The results show desire in students to recreate fiction text through the wealth of expression and art, through entry into the image of the characters and the expression of its position.

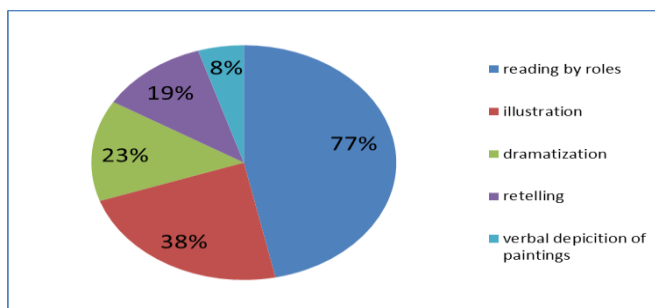


Figure 2: Activities that appeal to students at work on an unknown text

⁴ N. Ivanova, Methodical approach in modern native-language and literary training at the initial stage of education – tradition and innovation, in *Yearbook of Sofia University "St. Kliment Ohridski". Faculty of Pedagogy. Sofia: University Publishing "St. Kliment Ohridski"*, no. 101, 2008, pp. 5-33.

Students indicate a different sequence of activities carried out, in the introduction to a new literary work. The trend in their responses is presented in the following order: first, read the title and the author's name; second, read the text; third, read unfamiliar words; fourth, make assumptions about the nature of the text; fifth, examine the pictures and illustrations; sixth, reflect on what you read; seventh, do your conclusion; eighth, trying to answer the questions in the text; ninth, trying to connect with read a real story of their lives.

As additional support steps, students indicate storytelling voice; the presentation of different pictures of the text in their minds; exercise on the text; the binding specified in the text events, for a better understanding of its essence; commenting on the text with other people; read more information about the author and book.

The application of appropriate methodological approach in the literature class, helps students to comprehend fully the contents of the text, to make sense of the message of the author and to benefit their life.

Conclusion

Making full use of the listed activities for students working on unfamiliar fiction text, would help and improved their literary tuition. Compliance with the order specified in the studying an unknown text, improves perception and the rationalization of text from fourth graders.

TECHNOLOGICAL ASPECT OF THE DEVELOPMENT OF UNIVERSITY STUDENTS' FOREIGN LANGUAGE ACTIVITIES

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Abstract: *Language policy now dictates the goals and principles of modern linguistic education determining its content and also outlining the ways of its modernization taking into account the trends in the development of international cooperation. In this connection, the need to learn foreign languages becomes obvious. Hence, the specificity of the targeted and content aspects of teaching a foreign language in the context of the intercultural paradigm (this can be considered a central element of the methodological model) places the student in the role of the subject of intercultural communication and makes the development of psychological, pedagogical and methodological support for the development of students' management of their cognitive activities. This makes high demands on the professional skill of the teacher himself. And today, when the tasks of operational assimilation of technological knowledge, the result of teaching a foreign language, independent mastering of the language, etc., are put before a modern specialist. It determines the need to search for and introduce innovative technologies, tools and methods, as well as a competent choice of forms of work and development of students' motivation for self-learning and self-development. Proceeding from the research problems, the article reveals the following aspects: The influence of factors on the formation of students' foreign-language activities; Algorithm of technology of students' foreign language activity formation; Pedagogical potential of extracurricular activities in the context of intensifying the study of a foreign language by students; Formation of student activity as the leading quality of personality, etc. Thus, the study showed the importance of the problem of actualization of oral foreign language as a means of professional communication in the context of the technological aspect of the development of foreign language activity. The results of the research showed the effectiveness of using the technological aspect in the development of foreign language activities of university students in terms of the formation of their activity as the leading quality of the individual in the framework of methodological provision of opportunities for its improvement.*

Keywords: university students, linguistic education, technological aspect of teaching, methodical support of training, innovative technologies, cognitive activity, foreign language activity, student activity, professional communication.

Introduction Actualizing the problem

Updating the content of modern higher education in Russia is accompanied today by the development of various teaching technologies. This is especially true in conditions when many higher educational institutions give preference to traditional teaching technologies which do not always take into account the inclusion in international cooperation in the educational sphere, personal communication and interaction of participants in a holistic pedagogical process^{1,2,3,4}. This is also related to the intensification of teaching a foreign language, in the sphere of which a number of trends characterizing this process have now been determined. So among them we note the following: integration of professional, general cultural and foreign language training of specialists in unity with the development of their personal qualities and the desire for self-realization; transition to block construction of curriculums with obligatory inclusion of courses on a foreign language; a rating system for assessing knowledge, with knowledge of a foreign language⁵; a wide range of opportunities for self-deepening specialization⁶; introduction in the educational process of open systems of intensive language training, etc. At the same time, the search for and finding the means to ensure the effectiveness of foreign language activities of students in a higher educational institution of one or another direction⁷, the formation of a

¹ V. A. Rozhina & T. A. Baklashova. Teaching English language to young school-age children while making projects, playing games and using robotics, in *XLinguae*, no. 11(1), 2018, pp.102-113.

² Y. Cao, G.I. Kirilova & M. L. Grunis. Cooperative Research Projects of Master's Students (Education Programs) in the Open Informational Educational Environment, in *EURASIA Journal of Mathematics, Science and Technology Education*, no. 13(7), 2017, pp. 2859-2868.

³ D. G. Vasbieva, N. L. Sokolova, A. R. Masalimova, V. M. Shinkaruk & Yu. L. Kiva-Khamzina, Exploring the EFL teacher's role in a smart learning environment – a review study, in *XLinguae*, no. 11(2), 2018, pp. 265-274.

⁴ O. A. Kalugina, D. G. Vasbieva, A. R. Shaidullina, N. L. Sokolova & L. Yu. Grudtsina, ESP blended learning based on the use of smart coursebook, in *XLinguae*, no. 11(2), 2018, pp. 445-454.

⁵ O.N. Golubkova, A.R. Masalimova, J. Bírová. The Development of Sociocultural Competence in Future Translators Via the Methodology of Culture-Oriented Interpretation of English Language Fictional Texts, in *Man In India*, no. 97(14), 2017, pp. 73-83.

⁶ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

⁷ O. Budzinskaya, Competitiveness of Russian education in the world educational environment, in *Astra Salvensis*, no. 6(1), 2018, pp. 565-576.

language personality of a new type (a person who speaks several languages), began to touch upon the basic structures of didactics, pedagogical psychology and cultural studies (in particular, ethno-culture)⁸. In this regard, it is important to note the growing interest in the formation of the cognitive activity of students, which must be considered as an activity and as a personality trait, where the activity has its own purpose, the means for its organization and the result. For example, if the activity of a student is taken as the goal of a foreign-language activity, then it is one of the leading qualities of his personality, which serves both as a means and a condition for achieving the goal. Moreover, being a condition of cognition, foreign-language activity will always have an individual character. And its peculiarity in the university is that as a learning activity, a foreign language activity can become one of the most important types of personal activity, since the objects of reality in foreign language activity are not just objects or forms of contemplation, but, above all, it is subjectively cognitive practice⁹.

It should be noted that at present the development of educational technologies can be found in many didactic studies. Summing up the different approaches in this area, we will isolate the main rational aspect from them which is the following: this is an organized and purposeful interaction of the subjects of the educational process, aimed at achieving the planned learning outcomes, such as: improving the quality of students' knowledge; development of procedural (intellectual, communicative, etc.) qualities of personality; activation of creative independence. At the same time, the active use of educational technologies, for example, in teaching a foreign language, is caused by the desire to organize training (as well as education) systematically and procedurally. For example, the analysis of domestic and foreign literature on teaching foreign-language activities of students shows that for the activation of this activity, technologies such as project technology and business games are most often used, where systematic and process are necessarily present. At the same time, taking into account the peculiarities of each of these types from the point of view of the

⁸ S. E. Drovosekov & R. G. Sakhieva. Peculiarities of Using Projects in Learning English as a Foreign Language, in *XLinguae*, no. 11(1), 2018, pp. 91-101.

⁹ O. Lebedeva, S. Bykova, A. R. Masalimova, N. L. Sokolova & N. I. Kryukova. Peculiarities of developing high school students' lexical skills by means of the programmed learning technology, in *XLinguae*, no. 11(1), 2018, pp. 186-202.

complexity of interaction between the subjects of the educational process, their combination is considered necessary.

Thus, educational technology implements an ideal learning process in specific conditions of pedagogical practice (for example, in the formation of foreign language activities) and reflects the real activity of the instructor and student. Depending on the purpose, content and other parameters of the learning process, the technology of instruction concretizes the ways, means, ways of interaction between the teacher and trainees and suggests the optimal combination of them. This is, in fact, evidenced by the possibilities of the technological aspect of the development of foreign language activities of university students.

Possibilities of educational technologies for increasing the effectiveness of the educational process

The choice of educational technologies to achieve the goals and objectives set in the foreign language curriculum is conditioned by the need to form a complex of general cultural competencies for students to perform interpersonal interaction and cooperation in the context of intercultural communication, and to provide the required quality of education for all stages¹⁰. The forms and technologies used for teaching a foreign language should contribute to the following: The formation and development of cognitive abilities among students; The ability to carry out various activities using a foreign language; The ability to increase their creativity; The ability to carry out productive communication with carriers of other cultures; Actualization of oral foreign language speech of students as a means of their professional communication, etc.¹¹. Pedagogical science and practice has already accumulated a notable fund of educational technologies of modular, contextual, problem-specific, problem-dialogical, computerized, concentrated learning, etc. All of them are characterized by specific goals, orientation, the dominant state of forms, methods and means of instruction, the system of evaluation and control¹². Taking into account the criterion for choosing the technology

¹⁰ E. S. Samoylova, *Teaching a foreign language as a factor in the formation of professional competence*. PhD Thesis, Kazan, 2004.

¹¹ T. N. Korotenko, *The development of foreign-language cognitive competence in vocational-oriented reading among students of a non-linguistic high school*. PhD thesis, Ekaterinburg, 2013.

¹² K. V. Shaposhnikov, *Contextual approach in the process of forming the professional competence of future linguists and interpreters*. PhD Thesis, Moscow, 2006.

for the formation of foreign language activities of university students (for targeted orientation; for accounting for the specifics of content; for teacher readiness for technology implementation; for material and technical provision), the most attractive is the criterion associated with individualization and differentiation of education. This criterion (individualization and differentiation of teaching) is based on the need for a real appeal of pedagogy to the personality of the student, transition to subject-subject relations in the educational process. In this regard, when teaching a foreign language the following educational technologies are used: Technology of individualization of instruction (implementation of a personality-oriented approach, taking into account the individual characteristics and needs of students); Technology of learning in cooperation (implementation of the idea of mutual learning); The technology of communicative learning (aimed at the formation of communicative competence); Information and communication technologies using computer programs and Internet technologies (aimed at intensifying independent work of students); The technology of modular training (provides for the division of the content of the discipline into autonomous sections integrated into the general course); Project technology (aimed at implementing the interdisciplinary nature of competencies formed in the process of teaching a foreign language); Game technology (aimed at activating students' thinking and revealing their personal potential); The technology of development of critical thinking (aimed at developing the ability to critically treat selected information in order to solve the task); Technology testing (aimed at monitoring the level of mastering the lexical and grammatical knowledge of students). These educational technologies for teaching foreign languages have a well-proven practice and enable the teacher to adjust any technology in accordance with the structure, functions, content, goals and objectives of training in this particular group of students¹³.

Formation of the student's activity as the main quality of personality

A significant trend in the modern system of higher education is the increasing role of the student's subject activity, aimed at increasing his

¹³ E. S. Polat, New pedagogical technologies in teaching foreign languages, in *Foreign languages at school*, no. 1, 2002, pp. 22-27.

willingness to consciously and independently choose his life path in rapidly changing conditions. This is today one of the fundamental tasks that creates the basic prerequisites for the individual and personal formation of the individual. A person forms his qualities and abilities only through his own activity, and also when these qualities acquire the character of conscious purposefulness. It is known that even with moderate abilities students can very successfully learn if they show high cognitive activity and perseverance in mastering the material studied. And the lack of this activity and the passive attitude toward academic work, as a rule, leads to a lag. The introduction of humanitarian knowledge (for example, knowledge of foreign languages) in the pedagogical process of training specialists is associated with overcoming the contradiction between the values of future professional activity and their self-realization. Hence, this requires a transition from role-playing to personal-semantic, which most often occurs when a problem-conflict situation arises before a person (for example, difficulties in communicating in a multicultural environment). And then a young man needs an increased ability to be oriented in a complex system of its meaning-forming motives and personal meanings, when it is necessary to manifest oneself as a subject of activity. In this regard, when implementing the model for the formation of student activity as the leading quality of personality, the following conditions should be taken into account: *psychological and pedagogical conditions* (the formation of values for the proposed activity, the development of professional self-knowledge, the enhancement of the positive “self-concept,” the strengthening of self-reflection, etc.) and *organizational and methodological conditions* (mastering modern educational technologies and applying them within the framework of self-education, creating a self-study program as an incentive force in the development of competencies, etc.). As for foreign language activity, its product is the acquired knowledge and skills of mastering the ways of actions for their assimilation, which, in turn, contributes to the development of the personality of the young person. The products of foreign-language activity will reflect in themselves not only objectivity, but also spirituality, evaluations, social and personal relations.

In the process of implementing the technology for the formation of students’ foreign-language activity, their cognitive activity is activated, based on the following set of measures: in the content of educational disciplines (theoretical grammar, lexicology, phraseology, etc.) it is

necessary to clearly distinguish the system of leading knowledge and methods of obtaining and processing information, as well as to form self-management skills in the process of cognition; in the forms of organization of teaching the proportion of independent work must be increased, independent research activity is strengthened, an individual and group approach in the training of future specialists is carried out; it is necessary to optimally combine information-reproductive and information-search methods of teaching (didactic game, discussion, etc.). And if we consider students in the socio-psychological aspect in comparison with other groups of the population, they are distinguished by the highest educational level and professional orientation. At the same time, students are a social community, characterized by social activity and a fairly harmonious combination of intellectual and social maturity. Accounting for this particularity of young people underlies the attitude of the teacher to each student as a partner and as an interesting person for pedagogical communication. In the mainstream of the personality-activity approach the student is viewed as an active and self-organizing activity subject of pedagogical interaction, which has a specific orientation of cognitive and communicative activity for solving specific professionally oriented problems.

Status of a problem

In studies on this problem, different views on the nature and structure of the technological aspect of the development of foreign language activity of university students are considered. This demonstrates the importance of using educational technologies to improve the efficiency of the educational process and actualize the oral foreign language of students as a means of professional communication. In particular, to the problems of content, design and quality of vocational education are devoted the works of D.R. Sabirova, I.G. Kondrateva, A.V. Fakhrutdinova¹⁴, A.A. Leontiev¹⁵, I.S. Rozhentseva¹⁶;

¹⁴ D. R. Sabirova, I. G Kondrateva & A. V. Fakhrutdinova, English medium academic environment in Kazan (Volga Region) Federal University, in *INTCESS - 5th International Conference on Education and Social Sciences, Abstracts & Proceedings of INTCESS*, Istanbul, 2018.

¹⁵ A. A. Leontiev, A single approach to the subjects of the language cycle, in *IJAS*, no. 5, 1995, pp. 26-35.

problems of the development of the student's personality, the formation of his professional qualities in the conditions of the humanization of higher professional education are considered in the studies of A.N. Khuziakhmetov & A.A. Valeev¹⁷, N.R. Latypov & D.R. Sabirova¹⁸, E.O. Galitchikh¹⁹; the study of various aspects of linguistic education in the professional development of the student is explored in the works of I.G. Kondrateva & A.A. Valeev²⁰, A.V. Shirokova²¹, G.V. Davydenko²²; the selection and content of the teaching material in the teaching a foreign language were dealt with by scientists T. Claybourne²³, L.S. Gegechkori²⁴, O.Yu. Iskandarova²⁵; problems of foreign speech activity in the context of the general theory of activity are reflected in the works of A.A. Valeev, L.A. Valeeva & A.F. Sirazeeva²⁶, N.V. Bagramova²⁷, L.B.

¹⁶ I. S. Rozhentseva, *Formation of professional communicative competence of students-linguists on the basis of culturally appropriate technologies*, PhD Thesis, Stavropol, 2004.

¹⁷ A. N. Khuziakhmetov, & A. A. Valeev, The development of university students' cognitive capacities, in *Modern Journal of Language Teaching Methods (MJLTM)*, no. 7(2), 2017, pp. 149-158.

¹⁸ N. R. Latypov & D. R. Sabirova, Exploring Motivation Patterns in the English-Medium Academic Environment, in *International Journal of Humanities and Cultural Studies*, Special Issue, 2016, pp.320-325.

¹⁹ E. O. Galitchikh, *Integrative approach as a theoretical basis for professional-personal formation of the future teacher at the university*: PhD Thesis, St. Petersburg, 2002.

²⁰ I. G. Kondrateva & A. A. Valeev, Technology of Students Professional Competences Formation While Teaching a Foreign Language. Procedia - Social and Behavioral Sciences, in *The Proceedings of 6th World Conference on educational Sciences*, 2015, no. 191, pp. 2250-2253.

²¹ A. V. Shirokova, *Comparative typology of different languages*, Moscow, Dobrosovet, 2000.

²² G. V. Davydenko, Teaching the second foreign language in the conditions of a linguistic gymnasium, in *Foreign languages at school*, no. 6, 2014, pp. 14-16.

²³ T. Claybourne, The Status of ESL, Foreign Language and Technology, in *Media and Methods*, no. 36, 1999, pp. 6-16.

²⁴ L. Sh. Gegechkori, *Bases of a technique of intensive training of adults of oral speech in a foreign language*: PhD Thesis, Moscow, 1978.

²⁵ O. Yu. Iskandarova, *Theory and practice of forming a professional communicative competence of a specialist in another language*: PhD Thesis, Orenburg, 2000.

²⁶ A. A. Valeev, L. A. Valeeva & A. F. Sirazeeva, Study of University Students' Foreign Language Speech Activity Formation, in *Review of European Studies*, no. 5, 2015, pp. 31-43.

²⁷ N. V. Bagramova, *Linguistic-methodical bases of teaching the lexical side of oral speech in English as the second foreign language in a pedagogical university*: PhD Thesis, St. Petersburg, 1993.

Boldureva²⁸; the formation of foreign language competence was carried out by such scientists as R.S. Appatova & O.M. Korchazhkina²⁹, E. Reid³⁰, L.V. Golikova³¹, R.C. Gardner³², the development of technologies and methodological methods for teaching foreign languages was carried out by scientists M.V. Nazarova & A.A. Valeev³³; on the issues of the multilevel of linguistic phenomena were written by the researchers H.A. Panchejko³⁴, I.A. Zimnaya³⁵, Y. Zhang³⁶; methodological aspects of teaching foreign languages are disclosed in the works of G.V. Rogova, I.N. Vereshchagin³⁷, A.J. Thomson & A.V. Mortinet³⁸, V.F. Aitov³⁹.

Hypothesis

The analysis of theoretical studies and practical activities in the aspect of the problem studied showed that the success of the formation

²⁸ L. B. Boldureva, *Training monologic speech of students of the first year of a language university with reliance on educational texts*: PhD Thesis, Leningrad, 1987.

²⁹ R. S. Appatova & O. M. Korchazhkina, 1997. Language and communicative aspects of mastering the English language in the general course, in *Foreign languages in school*, no. 1, 1997, pp. 7-14.

³⁰ E. Reid, Techniques Developing Intercultural Communicative Competences in English Language Lessons, in: *Procedia-Social and Behavioral Sciences*, vol. 186, 2015, pp. 939-943.

³¹ L. V. Golikova, *Formation of professional communicative competence of students of a non-linguistic high school on the basis of design teaching technology*: PhD thesis, St. Petersburg, 2005.

³² R. C. Gardner, Learning another language: A true social psychological experiment, in *Journal of Language and Social Psychology*, no. 2, 1983, pp. 219-239. ISSN 0261927X

³³ M. V. Nazarova & A. A. Valeev, Didactic possibilities of interactive technologies in teaching a foreign language at the university, in *Modern Journal of Language Teaching Methods (MJLTM)*, no. 7(4), 2017, pp. 21-33.

³⁴ H. A. Panchejko, *The study of methodical methods of reliance on interlingual transfer in teaching the grammar of a foreign language: On the material of the English language*, PhD Thesis, Moscow, 1979.

³⁵ I. A. Zimnaya, *Psychological Aspects of Teaching Speaking in a Foreign Language*, Moscow, Prosveshchenie, 1985.

³⁶ Y. Zhang, Supporting English Language Learners in Social Studies: Language-focused Strategies. In: *The Social Studies*, no. 5, 2017, pp. 1-6.

³⁷ G. V. Rogova, & I. N. Vereshchagina, *Method of teaching English at the initial stage in general educational institutions: A manual for teachers and students*, Moscow, Prosveshchenie, 1998.

³⁸ A. J. Thomson & A. V. Mortinet, *Practical English Grammar for Foreign Students*, Oxford, University Press, 1960.

³⁹ V. F. Aitov, *Problem-project approach to the formation of foreign professional competence of students*: PhD Thesis. St. Petersburg, 2006

of foreign-language activities of students in the course of studying a foreign language is possible provided that the following conditions are met: A detailed study of the factors influencing the formation of students' foreign language activities from the point of view of the methodology of teaching English is provided; The possibilities of pedagogical potential of students' out-of-class activities in the context of intensifying their learning a foreign language are realized; The structure of technology for the formation of students' foreign-language activity is revealed; The main aspects of the formation of the student's activity as the leading quality of personality are determined; Opportunities have been created for updating the oral foreign language of students as a means of professional communication; Organized and purposeful interaction of subjects of the educational process, oriented to achievement of planned results of training, is provided.

Materials and Methods

The tasks of the research

In this study, the following tasks were set: 1) To disclose the technological aspect of the development of foreign language activity of university students; 2) To show the possibility of updating the oral foreign language speech of students as a means of professional communication; 3) To identify the structure of technology for the formation of foreign-language activities of students; 4) To substantiate the pedagogical potential of out-of-class activities in the context of enhancing the mastery of students by a foreign language.

Theoretical and empirical methods

To test the hypothesis about the process of developing foreign language activity of university students in the course of studying a foreign language, a number of the following methods were used:

- Theoretical methods - analysis of psychological and pedagogical literature, experience of teaching using different educational technologies, study of materials on the procedural progress of research, study and generalization of innovative pedagogical experience; analysis, synthesis in the control of educational programs;

- Empirical methods - observation, questioning, testing, interviews, the results of studying students' learning activities in the development of

their oral foreign language as a means of professional communication in the course of studying a foreign language.

The structure of technology for the formation of students' foreign language activities

When implementing the technology of forming foreign language activities of university students, various provisions affect the success of teaching a foreign language. The main of these provisions can be described as follows: The organization of interaction based on subject-oriented, motivated communication activities of students among themselves and with the teacher; The creation of a multifaceted motivation for communicative foreign-language activity, taking into account the students' hierarchy of different motives; Ensuring the motivated subject activity of students in the lessons in a foreign language. In this regard, the internal structure of technology for the formation of foreign-language activities of students should have its own logical construct, which, in particular, should include the following: A conceptual framework (goals and content of the educational process); Technological process as a procedural part (methods, means, forms of organization of the learning process, characteristics of the achieved results). Thus, the technology of forming foreign language activities of university students is the following structure: 1) The purpose - it is based on the formation of a language personality; 2) The content - it reflects the integration of various conceptual aspects (study in the university profile subjects, access to the values of world culture, the integration of national culture and language with the content of foreign language material, the gradual complication of the content of teaching a foreign language, the diagnosis of the level of language proficiency, the full development of personality); 3) Principles - the principle of personality-oriented learning (actualization of the learner's personal functions); The principle of authenticity (reliance on the cultural values of the languages studied); The principle of professional orientation of learning (taking into account the attitude towards learning languages); The principle of poly-linguistic teaching (the ratio of contacting languages in conditions of multilingualism); The principle of foreign language activity (use of the learner's communication needs); The principle of functionality (the use of languages as forms of social action); 4) Methods - methods of problem-creative character; methods of intensive training; research

methods; 5) The forms of work - individual, work in pairs, micro-group, group, frontal); 6) Means of implementation - the combination of reproductive, reproductive-creative and creative activities with the inclusion of individual research work of students); 7) The criteria for the formation of successful foreign-language activity – they are primarily related to the functionality of speech (taking into account the professional orientation); with situational conditioning (adequate use of lexis-grammatical material); variability (using the appropriate language style); language correctness (ability to use neutral speech or positive euphemisms); rate of speech.

The influence of factors on the formation of foreign language activities of students

The success of the formation of foreign-language activity, including teaching, in the first place depends on the level of intellectual development of students. At the same time, the interrelation between intellectual abilities and activity is dialectical: effective inclusion in communicative activity requires a certain level of abilities for this activity, which in turn affects the process of development and formation of abilities accordingly. However, the formation of foreign-language activities of students depends not only on their overall intellectual development and special abilities, but also on the interests and motives, the direction of the individual, his self-awareness, etc. In this regard, an important factor in optimizing the student's potential for foreign-language activities is his activity and focus on this type of activity. Exactly what is especially important for the student are the motives and goals of his activity. For example, one of the basic needs of a young person is communication, in the course of which he knows not only others, but himself, mastering, thereby, the experience of social life. Moreover, the need for communication contributes to the establishment of diverse relationships and stimulates the exchange of knowledge and experience, opinions and views. Another factor in the formation of foreign-language activities of students can be called the need for achievements, when the increase in the effectiveness of their activities is associated with the development of their intellectual needs in accordance with the requirements of training in higher education and the future profession. This factor often determines the motive of learning, which lies within the cognitive activity itself. This is achieved in the university

in this way: The learning process is made as interesting for the student as possible; Learning a foreign language brings him satisfaction and even pleasure; Students help to formulate such attitudes that would direct it to overcome internal and external obstacles in educational activity; The content aspect of teaching a foreign language should have a professional orientation, which is considered a significant factor in the formation of foreign-language activities of students, as mastering a foreign language in this case has a personally significant character and stimulates their cognitive activity. That is why this factor (the orientation of teaching a foreign language on future professional activity) can provide a motivational basis for the entire learning process. As the university practice shows, if teaching a foreign language has a professional orientation, it will be effective, and taking into account professional interests will contribute to creating a motivation for its study, which is based in this case on the student's understanding of the goal of mastering a foreign language. Thus, the practical focus of the above factors should become significant in the activities of the teacher when working on teaching a foreign language. Proceeding from this, the effectiveness of the influence of factors on the formation of foreign language activities of students provides for the following conditions: Enrichment of the meaning of the content of education in a foreign language; The development of professionally meaningful communication skills; Introduction to business etiquette as an element of the culture of the studied language country, etc.

Algorithm of technology of formation of students' foreign language activities

Given the circumstances of possible communication of young professionals in the process of professional activity with potential foreign partners, the main condition for their successful communication will always be the desire to understand each other, and the main criterion for the success of communication is the achievement of mutual understanding and a meaningful goal setting. That is why a foreign language should acquire a personal meaning for students and become a permanent factor in motivating their cognitive activities. However, whatever the methods of teaching a foreign language in universities, in the current objective conditions of the educational process, it is difficult to expect that the student will have a perfect knowledge of a particular

language. Therefore, there must be a careful selection of linguistic material that is not loaded with complex grammatical phenomena and the provision of knowledge important for professional and communicative strategies. All this should be tested by students in foreign language classes, for example, in the framework of communicative events arranged thematically, according to standard situations of professional and business communication. Such communicative activities should enable the use of various tactics of communication necessary in the process of professional activity, built on the basic knowledge of grammar and vocabulary that carriers of another language possess. Hence, communicative activities (role games, discussions, problem assignments) become a means to achieve the goal of forming foreign language activities of students, giving them the opportunity to be in the situation of business communication. And the use of a professional language, which will be necessary in the process of real professional communication, will develop the students' ability to unprepared foreign speech.

In this regard, the formation of foreign-language activities of students can be represented in the form of the following algorithm (see Table 1):

Table 1: Algorithm of technology of formation of students' foreign language activities

Stages of the teacher's activity	Anticipated the teacher's activity	The students' activity
Diagnostic stage	<ul style="list-style-type: none"> -Analysis of the current level of student foreign language activity -Statement of tasks to increase the level of its formation -Search and analysis of foreign sources, online resources, web media texts 	<ul style="list-style-type: none"> -Awareness of one's status and the nature of interpersonal relationships -Self-evaluation of knowledge and skills in a foreign language
Technological stage	<ul style="list-style-type: none"> -Selection of subject-matter material -Drawing up a plan for organizing the process of forming students' foreign language activities - Organization of the process of forming students' 	<ul style="list-style-type: none"> -Mastery of the necessary teaching material -Participation in cognitive activity, the desire for self-realization -Cooperative search for

	foreign language activities	ways to solve problems at learning a foreign language
Evaluation stage	<ul style="list-style-type: none"> - Analysis and correction of the process of forming students' foreign language activities - Definition of students' level of mastering a foreign communicative competence 	<ul style="list-style-type: none"> -Analysis of failures and their causes -Self-analysis of mastering the skills of foreign language communication -Objective self-assessment of one's participation in foreign-language activities

Results

Pedagogical potential of extracurricular activities in the context of intensifying mastery of students by a foreign language

One of the technological solutions to the problem of activating students' mastery of a foreign language may be the activation of their out-of-class activities, which is the activities of students carried out based on their own mode of work aimed at mastering the educational material, as well as the personal development⁴⁰. When one speaks of extracurricular work applied to a foreign language, the following functions are distinguished: 1) A diagnostic function (determining the level of proficiency in the students' language competencies); 2) A teaching function (development and improvement of language competencies, repetition, deepening, expansion and consolidation of the material); 3) A developing function (assistance to intellectual and linguistic development of students, increase of their cognitive activity in the framework of foreign language activity); 4) An educational function (the formation of positive motivation to study a foreign language, the desire to achieve a high level of intercultural competence); 5) A control function (management of the didactic process by adjusting the methodology of teaching a foreign language according to the level and individual characteristics of students); 6) An evaluation function (assessment of students' activity and their results in the course of

⁴⁰ S. A. Chichilanova, 2010. *Formation of the foreign communicative competence of students of a technical college in the process of extracurricular independent work*: PhD thesis, Chelyabinsk, 2010.

extracurricular activities); 7) A motivational function (creating positive motivations for teaching, stimulating students' initiative and creative approach to learning a foreign language)⁴¹.

Thus, in the course of studying the technological aspect of the development of foreign language activities of university students, the pedagogical potential of extracurricular activities was revealed, in particular, its following features: 1) The communicative nature of students' mastering a foreign language; 2) The role of out-of-class activities as a means and objectives of learning (mastering the simplest linguistic means, then using them for mastering more complex linguistic means with the purpose of organizing communication in a foreign language); 3) Limiting the educational material to a certain register: for example, in the context of professional-business communication, spoken language, written language, etc.); 4) The focus on obtaining professionally relevant information; 5) The focus on mastering the types of professional speech activity; 6) The focus of the acquired knowledge on the relationship with professional activity⁴².

Actualization of oral foreign language as a means of professional communication

The actualization of oral foreign language speech, based on the technological aspect of the development of foreign language activities of university students, is of great importance for the training of professional communication, as this activates the work with information, models professional cooperation, various types of communication, etc. At the same time, we consider the modeling of professional communication in a foreign language as a specific mechanism for managing the professional orientation of the student in the educational process. In this regard, the technological aspect of teaching professionally oriented communication of students in a foreign language meets the criteria of technology, namely: 1) It is based on the system-activity approach and within it - on the communicative approach with the expected result of active possession of foreign-language communication in the professional sphere; 2) It is characterized by a systemic nature, namely logic,

⁴¹ A. V. Belyaeva, 2003. Managing students' independent work, in *Higher education in Russia*, no. 6, 2003, pp. 105-109.

⁴² I. L. Belykh, *Formation of the motivation of students' learning in the process of professionally-oriented additional study of a foreign language*. PhD Thesis, Krasnoyarsk, 2004.

interconnection of parts and integrity; 3) This is characterized by controllability, that is, the presence of phased diagnostics, the use of tools and methods for correcting the results. As for the oral foreign language as a means of professional communication, during the training it is supposed to organize speech communication on the lessons not only on the basis of educational, but also on the basis of professionally directed and playful activity, so that students speaking another language would reflect the specific features of their future specialization. In this case, it is advisable to be guided by the following provisions: The use of a foreign language as a means of general training of a specialist; Observance of the unity of general and speech activity; Communication of speech modeling with problem training, etc. Therefore, when actualizing the oral foreign language as a means of professional communication, it is desirable to use problem situations of professional communication. This is important because in the process of solving problem situations, students are formed functionally directed, situationally conditioned and correct in the language of foreign language speech, which provides opportunities for direct communication on the topics of the specialty being studied.

Very important for the actualization of the oral foreign language as a means of professional communication are the dialogical forms of the organization of educational activities. This is necessary both to consolidate the skills of the correct speech of the student in accordance with the norm of literary speech, and to develop the ability to accurately select and use the language tools required for each specific communication situation. And since the central link in the functional structure of communication is the system of subjective relations, oral-verbal communication in a foreign-language organized by the teacher is a rather complex object of management, since this communication is not in fact present in specific professional conditions, but appears in the form of simulated images. In this case, an effective technique that stimulates students' activity is an attitude toward self-hypnosis “imagine that this is ...”. This technique to a certain extent removes the conditionality of the situation, which leads to rapid reaction and natural entry into motivated foreign-language activity. Focusing on the content of the proposed topic allows you to naturally activate the language material. In this connection, when developing the system of exercises for the actualization of the oral foreign language it is necessary to proceed from the following requirements: communication related to a specific

situation, the continuity in the inclusion of lexical material, the increasing complexity of the solved language problems. As for the exercises, they should be aimed at overcoming various difficulties of communication in the sphere of professional activity: understanding and using word combinations and switching from written communication to oral communication. Important exercises are those that teach an adequate understanding of the interlocutor's replicas, the quick and correct construction of their own statements and, in general, they teach the building of a dialogue.

Discussions

The study showed that the difficulty of learning a foreign language is that the student's attention is divided into several objects simultaneously: determining the content of the utterance, selecting and fixing the linguistic means, establishing and maintaining the logical sequence of the utterance in the memory, and implementing it within the framework of foreign-language communication. That is why, in the process of actualization of the oral foreign speech the teacher needs to help the student to streamline the thoughts, clarify the solution of the communicative task, determine the search for means to solve it, create conditions for natural communication in the language being studied, when this language is a means of communication⁴³. It is in this context that the technological aspect of the development of foreign-language activity of university students is important. It should be noted that as an expected final result of educational foreign-language activities of students should be an increase in their cultural and linguistic growth, which is associated not only with the satisfaction of their cognitive and practical needs, but also with an increase in motivation to study foreign languages. In this connection, in the process of forming foreign language activity, students of the university need to practice a real living language; for example, when simulating problem situations of professional communication based on the use of foreign sources and online resources. And here an important structural component of the technology of forming foreign language activity of university students can be called criteria and levels of speech skills that are necessary for any

⁴³ I. A. Zimnaya, *Psychological Aspects of Teaching Speaking in a Foreign Language*, Moscow, Prosveshchenie, 1985.

individual who organizes communication in a foreign language⁴⁴. In this regard, we distinguish the following criteria for diagnosing students speaking another language: The functionality of speech; Situational (or thematic) conditioning; Variability of the use of language facilities; Language correctness; Rate of speech. Achievement of each of these indicators by students requires the use of a corresponding set of procedures, which include a set of strictly defined mental, subject, verbal and logical operations. As for the effectiveness of the implementation of the technological aspect of the development of foreign language activities of university students, this is facilitated by the actualization of their knowledge of the subject and high motivation to solve foreign-language cognitive tasks.

Conclusion

The use of the technological aspect of the development of foreign language activity is an objective necessity dictated by the laws of learning as such, since any skills acquired by students in a university will be used in any future professional activity. And since the use of knowledge and skills is based on transference (transfer from theory to practice), then it is necessary to prepare the student for participation in business communication in the most approximate to the real conditions, in this case, modeled in the class. This determines the essence of actualization of the oral foreign language speech of students as a means of professional communication. And this implies that the learning process becomes a model of the process of communication. In this case, the use of educational technologies to improve the effectiveness of the learning process is no longer considered a method, but a methodology that determines the methodological principles of teaching associated with the actualization of oral foreign language. And this means that the activation of the process of learning a foreign language assumes a clear organization of this process as an integrated system. The creation of this technology should be based on the following provisions of the education paradigm: The formation of the student's activity as the leading quality of the individual; The organization of joint creative activity of students and teachers; Creation of integrative educational disciplines related to

⁴⁴ A. N. Khuziahmetov & A. A. Valeev. Advantages of bilingual training in national schools, in *XLinguae*, no. 11(1), 2018, pp. 114-125.

languages; Introduction of innovative forms, methods and means of teaching in the educational process, etc. Thus, the main task of the technological aspect of the development of foreign language activity is to teach students to speak and understand the interlocutors, i.e. communicate productively. So the main focus is on immersion in the language environment.

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ENHANCING EFL STUDENTS' MOTIVATION THROUGH SELF-STUDY

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Abstract: *The article describes ways of developing EFL students' motivation through promoting self-study. The authors introduce definition of 'motivation'. The aim of the research was to enhance students' motivation; to identify interrelation between students' motivation to learn a foreign language and students' self-study. Within the research, the authors' methodology for assessing motivation of students learning a foreign language was developed; a complex of tasks for self-study on the discipline "Foreign Language" focusing on enhancing motivation through self-study was reviewed. The complex of tasks for students' self-study was based on the following levels of self-study: simulating (copying); semi-creative; creative ones. The analysis of the results obtained showed domination of an optimal motivational complex, that proves a hypothesis of possibilities of self-study to promote enhancement of students' motivation to learn a foreign language. The significance of the research is proving the effectiveness of the developed scientific methodological approach to developing students' motivation for learning the foreign language through self-study. The paper is of practical value for the foreign language teachers, as they can use the data as the basis for developing a system of assignments for self-study aimed at increasing their EFL students' motivation.*

Keywords: self-study, motivation, system of assignments, simulating (copying); semi-creative; creative level.

Introduction

A high level of English is one of the main requirements of employers to higher school graduates since international cooperation extends national boundaries¹. In the context of globalization in all aspects of human life, communication has become crucial in such a way that it is impossible for a person to be considered an educated and successful one without speaking a foreign language^{2,3}. Nowadays, a

¹ C. Faltis, Toward a Race Radical Vision of Bilingual Education for Kurdish Users in Turkey: A Commentary, in *Journal of Ethnic and Cultural Studies*, no. 1(1), 2014, 1-5.

² O. Inceli, The Perceptions of English Teachers to the SIOP® Model and Its Impact on Limited English Proficiency, in *Journal of Ethnic and Cultural Studies*, no. 2(1), 2015, pp. 15-28.

³ S. E. Drovosekov & R. G. Sakhieva. Peculiarities of Using Projects in Learning English as a Foreign Language, in *XLinguae*, no. 11(1), 2018, pp. 91-101.

successful person who speaks a foreign language is often involved in a process of business or scientific communication with representatives of other cultures.⁴

Therefore, a foreign language proficiency is primarily practice-oriented, i.e. it includes thorough analysis of objectives, forms and methods of teaching foreign languages in higher educational institutions. Developing students' aspiration for studying and advancing their own linguistic skills throughout the whole life with the constant improvement of their knowledge, skills and abilities is the main goal of higher education.⁵ A skilled employee must be ready to solve issues in his/her native language and in a foreign one, to cooperate and work in a team using different approaches in his/her career. Thus, it is necessary to review methodological contents of work with students, which will be directed at independent research and solving particular practical tasks, both language and professional ones. To solve these tasks within learning a foreign language for specific purposes we must motivate students, identify difficulties thus supporting them pedagogically in developing their professional motivation^{6,7,8}. It might be noted that the issue of students' motivation through self-study has not been treated in much detail, though it is among the most effective ways of improving the teaching process and changing attitude towards the necessity of learning a foreign language⁹.

⁴ A. Pulverness, I.I. Klimova, O.A. Kalugina, D.G. Vasbieva, L.R. Ismagilova, The Formation of Students' Intercultural Communicative Competence in an English Language Learning Environment at a Non-Linguistic Higher School, in *XLinguae*, no. 10(4), 2017, p. 381-396.

⁵ F. Damgaci, & H. Aydin, What we can learn about multicultural education from Social Media, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, 797-810. DOI: 10.12973/ejmste/80945

⁶ D. Kaya, & H. Aydin, Elementary Mathematics Teachers' Perceptions and Lived Experiences on Mathematical Communication, in *Eurasia Journal of Mathematics, Science and Technology Education*, no. 10(6), 2016, pp. 619-629.

⁷ V. A. Rozhina & T. A. Baklashova. Teaching English language to young school-age children while making projects, playing games and using robotics, in *XLinguae*, no. 11(1), 2018, pp.102-113.

⁸ M. R. Zheltukhina, M. V. Busygina, M. G. Merkulova, I. A. Zyubina, L. M. Buzinova, Linguopragmatic aspect of modern communication: main political media speech strategies and tactics in the USA and the UK, in *XLinguae*, no. 11(2), 2018, pp. 639-654.

⁹ I.V. Batunova, K.I. Berezina, Formation Of Students' Motivation In the Study of A Foreign Language at Non-Linguistic Universities, in *International Research Journal*, no. 5 (59) Part 2, 2017, pp. 10-12.

Theoretical understanding of emerging and development of students' motivation to self-study while learning a foreign language is of high scientific interest since enhancing self-study is a unique pedagogical context of professional education modernization. This process includes a number of objectives aiming at step-by-step restructuring in compliance with educational standards, according to which most of the time is dedicated to dynamic self-study.

Literature Review

The issue of motivation is among the key problems of teaching foreign languages^{10,11,12,13,14}. ‘Artificially created motivation, absence of social need in a language as a means of communication outside academic activity’ or ‘low level/full absence of motivation’ are typical for the process of foreign language acquisition in an educational institution outside the country of its origin or official usage¹⁵.

Motivation is an interaction of the three main factors (personal, motivational and situational), which are interrelated by means of a cognitive judgements system. Motivation is defined as ‘a complex of psychological reasons explaining behavior of a human being, his/her origin, focus and activity’¹⁶.

A student acquires and forms motives and needs during his/her ontogenetic development. A motive is pursuance of achieving some quite common target states, satisfaction types or results.

¹⁰ N.D. Galskova, N.I. Gez, Theory of Teaching Foreign Languages, in *Linguofactics and methodology: coursebook*, 4th revision, Moscow, Academia, 2007, 336 p.

¹¹ O. Lebedeva, S. Bykova, A. R. Masalimova, N. L. Sokolova & N. I. Kryukova. Peculiarities of developing high school students' lexical skills by means of the programmed learning technology, in *XLinguae*, no. 11(1), 2018, pp. 186-202.

¹² A. N. Khuziahmetov & A. A. Valeev. Advantages of bilingual training in national schools, in *XLinguae*, no. 11(1), 2018, pp. 114-125.

¹³ J. Birova, D. G. Vasbieva, & A.R. Masalimova. Communication in French foreign language learning by implementing the aspects of interculturality. *Communications - Scientific Letters of the University of Zilina*, no. 19(4), (2017), p. 95-104.

¹⁴ D. G. Vasbieva, N. L. Sokolova, A. R. Masalimova, V. M. Shinkaruk & Yu. L. Kiva-Khamzina, Exploring the EFL teacher's role in a smart learning environment – a review study, in *XLinguae*, no. 11(2), 2018, pp. 265-274.

¹⁵ N.D. Galskova, N.I. Gez, Theory of Teaching Foreign Languages, in *Linguofactics and methodology: coursebook*, 4th revision, Moscow, Academia, 2007, 336 p.

¹⁶ I. H., Yigit, & A. Tatch, Syrian refugees and Americans: Perceptions, attitudes and insights, in *American Journal of Qualitative Research*, no. 1(1), 2017, pp. 13-31.

A road to effective teaching goes through understanding its motivation¹⁷. One may try to develop an effective system of forms and methods of leading a student only by knowing what drives him, motivates him to act, the motives of his activity. For this purpose, it is necessary to know the ways of motives' emergence or causes, how they can be activated. Motivation is the key factor of teaching efficiency.

An outstanding psychiatrist, neuropathologist and psychologist V.N. Myasishchev argued that the results obtained by a person in his life only 20-30 percent depend on his/her intellect, with 70-80 percent – on the motives driving him/her to behave in a particular way¹⁸.

Science has no single approach to the issue of human behavior motivation at present, no fixed terminology, main definitions have not been formulated.

Hence, *motivation* can be defined differently. One group of scholars consider it as a complex of factors supporting and leading behavior (J. Godefroid, K. Madsen), while another group – as a complex of motives (K.K. Platonov). According to the third point of view, it is an incentive causing activity of an organism and defining its focus, i.e. a complex of factors leading and driving human behavior (P.M. Jacobson). Moreover, motivation is described as a process of psychological regulation of a specific human activity^{19,20,21}.

The term motivation defines two groups of phenomena:

1) a complex of motives or factors forming an individual system of motives:

¹⁷ A. Racelis, Library Services for the Poor: Theoretical Framework for Library Social Responsibility, in *Pedagogical Research*, no. 3(2), 2018, pp. 06.
<https://doi.org/10.20897/pr/90831>

¹⁸ N.M. Lysovets, Professional Motivation of Students as Way of Activating Learning, URL: <http://festival.1september.ru/articles/598947/>

¹⁹ R.F. Garipov, V.V. Utemov, Motivation of Elementary School Children to Educational Computer Games, in *Contemporary Issues of Science and Education*, 3, 2013, URL: <http://www.science-education.ru/ru/article/view?id=9436>

²⁰ J. Márque, C. Peña, L. Jones, A. Orange, & F. Simieou, Academic success and resiliency factors: A case study of unaccompanied immigrant children, in *American Journal of Qualitative Research*, no. 2(1), pp. 162-181.

²¹ O. A. Kalugina, D. G. Vasbieva, A. R. Shaidullina, N. L. Sokolova & L. Yu. Grudtsina, ESP blended learning based on the use of smart coursebook, in *XLinguae*, no. 11(2), 2018, pp. 445-454.

2) a dynamic formation, process, mechanism, i.e. a system of actions activating motives of a particular human being.

A need in communication and domination affects teaching significantly, though ambiguously. However, intellectual and cognitive motives are essential for activity itself.

In context of students' learning activity, professional motivation is considered as a complex of factors and processes that drive and lead a personality to study for their future career. Professional motivation plays the role of inner driving factor of developing professionalism and personality²², as effective development of professional knowledge and personal culture are possible only in terms of the high level of personality formation. Students' motivation is one of the factors whose derivative is the process of interpreting the level of intercultural competence²³.

At the same time, motives of professional activity mean understanding subjects of current needs of a personality (getting education, self-development, self-knowledge, professional development, social ascent, etc.) that are catered to through performing academic tasks and drive him/her to study for future career²⁴.

Common criteria for foreign language teaching is richer time allocations, willingness of directors and teachers' qualifications, availability, or creation of activities and learners' interest to link knowledge with real communication needs and usage²⁵.

Demotivated students will not study effectively. They will not memorize information, they will be passive, some of them may even bring disorganization. The best lessons, textbooks and resources will not

²² Y. B. Novikova, A. Yu. Alipichev, O. A. Kalugina, Zh. B. Esmurzaeva, S. G. Grigoryeva. Enhancement of socio-cultural and intercultural skills of EFL students by means of culture-related extra-curricular events, in *XLinguae*, no. 11(2), 2018, p. 206-217.

²³ D. G. Vasbieva, O. A. Kalugina, An Analysis of Students' Intercultural Competence Levels in a Non-Linguistic Higher School. in: *XLinguae*, no. 9(3), 2016, pp. 58-69.

²⁴ J. Bírová, Pluralistic and pluricultural approaches intuitively applied by teachers of French [Viacjazyčné a plurikultúrne prístupy k vyučovaniu cudzích jazykov intuitívne aplikované učiteľmi francúzskeho jazyka], in *XLinguae*, no. 6(3), 2013, pp. 76-100.

²⁵ J. Bírová, Lesson effectiveness, strong and weak sides of the initial implementation of the integrated language approach, in *Komunikácie*, no. 16 (3), 2014, pp. 41-45.

make students wish to study and be ready to work hard if they are not motivated²⁶.

Contemporary methodical literature states that *e-learning* technology is being rapidly pulled out by the breakthrough *m-learning*, which attracts more interest from students²⁷. Chinnery (2006) describes an experiment of using cell phones in teaching a foreign language that was carried out at one Japanese university. The results of this experiment showed that the students who received educational resources in SMS (text messages) on their cell phones learned twice as more words as the students who got them via the Internet or studied using textbooks. From teachers' point of view, it was *push-media* technology that provided frequent revision within remote studying. Nevertheless, scholars acknowledge that advantages of teaching with the usage of mobile technology over traditional 'face-to-face' teaching are not distinct.

Students may be motivated not only by interesting and comprehensible texts, but also through control. According to E.A. Oleynikova, tests are one of the most effective forms of extrinsic motivation. "Expecting a test is an additional driving factor of systematic practicing, a stimulus to learning". Knowledge of a foreign language is assessed by means of a scoring system. As a rule, it is difficult for students to follow their achievements. In this case, tests can show their progress.

In terms of modern restructuring of educational system, intensive introduction of students' self-study is more preferable, since it involves not only transfer of knowledge to a student, but mostly teaching him/her to control deliberately and creatively the constituents of cognition: curiosity, studying process, ability to mine knowledge, etc. Activating students' self-study assumes using such a system of methods that is mainly directed not at mechanical memorizing and rendering knowledge prepared, but at deliberate and independent acquisition of knowledge and skills within the process of active cognition. Various ways of enhancing cognitive activity of students are collectively named as method of active teaching.

²⁶ A.V. Loginova, N.A. Otbanov, Ways of Enhancing Students' Motivation to Learning Foreign Language, in *Young Scientist*, no. 11, 2015, pp. 1395-1397.

²⁷ G. M. Chinnery, Going to the MALL: Mobile Assisted Language Learning. in *Language Learning & Technology*, no. 10(1), 2006, pp. 9-16, URL: <http://archive.li/YU9D#selection-42.0-110.4>.

Self-study forms positive skills motivation, professional competency and key personal qualities, such as independency, cognitive performance and responsibility.

For the purpose of enhancing motivation of learning and cognitive activity, teachers set a task of forming and activating self-study for students.

Students' self-study is a necessary constituent of modern education. Therefore, selection and management of teaching resources for self-study of a foreign language must be performed regarding professional focus of a university that promotes integration in the process of getting knowledge by students and production of professionally important qualities. It is important for a student to know, understand and accept what he/she learns and what for he/she does it. In the current context, a foreign language knowledge enhances competitive ability of a university graduate, as there is an increasing demand for skilled employees speaking a foreign language at the labor market²⁸.

Students' motivation for learning and cognitive activity must be connected with the search for internal conditions of study efficiency enhancement. Thus, a purposely created activity, which is based on the factors affecting activation of deliberately arranged self-study, is among key means of developing motivational side of a student's personality.

Materials and Methods

The author's methodology based on the methodology 'Motivation of Professional Activity (by K. Zamphyr, modified by A. Rean)' was used while researching motivation through self-study²⁹.

The concept of intrinsic and extrinsic motivation is the basis of this methodology.

One should talk of an intrinsic type of motivation when activity itself is important for a personality. If pursuance of meeting other needs, which are external in relation to the contents of the activity (social status

²⁸ Yu.S. Sizova, Methods and Techniques of Enhancing Students' Motivation to Learning a Foreign Language, in *Eurasian Union of Scholars*, no. 29, 2016, URL: <http://euroasia-science.ru/pedagogicheskie-nauki/metody-i-priemy-povysheniya-motivacii-studentov-k-izucheniyu-inostrannogo-yazyka/>

²⁹ Motivation of Professional Activity, (Methodology by K. Zamphyr, modified by A. Rean), URL: http://azps.ru/tests/tests2_zamfir.html

motives, getting high scores on tests, etc.), is at the heart of motivation of activity, it is common to talk of extrinsic motivation. Extrinsic motives are divided into positive extrinsic and negative extrinsic ones. No doubt, positive extrinsic motives are more effective and more desired than the negative extrinsic ones from all points of view.

Students were given direction to read the motives of learning activity listed below and to evaluate their personal significance on a scale from one to five.

Table 1: Methodology of researching motivation of students learning a foreign language through self-study

Scale	1 very insignificant	2 quite insignificant	3 neither insignificant, nor significant	4 quite significant	5 very significant
Motives					
1. Getting high scores for performing self-study tasks					
2 Striving to complete the course of a foreign language successfully					
3. Striving to avoid teacher's and students' comments in case of failure to complete self-study tasks					
4. Striving to avoid various troubles or penalties, e.g. failing exam grade					
5. Need for achieving a high social status and getting respect from others					
6. Satisfaction from the process itself and the result of self-study					
7. Possibility of self-fulfillment in this activity					

Processing of results:

Data of intrinsic motivation (IM), positive extrinsic (PEM) and negative extrinsic motivation (NEM) are calculated in accordance with the following keys:

$$IM = (\text{point 6 score} + \text{point 7 score}) / 2$$

$$PEM = (\text{p. 1 score} + \text{p. 2 score} + \text{p. 5 score}) / 3$$

$$NEM = (\text{p. 3 score} + \text{p. 4 score}) / 2$$

Index expressing each type of motivation will contain a number from 1 to 5 (fractions are possible).

Interpretation of results:

Based on the results obtained a motivational complex of a personality is defined. The motivational complex stands for the type of interrelation of the three kinds of motivation: IM, PEM and NEM.

The best and optimal motivational complex should be considered as the following two types of correlation: $IM > PEM > NEM$ and $IM = PEM > NEM$.

The worst motivational complex is: $NEM > PEM > IM$.

Intermediate motivational complexes regarding their effectiveness are situated between the two complexes described above.

While interpreting the results one should consider not only the type of motivational complex, but also how seriously one type of motivation is higher than the other one in terms of degree of manifestation.

Results and Discussion

Motives are known to be the cause of interest to studying as a basis of professional activity. It may be stated that the student who understands a need for knowledge, necessity to perform tasks within self-study of a foreign language, will actively participate in studying a foreign language. A student sees self-study as one of the main resources of knowledge, which is crucial for self-fulfillment, meeting spiritual needs.

The experiment carried out involved 11 first-year students of Financial University under the Government of the Russian Federation, majoring in Economics.

The aim of the research was to enhance students' motivation; to identify interrelation between students' motivation to learn a foreign language and students' self-study.

The following objectives were set:

To create authors’ methodology for assessing motivation of students learning a foreign language.

To create a system of tasks for self-study of the discipline ‘Foreign Language’.

To enhance motivation of students learning a foreign language through self-study.

This course includes 72 hours of self-study. Three forms of self-study were used: compulsory students’ self-study under the supervision of a teacher, individual self-study under the supervision of a teacher, and out-of-class self-study (Table 2).

Table 2: Forms of students’ self-study

Units and topics within the course	Self-study forms	Hours
Higher education	1 compulsory self-study under the supervision of a teacher	10
World around us		10
Healthy life-style	• performing tasks from textbooks in IELTS format	6
Art and artists		10
Total for semester I	• performing vocabulary and grammar tasks in printed form and within online testing system	36
History of humanity		10
IT society	• working with multimedia tools	10
Ecology issues		6
Searching Space	2 individual self-study under the supervision of a teacher: • using resources in the original work (listening to Euronews) • role plays • writing essays. 3 out-of-class self-study: • preparing individual speeches and dialogues • role plays and presentations on the topic • home task on the topic • working with the foreign languages learning system Rosetta Stone @Advantage • performing creative tasks: writing essays, describing graphs.	10
Total for semester II		36
Total for the first course		72

The system of exercises and tasks created is based on the following principles: formation and maintaining deliberately positive attitude towards learning activity while studying a foreign language and ability to self-control as the main constituents of students' learning activity; suppressing main demotivating factors: feelings of anxiety and cognitive dissonance, which may activate motives of avoiding failure within students' motivational environment, leading to formal participation in the learning process or students' refusal from learning activity; using comments and references as support; enough volume of learning material to ensure multiple revision and availability of vocabulary and exercises for students of different levels of education to acquire a foreign language. A complex of tasks for students' self-study was generated in accordance with the levels of self-study: simulating (copying); semi-creative; creative.

The simulating level of self-study is crucial while learning English, because it lies at the heart of its other levels and it is 'responsible' for formation of pronunciation, vocabulary and grammar fundamentals, for creating patterns in a student's memory. In fact, this stage is the beginning of learning something new. Students are offered to use Rosetta Stone³⁰ program, e.g. reading after a speaker, saying sentences aloud to improve pronunciation. A student *passes* new material *through* him/herself during independent simulation. Moreover, using ICT allows plunging a student into language environment.

However, when a teacher arranges self-study of this level, he/she should remember not to keep students within the frames of such work as it is routine. Students have to be able to simulate vocabulary and speech acquired right and at a normal pace that will allow them to solve more complex tasks.

A semi-creative level of self-study is the next one in terms of performance and continuing the simulating stage. Within this level, knowledge, skills and abilities acquired are transferred into other, but similar, situations, for instance: *reading words, word expressions, sentences without any pattern; but various transformations of material in the written form, rather than copying from the textbook, and generating utterances in similar situations.*

At this level, we used test tasks, which students performed at the informational and educational portal. Prior to this, a teacher estimated

³⁰ Rosetta Stone, 2018, URL: <https://he1.tellmorecampus.com/TellMcMore/Library/Library.aspx?library=civilization>.

time of completing the tasks and their number. As a rule, students were given 40 tasks, with 45 min to complete the test. See the examples:

Task 1 Q: Choose the best preposition to complete the sentence.

S: I agree ... you that stereotypes are often confused with prejudices, because, like prejudices, a stereotype is based ... a prior assumption.

+: with, on

-: on, with

-: about, on

-: with, about

-: by, through

Task 2 Q: Choose the option that does not correspond to reality.

-: The official name of China is People's Republic of China (PRC).

-: The official language in India is Standard Chinese, with various other recognised languages.

+: The capital of India is Shanghai; the largest city – Beijing.

-: The population in India is approximately 1.35 billion people.

-: The Chinese prefer frequent and lengthy meetings.

Self-study at this level demands more thinking from a person who performs it and is connected with such actions as substitution, expansion and transformation.

The creative level of self-study involves formation of skills and abilities to perform searching in the context of solving more complex communicative tasks both while speaking and reading, e.g. to act according to conditions given and to a particular role, prepare a speech on a specific topic, listen to a speech and tell your opinion on its content; read a story and answer the problem questions dealing with the content and semantic plan of the text, interpret the main idea of the text. See the following examples: *You are going to read a text about India's smartphone market which perform some trials and tribulations of doing business there. Before you start reading, try to say why Apple is considered forbidden fruit for Indians. Read the text and check your answer.*

Students are also offered to choose one of the topics already studied to prepare a Power Point presentation.

Topics for students' self-study on the discipline “Foreign Language”:

Contemporary higher education in Russia and abroad

Social aspect of a healthy life-style

Healthy life-style and its constituents

Culture of English-speaking countries

Modern technologies

Ecology and nature resources

Mysteries and secrets of our Universe.

Microsoft PowerPoint presentations usually included a slide-show consisting of videos, text definitions, graphs and diagrams. As a rule, such presentations greatly affected students' motivation promoting development of their creative activity and independence. Students' interest was explained by a nontraditional form of presenting information and variety of different means of affecting perception. It should be noted that some presentations were quite poor at first, because students didn't have any presenting skills. Nevertheless, as time progressed, they started to feel more confident and improved their language and quality of presenting after each presentation.

Within the course, students also worked independently with video lesson based on the videos from Euronews. Interactive dialogues, intensive practice enhanced student's speech.

As a result of using the complex of tasks for self-study, students' intrinsic motivation rose up to 4,3%. Students' negative extrinsic motivation stays at a low level and equals to 2,5% revealing that during self-study a student doubts and tests learning information, then he/she sets it as knowledge acquired. He/she tries to implement the new knowledge in his/her mind applying it to his/her own practice and thus forming a new image. That is, during self-study a student perceives and reinforces learning material and forms attitude towards cognitive activity, which is transformational in this case. The more enthusiastic thinking and practicing are within self-study, the more productive is the result. The analysis of pedagogical research shows that cognitive performance and independence are closely related to motivation, which, in its turn, is connected with cognitive needs. Effective implementation of independent activity stands on the interest in achieving the result, i.e. on sustainable motivation.

Table 3: Assessing motivation of students learning a foreign language through self-study

Students	IM (point 6 score + point 7 score)/2	PEM (p. 1 score + p. 2 score + p. 5 score)/3	NEM (p. 3 score + p. 4 score)/2
A	4,5	3,0	3
B	5	4,3	1

C	5	3,7	1,5
D	3,5	4,0	3,5
E	4	3,3	2
F	5	4,0	5
G	4,5	4,0	2
H	4	3,3	2
I	5	3,7	2,5
J	5	4,7	2
K	1,5	1,7	2,5
Mean in the group	4,3	3,6	2,5

Table 4: Defining a motivational complex of a personality

Students	Motivational complex
A	IM > PEM = NEM
B	IM > PEM > NEM
C	IM > PEM > NEM
D	IM < PEM < NEM
E	IM > PEM > NEM
F	IM > PEM < NEM
G	IM > PEM > NEM
H	IM > PEM > NEM
I	IM > PEM > NEM
J	IM > PEM > NEM
K	IM < PEM < NEM
Mean in the group	IM > PEM > NEM

Table 5: Matching the number of students interviewed to a particular motivational complex

Type of motivational complex	%	Number of students
positive IM > PEM > NEM	72,7	8
negative NEM > PEM > IM	9,1	1
intermediate IM > PEM = NEM IM > PEM < NEM	18,2	2

Analysis of the results obtained showed that for this group the optimal motivational complex dominates. Therefore, we may conclude that most part of students are satisfied with the results of self-study.

The statement above proves our hypothesis of possibilities of self-study to promote enhancement of students' motivation to learn a foreign language. Moreover, we would like to note that using appropriately arranged complex of tasks for students' self-study positively changes forms of interaction and the style of relations between students. We may confidently state that the classes engaging forms of self-study promote enhancement of students' motivation to learn a foreign language. Implementing modern information technologies in the teaching process that upgrades it not only with new ways and forms, but also with new kinds of achieving teaching objectives, also enhances students' motivation.

Conclusion

Students' motivation directly affects their academic success, interest in the course studied, and professional competence in the future. By knowing mechanisms of developing students' learning activity, a teacher may take his/her subject to a new level. Using active innovational forms of self-study helps to form in students skills and abilities of self-study, creative thinking, develop learning competences and shape a language personality.

In conclusion, the forms of students' self-study described above promote positive (personal, responsible, efficient) attitude towards learning a foreign language, thus forming new effective approaches to developing students' motivation by using contemporary means, forms of teaching and pedagogical technologies, give each personality unique possibilities of self-fulfillment.³¹

³¹ O.A. Kalugina, Motivation to Learn a Foreign Language, in *Research Review: Humanities researches*, no. 8, 2015, pp.45-49.

Recommendations

The materials presented in this article can be effectively used by university teachers who are engaged in developing students' tolerance in the context of a multicultural university.

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SYNERGETIC PRINCIPLES OF COMMUNICATIVE-COMPETENCE APPROACH TO FOREIGN LANGUAGE TEACHING

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Abstract: *The urgency of the study is due to communicative-competence approach to foreign language teaching. The communicative approach presupposes a unique synthesis of the social, perceptive, reflective, auto psychological, psychological and pedagogical competences, and related skills. The high level of development of the competence allows communicating effectively in a team of professionals in order to achieve their goals. The purpose of the article is to determine the tendencies of synergetic communicative principles in a foreign language teaching. The modern educational process pays attention to the system of the personal focused training. It assumes changing notions about the development of communicative abilities, skills and also about higher education in general. It concerns a foreign language discipline more than others because this particular subject is one of the constituent bases of the formation of the communicative competence for future competitive specialists. During the research we have used such methods as the analysis, synthesis, comparison, pedagogical forecasting, pedagogical design and basic provisions of the personal focused and competence approaches in an education system. As a result, long-term observations of the teaching English process have led to an undeniable conclusion: a foreign language needs to be learned throughout the entire period of study at the university. At the same time the last courses require the integration of foreign language teachers and teachers of the graduating departments. It is possible only through joint efforts to prepare a specialist who knows a foreign language demanded in the future in labor market.*

Keywords: education, communicative and competence-based approach, foreign language, personal focused training, development of communicative abilities, modular principles of teaching.

Introduction

Social, political, public, economic changes demand new conceptual approaches to designing of a semantic component of teaching process. It should be built on the basis of the interconnection and integration of academic subjects taking into account the effective use of innovative teaching and learning technologies on condition of culture-logical orientation of educational activity. The concept of culture-logical orientation contains the principle of multilevel culture in the basis, it provides involvement of the personality to the common cultural world

of values. It means that the personality can realize herself in the future profession where the narrow sphere of educational situations will leave in broad lands of universal culture. The knowledgeable paradigm (knowledge, abilities, skills) of traditional methods promotes the formation of only grammar and spelling skills in foreign language classes, but it is insufficient for the personal focused education and free speech communication in various professional spheres of cross-cultural space.

In its turn, the synergetic approach has a scientific basis. So, it has become a qualitatively new methodology of modern education. It can be assumed that the teaching of engineering specialties students has certain practical, general educational and educational goals in a foreign language. Its correct definition the paramount value for creation of educational process, a selection of exercises, control and accounting of quality of knowledge. Modern life and a new generation of students demand new ways of teaching, but we shouldn't forget all those old traditional ways of teaching; we should follow the principle of using a variety of activities, because if we use only new or only old methods, students can get bored; we have to combine all the methods we know and learn, and teach¹.

The purpose of the following research is to determine the tendencies of synergetic communicative principles in foreign language teaching. The modern educational process pays attention to the system of the personal focused training. It assumes changing notions about the development of communicative abilities, skills and also about higher education in general. It concerns a foreign language discipline more than others because this particular subject is one of the constituent bases of the formation of the communicative competence for future competitive specialists.

The relevance of this research is that it responds to the increased interest in the processes of communication and its modeling abilities. At present there is a tendency to shift the center of gravity from activity-oriented pedagogy to pedagogy personally oriented in the system of higher education. It means the higher education leaves the initial stage of simple transfer of the teacher's knowledge to the level of equal

¹ P. Abbas, (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning, in *Modern Education and Computer Science*, no. 4, 2012, 57-66.

cooperation and deeply personal communication of people united by the desire to know the truth².

The use of innovative educational technologies solves a difficult task of formation and developing of a mobile, self-actualizing, communicative specialist who makes the correct decisions on the basis of data from various sources³. As for the psychology of vocational education, a person determines himself his professional plan (professional path) having mastered a high level of personal and professional self-awareness.⁴

The task of education is formation of certain qualities of the competitive personality and obtaining concrete skills. The problems of the higher technical education find the concrete embodiment in vocational training of students. These tasks are concretized in formation of the communicative competence. That's why the important characteristic of the teacher activity is creativity at the universities⁵.

While the objective factor of tolerance establishment is the objective external conditions for the existence of the individual or the social group, in each individual case, the individual psychological characteristics of the person, the individual natural propensity for tolerance and harmony, play role. It can be said that the concepts of “tolerance” and “equality” are identical. Let us specify that by “equality” we mean equality of opportunity, i.e. everyone has the same chances to achieve in life everything that he deserved due to his dignity and abilities.

An analysis of the scientific literature on the problem under study indicates that, to date, there is no consensus among scientists and practitioners about the content of the concepts “inclusion” and “integration”, and also about the relationship of these concepts to each other. The inclusion definition in Salamanca Declaration, in our opinion,

² J. Richards & T. Rodgers, *Approaches and Methods in Language Teaching. A description and analysis*, Cambridge, University Press, 2001.

³ V. I. Kucherjuk & A. A. Isakova, (2007). Integracionnyye processy prepodavaniya specialnosti «Dinamika i prochnost mashin» na anglijskom jazyke, in *Rol' inostrannyh jazykov v podgotovke specialistov neftegazovogo kompleksa: problemy i perspektivy izučeniya v sovremennyh uslovijah: Materialy regional'noj nauchno-praktičeskoj konferencii*, Tjumen, TGNGU, 2007, pp. 18-20.

⁴ E. F. Zeer, E.A. Yugova, N. P. Karpova, O.V. Trubetskaya, Psychological predictors of human hardiness formation, in *International Journal of Environmental and Science Education*, no. 14, 2006, pp. 7035-7044.

⁵ V. Kan-Kalik, *Učitelju o pedagogičeskom obshhenii: Kn. dlja učitelja*, Moscow, Prosveshchenie, 1998.

is largely declarative and, in fact, does not answer many of the practical issues associated with it.

Materials and methods of research

During the research we have used such methods as the analysis, synthesis, comparison, pedagogical forecasting, pedagogical design and basic provisions of the personal focused and competence-based approaches in an education system. The methodological base of the author's work consists of the fundamental research on the theory of speech activity and psycholinguistics.

It is known that the concept “communication” has become current in the early 70s of the last century thanks to emergence of the book “Menschliche Kommunikation” of psychotherapists Paul Watzlawik, Don D. Jackson and John Beavin.⁶ Now communication is the phenomenon inherent in any human communities at any steps of their development. It is considered to be distribution of the technologies facilitating any communication, labor and academic mobility of cultural communities among the main tendencies of development of society⁷.

Communicativeness means training communicative process which represents the motivated nature of speech activity, existence of a certain relationship between interlocutors, discussion of the student interests, use of real functioning speech.⁸ The essence of the personal focused and communicative training is defined by the goals and objectives of the training of a highly qualified specialist, an originality of maintenance of a training material, the specifics of the activities of teachers and students, the specifics of the methods and forms of the learning training process at universities.

Communicative competence is one of the basic characteristics of professional competence and professional training of engineers and managers. Communicative competence is a synthesis of social, perceptive, reflective, other pedagogical competences and related skills. The high level of the competence development allows to achieve

⁶ P. Watzlawick, J. Beavin & D. Jackson, *Menschliche Kommunikation*, Bern, Huber, 1969.

⁷ A. Masalimova, L. Tararina & E. Sokolova, Modern teacher's competencies model and its development algorithm, in *Kazan pedagogical journal*, no. 2, 2016, pp. 21-23.

⁸ N. I. Voronina, Kul'turnaja politika v prostranstve sovremennoj provincii, in *Mordovia university bulletin*, no. 4, 2016, pp. 192-196.

communicating effectively in a team of professionals in order to realize their goals.

Communicative competence is developed for self-confidence, self-esteem, assertiveness, personal and social activity by modeling of communicative situations and developing trainings. There are some following structural components of communicative competence: cognitive, regulatory, reflexive-status, and standard.⁹ The cognitive component includes a high level of professional erudition, knowledge of applied communication strategies, methods of psychological influence, rules and techniques of rhetoric, polemic, reflective listening and so forth. Regulatory component develops the ability to be engaged in dialogue, persuade, inspire, change the communications tactics, protect themselves from manipulation. It gives an initiative in any kind of communications and situations. Reflective-status component is a high level of culture, allowing flexibility and respond to changes in the communicative situation. Regulatory component is adherence to moral and ethical standards and corporate behavior and communication. The concept of communicative competence associated with social and emotional intelligence in psychology, Social intelligence is a basis of socio-competent behavior. Social intelligence is integrated intellectual capacity which determines the success of communication and social adaptation, integrates and controls the cognitive processes associated with the reflection of social facilities. The person is a communication partner or group of people. There are some following components: identity characteristics in the structure of social intelligence, such as transparency, self-esteem, self-acceptance, social perception, social imagination and thinking; the ability to predict, simulate and understand social phenomena; communicative and personal potential underlying psychological contact and communication compatibility, as well as the psychological potential of the individual. Social intelligence provides insight into behavior and actions, speech, and nonverbal behaviors of people. It acts as a cognitive component of communicative abilities of

⁹ A. A. Shakirova & K. B. Shakirova, Rol' kommunikativnoj kompetencii v obuchenii inostrannomu jazyku. Akademicheskaja nauka - problemy i dostizhenija, in *Materialy V mezhdunarodnoj nauchno-prakticheskoj konferencii*, 2014, pp. 62-75.

the individual.¹⁰ Social intelligence develops later than the emotional component of communication skills in ontogenesis.

The development of communicative competence can be algorithmic based on the gradual formation of the individual components, education, integrative knowledge, skills and qualities. The leading factor in the development is specially organized learning environment.

The formation of communicative competence can be modern direction communicative competence's formation that is considered as the creation of a psychologist in the educational process of communicative situations that would run mechanisms for the development of the individual. In this case we deal with the interactive teaching: expansion of joint work by the students, their communicative experience, primarily in the joint venture; the possibility to use not only the consciousness of man, but also his feelings, emotions; involvement in the learning process in order to provide comprehensive personal development.

Considering the fact, that communicative competence involves skills for effective collaboration and partnership, especially, with regard to the second component, it is logical to assume that the communicative competence and the competence of the quality of the subject's activity includes the ability to prevent, resolve, and manage conflict situations that may arise in the course of interaction with other people.

Modern globalization, which requires the use of foreign languages in various spheres of human activity determines the attention paid by teachers and researchers to the dialogue as the most common form of spoken language. A number of specific features, such as a significant amount of etiquette formulas, stereotypes and communicative routines in replication, the importance of the psychological characteristics of the interlocutors and active use of discourse strategies call special attention to the factors determining the choice of dialogue structures. The author proposes a system of exercises for training dialogical structures and linguistic characteristics of dialogue based on communication strategies and routines.

¹⁰ I. L. Pluzhnik, T. V. Hves'ko, F. Gil'fanova, N. Basueva, *Mezhkulturnaja komunikacija i problemy kognitivnoj lingvistiki*, in *Kollektivnaja monografija*, 2014, pp. 216-226.

Thus, we see that the communicative competence acts as a component of social competence. Based on the review of the definitions of social competence and communicative competence, we can imagine how important their role in the professionalization. The competences are synthesized, transformed and evolved long with the professionalization and the accumulation of life experience, and can be destroyed as a result of professional deformation. Thus, the professional development of the individual is impossible without the development of social and communicative competences, which are basic as mediate the functioning of a person with others.

Results

One of the most important development tools of educational process is integrative and modular training. Now a number of researches¹¹ address the problem of using modular training opportunities to stimulate students' cognitive activity and communicative competence.¹²

There are three modules of foreign language training in Tyumen Industrial University, such

1 MODULE <input type="checkbox"/>	
the Introduction and heat-sink module (it is the main course of a foreign language)	
2 MODULE	
the Communicative module (it is Business Foreign Language)	
3 MODULE <input type="checkbox"/>	

¹¹ I. A. Zimnjaja & I.A. Mazaeva, Kommunikativnaja kompetentnost' i rechevaja dejatel'nost' inostrannye jazyki v shkole, in *Kommunikativnaja kompetentnost' i rechevaja dejatel'nost'*, no. 12, 2014, pp. 7-18.

¹² I. S. Yakimanskaya, A. M. Molokostova & M. Y. Ibragimova, Metacognition of organization members as the basis of learning strategy in higher school, in *Metacognition and Successful Learning Strategies in Higher Education*, no. 1, 2017, pp. 137-154.

Professional-oriented module (this is a foreign language for social purposes, that is, a narrow profile for working in a particular industry)

Figure 1: The modules of foreign language training

All three modules are based on the synergistic principles of the communicative approach in foreign language training. The level of knowledge of communicative competence is presented in the table:

Table 1: The levels of communicative competence

1 Module		2 Module		3 Module	
The level of motivation to communicate in a foreign language	Level of proficiency in communicative competence	The level of motivation to communicate in a foreign language	Level of proficiency in communicative competence	The level of motivation to communicate in a foreign language	Level of proficiency in communicative competence
68,00%	64,00%	78,00%	56,00%	92,00%	87,00%

The table shows that the level of motivation is high to communicate in a foreign language for each Module. The level of proficiency is so higher in communicative competence in the vocationally oriented Module. We dare to assume that it is connected with the tandem of the teacher of a foreign language - the teacher of a graduating department - the student. Students overcome the fear of communication and the psychological barrier in Module 3. We dare to assume that such tandem moves apart communication borders and helps to communicate freely in a foreign language.

New style of relations between student and a lecturer, based on partnership, brand-new methods of teaching and innovative technologies, now aims to master students not only in speaking, listening and writing skills, but in creative thinking, getting the necessary information and making right choice. That is to be active participants of the studying process. Currently, a teacher or a lecturer and their abilities to self-education and self-perfection are being paid close attention to. It's

not a secret that the teacher's ability to raise your own professional and cultural level, self-education, self-development of professional skills, pedagogical and creative activities in process of making individual language research laboratory is considered to be a significant part this profession.

The main ultimate goal of professional activity is the formation of students' skills of performing of professional activity functions. A foreign language teaching leaves the initial stage of simple transfer of teacher's knowledge to students, to the level of equal cooperation and deeply personal communication of people united by aspiration to knowledge. This moment is in the process of deep psychological analysis, the existence of this fact and its huge potential is beyond doubt. The main task of any study is to test the effectiveness of a new method of teaching a foreign language. It should say from the scientific point of view that the effectiveness of the educational process is expressed in the development and growth of those competences of students (knowledge, skills, abilities) which have been defined as the educational purposes of training¹³. Studies of the effectiveness of the new method of instruction suggest comparative work: the results of teaching the new method should be compared with the results of classical teaching, tested in practice.¹⁴ The method can be recognized effective only when the competencies of students who are trained by the methodology have a higher level. Our research was to determine the psychological and pedagogical conditions for or synergetic communicative approach of the personal focused training in foreign languages. The teacher focuses the student on understanding, perception, stimulates ability to make decisions on the basis of the accumulated experience of the cross-cultural relations, tolerances and reflections¹⁵.

Therefore, the use of methodological instructions, in which sequences of various kinds of exercises are given, lead students to discuss a particular topic, memorizing words, phrases and even paragraphs of technical texts in the specialty. It contributes to the development of communicative skills. Knowledge of professional

¹³ B. Iliye & D. Stanini, Rodolyubets, in *Almanac Tjrnovo*, no. 2, 2017, pp. 35-37.

¹⁴ J. Scrivener, *Learning Teaching Scrivener*, Cambridge, Macmillan Books for Teachers, 2017.

¹⁵ A. A. Isakova, Retrospektiva of formation of communicative competence. Integration of Education, no. 1(86), 2017, pp. 46-53.

vocabulary will help to work with foreign professional material and contact foreign colleague during possible communication in future.

The synergy is that the student can use the experience of previous lessons, conferences, international relations, work with the teacher of English and always address the expert for the help who not only knows language but also teaches his future specialty in English. Long-term observations of process of English training have led to an indisputable conclusion: the foreign language needs to be learned throughout the entire period of training at university.

Moreover, integration of foreign language teachers and teachers of graduating departments is required on last-year university courses. Only joint efforts can prepare a specialist who speaks a foreign language and is in demand in the labor market in future. The personal focused training has the considerable prospect of the development in relation to teaching both general and special disciplines. In this plan, the synergetic principles have the main role. The didactic basis actualizes the personal development of each modular group and uses situations of modeling professional communication, situations with elements of activity choice, self-knowledge and self-regulation. As a rule, practically all modern foreign-language textbooks, scientific and methodical literature pay great attention to the definition of goals and objectives of a foreign-language training. The tasks are singled out either in relation to the whole course of a foreign-language teaching in a non-linguistic university, or to specific aspects of training.

Modular training is based on the following provisions:

- foreign language skills are an obligatory component of vocational training of a modern specialist with the necessary expertise,
- the university course of a foreign language is one of system links in improving the professional skills and self-education,
- the university course of a foreign language has a communicative and professionally directed nature.

All these aspects promote a main objective of foreign-language training at Tyumen industrial university, namely, acquisition of communicative competence which level allows to use foreign language both in professional activity and self-education. By communicative competence, we mean the ability to correlate language with concrete situations, conditions and problems of speech activity.

The main type of speech activity of an engineer or manager is communication and working with information from original special

literature, its searching, judgment pending future use. The use of methodological instructions, which are brought students to a discussion of a topic, memorizing words, phrases and even paragraphs of special technical texts, contributes to the development of communicative skills. knowledge of professional vocabulary. It will help possible communication with foreign colleagues in future.

For example, the purpose of Module 3 is to form students' main communicative skills in the implementation of professional activities. Module 3 corresponds to the synergetic aspect of communicative approach. Formally, it complete and clear information.

Table 2: The content of Module 3

Goal	to use communicative knowledge in interaction with the environment, stimulate real self-esteem among students, stimulate motivation, ability to self-assertion, etc.
Methods	verbal logic task, game rules assessment, creative approach, diagnostic interview, psychological games and other methods of knowledge transfer
Techniques	questions, upbringing, self-esteem
Training tools	teaching materials, video, computer programs
Results	students have basic communicative skills, focus on solving problems, are able to generalize and model the studied material, use the gained knowledge in practice of environmental communication.

There is no doubt that this module assumes students' ability to analyze text, work with dictionaries, resort to the use of translation transformations, which also means familiarizing students with professional ethics and cross-cultural communication.

The specific nature of work with our students has specific features and requires the solution of additional tasks. People enter the technical university with different levels of language proficiency, some of them are retrained from one language into another. Therefore, we are guided by an average level to formation of translation communicative skills in group. Each block consists of the main text and a detailed analysis of its vocabulary and grammar, as well as exercises, both to expand the lexical load of the lesson, and to provide a deep understanding of the basic grammatical constructions.

Special attention is paid to computer programs and features of translation and interpretation in order to overcome the difficulties. Further work is directed to detailed understanding of the translation and creation of complete classification of communicative skills and abilities. As a result, all students can apply the knowledge working with special technical literature in *foreign language* independently by the fourth course.

Besides we would like to recommend teachers of special disciplines to give summary in a foreign language at the end of lecture series. It won't demand additional hours, everything can be carried out within the program.

Long-term observations of the teaching English process have led to an undeniable conclusion: a foreign language needs to be learned throughout the entire period of study at the university. At the same time the last courses require the integration of foreign language teachers and teachers of the graduating departments. only through joint efforts it is possible only through joint efforts to prepare a specialist who knows a foreign language demanded in the future in labor market.

Conclusion

Modern requirements to creation of model of specialist with professional and foreign language knowledges are mainly based on synergetic, competence and personal-oriented approaches. They are more connected with the modular principles of solving professional tasks therefore the majority of approaches to development of forms and substantial filling of models of high school training of the expert provide the description of main types of professional activity, the list of requirements to set of knowledge, skills of future experts nominated by various branches of science and productions.

We would like to recommend to make teachers of the general and special disciplines at the end of each module the review in a foreign language, briefly having stated material of a course and having given the general terminology.

It will slightly increase hours and will give the chance to teachers of special disciplines to work in a tandem with teachers of foreign languages, and to students and especially undergraduates to own skills of communication on a subject and to use the correct terminology for writing articles in the high-rating scientific magazines and conferences entering the international scientometric systems. The well-known

Russian poet Pavel Antokolsky said: “To know even one more language besides the native is a great thing! In essence, it means being rich in any work, in any specialty and qualification”.¹⁶

¹⁶ P. G. Antokolsky, *Poet i vremja*, Moskow, Hudozhestvennaja literatura, 1957.

A FOREIGN LANGUAGE & THE RUSSIAN LANGUAGE: A NEW EDUCATIONAL PROGRAM FOR TRAINING TEACHERS

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Abstract: *The article highlights a new educational program for training teachers: A Foreign Language and the Russian Language (major - Pedagogical Education, with two educational programs) and substantiates the priority status of a native language in teachers training. In the concept, special attention is paid to the inter-disciplinary and practice-oriented approach. The article also defines methodological guides that explain the object of the professional activities of a specialist – language and its functions. Educational technologies used in the teaching and learning activities are described. The domestic and international labor-market demand for specialists with developed competencies in a mother-tongue and a foreign language and with skills of performing professional activities in the multicultural environment is forecast.*

Keywords: foreign language, Russian as a native/foreign/nonnative language, elitist type of speech, linguistic and cultural literacy, cross-cultural competence, educational technologies.

Introduction

Despite its long history and high degree of scientific development, training teachers is still a topical issue that attracts attention of the pedagogical community.

It is still a subject matter of many forums and conferences. For example, the forum “Training and Professional Development of Teachers: Trends and Challenges of Modern Education” was held in 2017 in Tatarstan to discuss the issues of professional training in the context of the education modernization.

Now the search for new strategies and content of education, methodological guides for the academic activities with due account of the realities of the professional activities of specialists is not over. The main goal of the professional education, including pedagogical education, is “...training highly qualified specialists who are in demand and competitive on the domestic and international labor-markets”. Specialists in cross-cultural communication able to perform educational activities in the multicultural environment are in high demand. It is vital to train

highly qualified teachers who can meet the requirements of the modern educational paradigm with due account of the current realities of the professional activity, who are fluent in Russian and a foreign language. Therefore, to train such teachers, curricula and educational programs must be revised, new educational programs and technologies must be introduced.

Various sciences as well as traditions of Russian school support the idea that mastering foreign languages and cultures must be based on understanding one's native language and culture. This important problem cannot be solved unless a new approach to learning a native language is applied in the teachers training system.

The concept is developed in accordance with Russia's state policy of promoting the leading role of the Russian language in the modern world stated in the following documents:

- “Russian in 2016-2020” Federal target-oriented program;
- RF Government Decree “On Approval of the Concept of Teaching the Russian Language and Literature in the Russian Federation”;
- Concept of state support and promotion of the Russian language abroad;
- Concept “Russian School Abroad”;
- Presidential Decree (December 31, 2015) “On the National Security Strategy of the Russian Federation”.

According to these documents, it is a priority, first, to improve the status of Russian as the foundation of national self-identity, cultural and educational unity of multi-ethnic Russia, second, to disseminate and promote Russian abroad. Improving the status of Russian is a strategic national priority of the Russian Federation.

Field of study “Pedagogical Education” (educational program “Foreign Language”) is aimed at training specialists who are fluent in foreign language(s). The native language is assigned six credits in a bachelors program, which is insufficient to lay the foundation of the linguistic culture required for the development of the professional linguistic persona. “The competence of a would-be specialist depends on his/her linguistic and cultural background”. Ideally, a would-be teacher must be an elitist linguistic persona or, at least, a personality which is focused on the elitist type of speech. Such linguistic persona is characterized by “understanding the norms of the literary language, ethical norms, norms of communication, ability to use functional style

and speech genre in accordance with the situation of communication, richness of active and passive vocabulary”. The list can be complimented by the knowledge of the national and world culture, precedent phenomena of general cultural significance, an ability to see them in a text and to use them in the process of communication. These requirements make linguistic culture and “cultural literacy” (E.D. Hirsch) brought up to date. Speech behavior and linguistic competence serve as indicators of the linguistic culture. Linguistic culture is defined as the knowledge of the vocabulary, including lexical and grammatical structures, an ability to use them in speech. But the evaluation of this competence must also take account of orthoepic, orthographic and punctuation literacy. Students strongly influenced by the Internet subculture and SMS communication are not attentive to written speech norms. It is written speech if the form is concerned, it is colloquial discourse by its structure, in many cases it is slang with a wide use of borrowed words. Frequently, it is speech with spelling and punctuation mistakes.

Three levels of “cultural literacy” include:

- international notions of the world of history and culture;
- notions of the national history, culture and literature;
- notions of recent history.

Quotations and precedent texts unite people of different walks of life and ensure dialogue of generations. Since the level of erudition decreases, we lose “the common cultural space”. A developed precedent base of a linguistic persona must be seen as an attribute of the elitist type of speech.

In our practice of teaching Russian we face the problem of inferior preparation of school-leavers. It is a paradoxical situation when all school-leavers pass the Single State Exam in Russian but in reality they are very bad in their native language. Unfortunately, the secondary education focused on the formal reproduction of knowledge does not help schoolchildren accumulate experience in acquiring the speech culture, and it prevents them from getting a feel for other cultures. Secondary school that very often is concerned with only success at the Single State Exam does not develop a real interest to language. Moreover, we should remember that a personality is a product of language and culture. When students deprived of the fundamental knowledge of their native language and culture learn extensively a foreign language, they get a deep understanding of the foreign culture and tend

to treat it as a unique one. Professor Elena Tareva argues that this approach results in “ethnocentrism that can lead to replacement of native values by other values in the axiosphere of students and to internalization of other style of life and other values”¹.

Development of linguistic and cultural competences serves as the basis of mastering methods of teaching Russian as a foreign language. It is noteworthy that Russia’s integration into the global educational space has resulted in the enhanced openness of Russian education system; the number of foreign students in Russian universities is constantly growing. Stress should be made on the fact that we live in a multicultural society. The composition of many schools in Russia is multiethnic. That is why specialists in Russian as a foreign language and Russian as a nonnative language are in great demand. Undoubtedly, a teacher fluent in foreign languages and in Russian as a foreign/nonnative language will be highly competitive; it forms positive motivation of university applicants since the choice of a major and the attitude towards academic activities depend on many factors which predetermine the relations between the results of studies and prospects in life upon graduation

Responding to the new challenges, we introduce a new educational program – A Foreign Language and the Russian Language – within the area of study “Pedagogical Education”.

Methods and methodological innovativeness of the educational program

It is an interdisciplinary program. Competences in the field of two education areas are developed: in the domain of French/German/English languages and in the field of Russian as a foreign language. The main goal is to organize the activities of students aimed at determining the personal and professional significance of the linguistic education. Methodological guides of the cognitive activity and the basic outlook of scientific thinking help to determine the key prerequisites of the pedagogical methodology including the unity of activity and consciousness, objectivity, systemic character of the development and personal fulfillment of a would-be specialist.

¹ E. G. Tareva, *Obuchenie yazyku i culture: instrument “myagkoi sily”?*, in *Vestnik of Moscow City Pedagogical University. Series: Philology. Theory of Language. Linguistic Education*, no 3(23), 2016, pp. 78-81.

The concept determines the methodological guides which define the object of the professional activity – language and its functions, as well as the conditions of mastering a language aimed at the development of a linguistic persona.

The most important functions of language are communicative, cognitive, cumulative functions and transfer of meaning. Language is viewed, on the one hand, as a category that forms a human personality, on the other hand, as a social phenomenon, which makes it possible to differentiate various aspects of its learning:

- understanding language as activity, a combination of speech acts;
- basing on the principle “a man in the language”, which means that language is learned not immanently but in close relation to a human being, to his/her consciousness and spiritual life;
- a postulate about special linguistic world view;
- defining language as a special spiritual force; influence of language on the personality’s spiritual development;
- understanding language as a world image, i.e. a sphere of concepts of a nation;
- differentiating between meaning and sense; linguistic sense is the most general notion of the integrity of the content of an utterance deciphered from the meanings of its components;
- understanding a close connection between language and culture.

The essence of the methods inherent in the two educational programs is as follows: language is an integral part of culture, language and culture do not exist independently. Due to the adoption of the culture-forming concept of teaching foreign languages, the purely communicative competence is not stressed anymore; it is the cross-cultural competence that is seen as the goal of teaching and its result. The cross-cultural competence is defined as “the ability to communicate with representatives of another culture including the ability to shift to both linguistic and extralingual norms of behavior in the communication with another culture”.

Students have two opportunities to participate in the cross-cultural education: learning a foreign language, a foreign culture and mastering methods of cross-cultural education using Russian as a foreign language. The combination of the two capacities (a macro-dialogue, i.e. the dialogue of cultures, and a micro-dialogue, i.e. the dialogue in students’ consciousness) will help plunge students into the realities of the professional activity at the stage of learning.

The educational program has been developed with the use of the following modern methodological approaches: cross-cultural approach, context-competence approach, cognitive-communicative approach, conceptual theories of Russian Studies, achievements in the field of discourse theory, cross-cultural communication theory.

Results and discussions Technologies

Modern educational technologies will be used in the academic activities. Initially, the term “technology” was used in planning and successful achievement of goals. UNESCO (1986) defines educational technology as a systemic method of building, applying and defining the whole process of teaching and learning with due account of technological and human resources to optimize forms and means of organizing the academic process.

Frequently educational technology is viewed as a combination of methods of teaching with the use of a certain didactic system² or link this notion to the notion of “methods of teaching”.³

The meaning of the term “teaching technology” is very similar to that of “educational technology”. The quality aspect of educational technologies is manifested in lexis: the term “technology” is supplemented with an attribute. In this way such terms as information technologies, communication technologies, game technologies have emerged. It is due to the dominant goal orientation, methods and forms of interaction between actors and the opportunities provided by the education environment.

The problem of choosing and applying the appropriate technologies is closely related to social-pedagogical, psycho-pedagogical, technical, operational and organizational issues.

The choice of an educational technology is determined by the understanding of its essence: diverse ways and means of achieving the goal in the form of various strategies of practical activities within the academic process; transformation of theoretical information into prescriptive information (for students and teachers or only for students)

² E. S. Polat, *Metod proektov na urokakh inostrannogo yazyka v shkole*, Moscow, Akademiya, 2000.

³ G. K. Selevko, *Sovremennyye obrazovatelnye tekhnologii*, Moscow, Nauka, 1998.

about specific actions to be taken in order to have a desirable result of teaching; a trajectory of actions performed by actors that would help ensure the achievement of the goal in education.

The following methodological approaches have been used in development and application of the educational technologies:

- anthropological approach;
- humanist approach;
- systemic approach;
- cultural approach;
- student-centered approach.

The role of the education environment in choosing technologies must be stressed as the environment is one of the most important factors of the academic process organization. The education environment of the Linguistic University is a peculiar socio-cultural space where both Russian and foreign students interact in the academic process and in extra-curricular activities. Twelve culture and education centers have been set up in the University (German, Swiss, Italian, Turkish, Thai, etc., Confucius Institute). Students' personalities develop in a multi-dimensional dialogical space.

To achieve the highest level of specialists training, plans have been made to renovate the technical support of the academic process on the basis of the best traditions, state-of-the-art and innovation technologies, broad cultural context, achievements in humanities.

Technologies and methods used in the academic process:

- ***Problem-centered teaching*** aimed at stimulating research independence of the participants of the academic process.

- ***Context-centered teaching*** through which the trend of combining education with the future professional activity is manifested⁴: “...the main work unit for trainers and trainees is not a piece of information but a thematically and socially definite situation; the activity of trainees acquires features manifesting peculiarities of their academic and professional activities”.

- ***Education in cooperation.*** The aim of this technology is to develop the skill to work effectively in teams and to achieve good results of academic activity. Interaction and ability to cooperate is a

⁴ A. Verbitsky, *Aktivnoe obuchenie v vysshei shkole. Kontekstnyi podkhod*, Moscow, Academia, 1990.

precondition of successful use of other modern technologies (method of game, projects).

- **Conducting seminars** in a form of dialogue. The aims of dialogues in the academic process include: a) boosting activities of the participants of the academic process; b) teaching social roles in the process of the collective decision-making. Among the most effective formats of the dialogue there are discussions, disputes, trainings, simulations.

- Use of **the motivation potential** of the education environment to ensure the search for and the use of those resources of the education environment that help develop positive intrinsic motivation of the participants of the academic process.

- **Development of critical thinking.** Critical thinking is a set of cognitive skills which imply clear expression of ideas orally and in writing, argumentation of various viewpoints, alternative ways of resolving problems, etc.

- **Case technologies** are used to resolve practice-based scientific and professional problems. In a problematic situation created on the basis of the realities of life or professional activity many decisions can be made though in some cases the only correct decision is impossible. The technology implies creation of a case and development of the methods of its application in the academic process. In teaching foreign languages, in particular, in teaching Russia as a foreign language, this method help develop the skills of searching, analysis and interpretation of information.⁵ It contributes to the development of professional skills and to the success of professional communication. During case elaboration speech skills (speech, reading, writing) are being developed. Students share their views and ideas, look for the best solution of a problem, improve their analytical, evaluative and communication skills.

- **Project education technology.** a project implies a problem as well as integration knowledge and search for its solution, independent activity of students, use of research methods which imply a certain algorithm of actions.⁶

Project education technology is highly effective because:

⁵ L. G. Kovtun, & G. A. Dubinina, *Innovatsionnye podbody k stimulirovaniyu inoyazychnoi kommunikativnoi deyatel'nosti studentov*, Moscow, Rema, 2009.

⁶ E. S. Polat, *Metod proektov na urokakh inostrannogo yazyka v shkole*, Moscow, Akademiya, 2000.

- a) it makes the learning activities and a student as an actor more active;
- b) it helps utilize the personal potential of a student to the fullest extent;
- c) it helps implement the concept of integrative learning;
- d) it forms both linguistic consciousness and global thinking.

- **Innovation technologies** ensure active cognitive activities, form positive motivation for learning; they are secured by a special organization of linguistic material so that knowledge is acquired at the same time with the skills “to perceive all details as components of the whole system and to change the type of thinking through metaphorization of linguistic information in a class – didactic game or in a class – research, through special didactic innovation methods, through precisely organized orientation system and environment” (Methods of Teaching Russian as a Foreign Language, ed. by I. Lysakova 2016)⁷.

- **Frame technology** – a technology of teaching a foreign language that allow optimizing the understanding of a written text and oral speech. A frame in teaching is a framework of the text information containing slots and key words connecting slots as well as rules of methods and conditions of verbalizing a text⁸.

Frame is a notion of the cognitive science about systems of perceiving and processing information, mechanisms of cognition, general principles of operating mental processes.

In the theory of teaching oral speech the term “frame” means stereotyped situations. According to M. Minsky, “a man trying to understand a new situation picks up some data (an image) termed a frame from his memory and by changing some components of the data makes it applicable to understanding a broader class of phenomena and processes”⁹.

Frames are cognitive units of the framework of a sentence or utterance. They represent typical schemes of situations which organize a situational dialogue.

- Alternative technologies:

⁷ G. M. Vasilieva, I. P. Lysakova, L. V. Moskovkin & I. P. Lysakova, *Metodika obucheniya russkomu yazyku kak inostrannomu*, Moscow, Russkiy Yazyk, 2016.

⁸ E. E. Sokolova, Freimovy podkhod k obucheniyu inostrannomu yazuku, in *Inostrannye yazyki v shkole*, n. 1, 2011, pp. 36-39.

⁹ M. Minsky & F. M. Kulakov., *Freimy dlya predstavleniya znaniy*, Moscow, Energiya, 1979.

a) Fremdsprachenwachstum (“increment” in a foreign language is based on the postulate about the ability of every human being to understand and to produce speech both in a mother-tongue and in a foreign language; the developers of this method argue that the principal means of mastering a foreign language is developing creative skills and abilities, understanding authentic texts, uncontrolled speech with its inherent peculiarities);

b) tandem method: the method has the concept of cooperation as its basis; it implies bilingual communication; each participant to the tandem performs the role of the teacher when communication is in his/her native language, and the role of a pupil when the communication is in his/her foreign language. “In a tandem the most precious things are speech and cross-cultural communication which are authentic in this case”.

Practical and on-the-job training will be organized in multiethnic classes of secondary schools and at departments for international students of Nizhny Novgorod State Linguistic University which are annually attended by citizens of Austria, Germany, Italy, France, China, the Republic of Korea, Thailand, Argentina, etc. Undoubtedly, it will ensure the effectiveness of the professional education of would-be specialists.

Conclusion

The educational program is aimed at satisfying the need for new generation specialists who must have a profound knowledge of the peculiarities of the professional activities in the multicultural environment and possess developed professional competences in the mother-tongue and a foreign language.

TEXT COMPETENCY AT HIGHER SCHOOL PHILOLOGY TRAINING

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Abstract: *The relevance of the study is due to the fact that today's pedagogical education is marked by drastic revision of the ultimate goal of university education, when graduates' competencies include them mastering the ways to develop creative thinking and the activity aspect of a personality. The training of philologists in the bachelor's system as considered in this article is aimed precisely at practical activities, since an educational analysis of the literary text is being developed as an effective means of forming the professional competence of students, and also as a means of them mastering methods and techniques for studying the literary text, with their subsequent transformation into the school activity of teachers of the Russian language and literature. The problem determined the purpose of the development connected with the formation of future philologists' text competency in the study of literary works in the form of analytical activity. This article is based on the authors' research, as well as on the results obtained in relevant scientific works of the world literature, which led to the conclusion that the text competency of a philologist absorbs both the knowledge of the literary text and the technology of its study as a process with its own laws on which it is built, the principles of implementation, methods to achieve the goal, the forms that they acquire, and the implementation tools. Text competency becomes systemically important for the professional competence of a philologist, inevitably taking in both the linguistic and literary content. The results of the research tested in the training practice of a few universities have confirmed their efficacy and the possibility of wide practice of introducing them into the educational process of universities. Materials of this article can be used by teachers and students at universities, researchers of university education issues, teachers and everybody interested in secrets of verbal art.*

Keywords: competency, competence, studying of literature in higher school, analysis of a literary text, text competency.

Introduction

Today's pedagogical education is marked by drastic revision of the ultimate goal of university education, when graduates' competencies include them mastering the ways to develop creative thinking and the activity aspect of a personality.^{1,2} The research problem is connected

¹ Y. Cao, G.I. Kirilova & M. L. Grunis. Cooperative Research Projects of Master's Students (Education Programs) in the Open Informational Educational Environment,

with the philological training of undergraduate students and is aimed at practical activity, having been formulated in the following way: what the content and technology of students' text competency should be like when they study literary works using the method of philological analysis and interpretation of the literary text as the basis, and using the integrative method and discourse analysis.^{3,4} The problem of the study determined its goal: to increase the level of philological preparation of students by obtaining such a result as the formation of their text competency in the process of analytical work when studying literary works.

In the understanding of competence there is still no unity of views. What, rightly so, researchers agree about is that competence is defined as the unity of the theoretical and practical aspects of readiness to perform the activity that characterizes the future professional. Thus, professional competence is understood as compliance with specific requirements, established criteria and standards in relevant areas of the activity and in solving a certain type of tasks, such as mastering the necessary active knowledge, such as the ability to confidently achieve results and control the situation. Text competency becomes systemically important for the professional competence of a philologist. It is the literary text that appears as a pivotal scientific and educational unit.

The understanding discussed entails the need to develop what the technology should be like for the development of students' ability to master the deep penetration into the secrets of the literary text through the philological analysis of the literary text, the integration and discourse analysis, where discourse is a complex communicative phenomenon which includes, besides the text, extra-linguistic factors necessary to really know the text.

in *EURASIA Journal of Mathematics, Science and Technology Education*, no. 13(7), 2017, pp. 2859-2868.

² I. Menter, R. Valeeva, A. Kalimullin. A tale of two countries—forty years on: politics and teacher education in Russia and England, in *European Journal of Teacher Education*, no. 40(5), 2017, pp. 616-629

³ S. Wang, N. V. Gorbunova, A. R. Masalimova, J. Bírová, M. G. Sergeeva. Formation of Academic Mobility of Future Foreign Language Teachers by Means of Media Education Technologies, in *EURASIA Journal of Mathematics, Science and Technology Education*, no. 14(3), 2018, pp. 959-976.

⁴ J. Bírová, D. G. Vasbieva, & A. R. Masalimova, Communication in French foreign language learning by implementing the aspects of interculturality, in *Communications - Scientific Letters of the University of Zilina*, no. 19(4), 2017, pp. 95-104.

The field of practical activity which students master when studying the literary text, is formed by their acquiring the ability to choose the point of view to study a particular text from, or a certain approach, which is determined by the conceptual and style dominants of the text. In the course of analysis as a form of study and research chosen for the purpose of forming text competency, the literary text is examined as a multi-level system for which the organizing center is an artistic image which allows one to characterize the most essential properties of the studied artistic phenomenon of culture in the unity of content-related and formal characteristics⁵;

The obtained results of the research confirmed their efficacy while being tested and implemented and allowed to rightfully argue that it is possible and prudent to widely use them in the educational process at universities, and, with certain limitations, at schools too. This conclusion is now possible because for the first time an intrinsic characteristic of text competency realized through the philological analysis of literary work as the leading method, through the integration and discourse analysis, is explained. The materials of this article can be of assistance to students, teachers of all levels of education and everybody who is mastering the secrets of poetry writing or wants to become a competent reader.

Materials and methods of research

The focus of the study was determined by the Federal State Educational Standard of Higher Education (FGOS VO) (approved by Order № 947 of the Ministry of Education and Science of the Russian Federation of 7th August 2014 for training 45.03.01 Philology, Bachelor's level). Based on the declared topic, out of the entire set of FGOS VO regulations we have singled out the following requirement to develop: a graduate – a bachelor of philology should have mastered such general professional competency (OPK) as philological analysis and interpretation of a text (OPK-4), besides others, as well as professional competency (PK) defined as the capacity for philological analysis and interpretation of a text in their own research activities (PK-1).

⁵ A. V. Kazakov, V. G. Zakirova & J. Bírová. Modeling the Process of Forming Social and Cultural Competence among Students of Linguistics Faculty, in *Man In India*, no. 97(14), 2017, pp. 291-305.

In the context of the study, it is important to define the essential characteristic of the competence approach in educational activities, which is presented in a rather contradictory manner by modern scientists. Following Raven, Yarygin and Korostelev, competence is understood both as an educational method and as a “process of realizing learning outcomes and the experience of research and practice motivated by individual and socially significant values”⁶, but also as a “process of active interaction of knowledge, abilities and subjective properties of a person to achieve goals within a given competency”⁷.

In the context created, competence is also a theoretical and practical readiness in their unity to perform activities which characterize the professional as a whole. Then professional competence appears in terms of compliance with the specific requirements, established criteria and standards in the relevant work activity both as solving a certain type of tasks, and as mastering the necessary active knowledge, as the ability to confidently control the situation, achieving the planned results.

It is also necessary to emphasize that the new standard of higher education in the field of “Philology” not only sets the transition to the competence approach, but also promotes the text to the center of the entire higher education system where a future professional is ready to naturally fit into the job right after graduation. This re-direction of learning from the knowledge dominant to the practice-oriented one, when the center of learning is a text, determines, as an inevitable consequence, the leading systemically important competency of a philologist, which is the text competency.

The actualization of the text is also due to the peculiarity of the time - the first decades of the 21st century characterized by the establishment of the idea of the textualization of the whole culture. Let us note that under this concept such notions as text - literature (literary texts) - life are proclaimed as juxtaposed. Under the described conditions, it is necessary to clearly define the notion of “text” which is now at the forefront and which is a manifestation of subjectivity. It is the knowledge about what is the text in its essential manifestations, which is part of, first of all, the content space of text competency.

⁶ J. Raven, O. N. Yarygin, A. A. Korostelev, Competentology: from praxeology to sociocybernetics, in *Pedagogy and Psychology*, no.1(18), 2017, pp. 167 -175.

⁷ O. N. Yarygin, *Competence Formation System in the analytic activities of a researcher*, Togliatti: Cassandra, 2013.

So, a person expressing themselves creates a text, in this case the text is understood as a thought about thoughts, a word about words, experience of emotions.⁸ The text is also the basic unit of humanities thinking. Both humanities thinking and the structural organization of the text are characterized by dialogicality: it does not exist outside its creation or perception⁹.

The content-related characteristics of the text include authorship, targeting and dialogic relations between them. Authorship suggests that every text has an author (in our case, the one who wrote the work) who has an idea (intention), intent and subject. Targeting is the task of the second subject - the one who perceives the text, comments on it, evaluates, objects, seeks to understand its language system. Dialogic relations between the texts and within them, the possibility of these relations is the third content-related factor of the text. The relationship between the author and the addressee is the relationship between the different contexts of their thinking and life in general, between different languages. This is a question-answer relationship.

It is difficult to overestimate the need for depth of penetration into the text for such a phenomenon as fiction too, considering that one of the most noticeable tendencies in modern culture keeps getting defined by the statement: everything is a literary text. Then any gesture, any event (since they are textual) is an art and more and more frequently used new combinations no longer puzzle: living art, living speech, processual text changing when perceived and thus appearing changing every time. It is literary texts that provide the skills to communicate with someone else's consciousness. Based on the above, knowledge of the main characteristics of fiction is the next (coming after what constitutes a text) constituent of the content-related level of text competency. Of these characteristics, the most important is the understanding that fiction, being an art form, is also an important constituent of general humanities knowledge, the spiritual experience of humanity. Let us emphasize that a literary text is a component of work of art, because, besides intratextual relations, extra-textual reality is also singled out: activity, literary standard, traditions, ideas. That is why discourse analysis is so important for deep understanding of secrets of verbal art.

⁸ M. M. Bakhtin, *The author and the protagonist: To the philosophical foundations of the humanities*, St.Petersburg, Azbuka, 2000.

⁹ M. M. Bakhtin, *The author and the protagonist: To the philosophical foundations of the humanities*, St.Petersburg, Azbuka, 2000.

To gain insight into literary creation as a special phenomenon, the understanding that the literary text is, first of all, an aesthetic object, is singled out, and therefore its essential characteristics should be considered in the context of aesthetics. Recognition of the literary text as a specific aesthetic reality and aesthetic value, as a specific artistic world and as its aesthetic significance for the cognition of objective reality and its artistic development, is part of the understanding of the literary text as an aesthetic object. Understanding complements the text: it is active and creative.

It is also pertinent to add that the literary text “is noted for such a combination of idea and image (as a form of an idea), when the form fully corresponds to the idea and makes it possible to clearly contemplate it”¹⁰. Being the highest form of verbal expression in terms of elegance and choice of means of expressing an idea, the literary text acquires the most important significance for training a philologist. Possessing a number of special functions, it has a more complex structure. In the process of mastering it, the degree of his/her competence as a professional philologist is manifested.

So, it is the literary text that is the core scientific and educational unit for the undergraduate philology student studying it. The stated need to develop content-related component of the text competency, which students master in the process of applying a special technology, can be attributed to the sixth to eighth levels of the European Qualifications Framework, when the training has a specialized nature, and students “must demonstrate a systematic understanding of the field of study and advanced skills and advanced research methods in a particular field”¹¹.

It should be noted that the modern study of linguistic disciplines at university also gets text-centered by shifting the focus from descriptive knowledge suggesting the question “what?” to the one which answers the question “how?”¹² This shift is dictated by the fact that scientific interests of an increasing number of linguistic scientists include defining patterns of text construction, considering the ways of forming skills for the analysis of text generation and text competency itself in terms of

¹⁰ V. A. Lukin, *Literary text: basics of the linguistic theory and elements of analysis*, Textbook for philological specialties of universities, Moscow, Os-89, 2005.

¹¹ *European Qualifications Framework*, Higher School, 2005.

¹² S. G. Vorovschikov, Competence approach in education, in *Philosophy of Education*, no. 2, 2007, pp. 27–32.

linguistic characteristics, determining its place in the context of other competencies.

It is significant that all researchers agree that text competency should be assigned the core position in the competency system of a philologist. Meanwhile, modern university practice shows that linguistic and literary disciplines are still studied separately from one another, without their integration so necessary for philological education, that these two sciences, linguistics and literary studies, still usually do not intertwine. Yet, it is high time they were intertwined to develop the unity of views, which is provided by a text analysis under integrative literary and linguistic approaches to the literary text¹³. The text competency technology, which requires the exposure of its leading method - the method of philological analysis and the interpretation of the literary text, can only be organically developed once the interpretation has been defined. Interpretation is understood as the final result (product) of the analysis processually carried out for this purpose, moreover, this is a stage of generalization carried out alongside with the analytical review of textual characteristics and becoming the highest level of understanding.

The growing tendency to bringing together linguistics and literary studies inevitably led to the formulation of such a concept as the philological analysis of the literary text, which was originally explored by N.M. Shansky & Sh. A. Makhmutov as an analysis using the concepts and research framework not only of linguistics, but also the history of culture and literary studies¹⁴. The basis of such an analysis was the linguistic analysis of the literary text, including the review of linguistic phenomena on the dictionary-phraseological, grammatical, sound and rhythmic-intonational levels.

The authors of this article accepted the philological analysis of the literary text as a method of its study as part of the text competency and supplemented this view, in their previous studies, with their systematization: linguistic phenomena are studied in the context of a specific artistic image. Furthermore, next there comes a stylistic analysis organically linked with the linguistic level and exploring and interpreting the methods of an author's use of linguistic means, and then there is a literary analysis leading to a comprehension of the ideological and subject

¹³ O. P. Sologub, 'Text competency as a key part in competence-based model, in *Philosophy of Education*, no. 34, 2011, pp. 135 – 141.

¹⁴ N. M. Shansky & Sh. A. Makhmutov, *Philological analysis of a literary text*, St. Petersburg, Isskustvo, 2000.

matter content of the work, when the stage of interpretation is replaced by the level of understanding (Let us emphasize the fundamental difference between the described analysis as the most important method for text competency, and the one which has established itself in linguistic studies, in which a philological analysis mostly deals with linguistic phenomena without really addressing literary characteristics).

The literary work is viewed as integrity using the integration method first at the level of the speech design, then at the level of the artistic world (subjective and spatio-temporal design, plot uniqueness) and ending at the conceptual level (subject matter, problematics, the ideological world with its set of ideas, the system of the author's evaluations, pathos). Naturally, such a textual analysis conducted with the discourse analysis method requires involving extra-textual information on the nature of the author's work and life collisions expressed in the analyzed text.

In this case the main techniques of the methods being developed are the semantic characteristic of the word and its role in the context of an artistic image; “slow reading under a linguistic microscope” (according to N.M. Shansky); the choice of the point of view to study a specific text from, or a certain approach, which depends on the conceptual and stylistic dominants of the text¹⁵.

Thus, having absorbed knowledge about the text, most importantly about the literary text, on the content level, as studied by the competency holders, the studied text competency includes the technology so necessary for this process, with its leading principles of philology, integrity and systematicity.

Results

The suggested content and technology of text competency for the study of literary works are based on the basic characteristics of the literary text, and therefore its definition can be as follows: a command of not only knowledge of the text and literary text, but also the capacity for empirical study of the literary text through a technology that is implemented with methods and techniques of both the philological analysis of the literary text and with methods of integration and

¹⁵ N. M. Shansky & Sh. A. Makhmutov, *Philological analysis of a literary text*, St. Petersburg, Isskustvo, 2000.

discourse analysis. In its turn, the level of command of the competency described is determined by how well students have mastered its components as listed above. Clearly, the text competency appears systemically important for the professional competence of philologists.

The most important thing for such a competency is defining the core principle of the literary text, which is, most convincingly, the image of the author as an individual verbal and speech structure that permeates the entire structure of the work and determines the interconnection and interaction of all its elements¹⁶. Scientific researches have made attempts to single out either a poetic association or an aesthetic sign as such a unit. But these attempts proved fruitless. At the same time, any analysis requires defining a certain rim beyond which the specific properties of imagery disappear. It is the image of the author that cements the work and gives it integrity, as in any microstructure of the text the author's main idea, the main idea of the work serves as an all-permeating principle of the unity of all its components and levels.

What is especially important is the emphasis on exploring the word in the poetic context in the image system, which serves as the starting point in mastering the text competency including the technology of an analysis. Thus, in epic and dramatic works “key” word-images or verbal leitmotifs serving as the main “building material” for the formation of the artistic image, are looked for. The functions of these key word-images are diverse. They are repetitive words and meanings or semes, that is components of meanings, they carry the main artistic information, are supported by different types of foregrounding, are essential and form a thematic grid.

To better express the poetic idea, all the elements of the structure of the work are arranged in a specific sequence and are in a peculiar relationship, which determines the peculiarities of its composition and conflict. The purpose of the composition is to arrange all the pieces so that they are locked into the full expression of the idea. Hence, it is clear why special attention is paid to the conflict and the composition of the work as the basis of the analysis, the latter starting with exploring them when being taught in the educational process.

So, the conflict as the structural basis of works and the plot-composition embodiment of the conflict become the starting point of textually studied works in educational groups at universities. Such a

¹⁶ M. M. Bakhtin, *Aesthetics of verbal art*, Moscow, Isskustvo, 1986.

detailed analysis is carried out in the context of the image, taking into account its ideological significance, with the selected parts of the text, based on its compositional division, ending with the synthesis of separately examined parts.

In prose, a textual analysis is also carried out with the compositional division of the text. But here the episodes, chapters, scenes chosen for the analysis are given, first of all, a characterization of their role in the composition of the work. To clarify, we would note that in poetic works containing the eventivity factor, the plot is viewed as a form of composition. It speaks for itself that in the non-plot lyrical texts only the role of composition is explored. In prose, as in lyrics, when there is a plot, it is studied in terms of the sequence of the outline of events and the identification of the role of its main elements in unfolding the ideological and aesthetic author's intention.

Then there follows the unfolding of the system of artistic images and methods of their construction, including the completeness and depth of the psychological description of the characters' images. Through the genre, verbal, plot and compositional embodiment of the conflict, an idea both about individual ways of artistic expressiveness and about types of artistic imagery, which simultaneously reveals the writer's individuality, is made. The character of poetic associations is also noted, since it is them where the national specificity of the author's artistic thinking is manifested.

Naturally, the academic conditions do not allow us to cover a work of art comprehensively. The analysis conducted is more or less selective, when the primary observation/research focuses on the most pronounced features of the work. Besides, the concept of the work of art as a structure, that is a system of elements aesthetically actualized and forming a complex hierarchy united by the predominance of a single element, predetermines the promotion of the most significant structural element in the text in the process of educational and research analysis of the literary text. Hence it is paid special attention in the study of the work.

We will add that the genre specificity of the studied work influences the increase in the significance of its components. In lyrical works this will be artistic speech, in a detective story this will be the storyline and so on. Only the objectivity and phasing of the conducted research are important, while the degree of consideration and promotion of a particular component of the work as the leading one are determined

by its originality. This statement does not contradict the fact that the differences in the content, form and genre of literary works (texts), in the time of their creation, in the creative manner of authors, and in many other aspects make a single scheme of their consideration basically impossible.

Experimental work on the formation of the studied text competency has been conducted for ten years (2008-2018) and was implemented in the core Federal State Educational Institution of Higher Education “Togliatti State University”, the city of Togliatti, as well as in the Educational Autonomous Non-Profit Organization of Higher Education “Volzhsky University named after V.N. Tatishchev (Institute)”, the city of Togliatti, and the Federal State Educational Institution of Higher Education “Samara State Social and Pedagogical University”, the city of Samara. The efficacy of the implementation of the suggested technology for the formation of text competency was checked at the control stage in the past four years using the longitudinal method (current and control tests) within such a parameter as a students’ command of text competency in the process of their independent study of a literary text. The statistical processing of the data on the initial and control tests was carried out in order to explore the formation of the studied competencies in the initial and control tests by the criterion t , which showed an increase in the results ($t = 0.14$ with $Sd = 1.5$) both quantitatively and qualitatively¹⁷.

Due to the genre specificity of an article – wordage limit – we will only provide a selected piece of the graduation work “Poetic and axiological aspect of A.N. Bashlachev’s works of art” written by a graduate student of Philology under the guidance of G.N. Taranosova – one of the authors of this article, to confirm the formation of both her text competency and her professional competency (PK-1) as required in FGOS VO: “the capacity for philological analysis and interpretation of the text in their own research activities”:

A. Bashlachev is a lyrical poet not attached to material things, who lost the illusions of poets of the past generation, who seeks to “express the national soul”, tries to find the meaning and values in the spiritual emptiness of modern reality. Thus, the symbol of the thirst for truth in the early works of the poet is the image of water and its deficit under the

¹⁷ V. P. Bepalko, *Nature aligned pedagogy*, Moscow, Public education, 2008.

existing conditions: “Time teaches us to drink” (“Rusty Water”)¹⁸. The origin of this thirst is not physical, but spiritual (please see Pushkin’s lines: “My spirit wracked with thirst for grace / I wandered in a gloomy place”¹⁹).

In the confined space of false existence and the prevailing system of pseudo-values, water transforms (“ice”, “snow”) and loses its life-giving properties: “I am thirsty, but the water has frozen in the wells” (“Black Holes”). Note that water freezes in wells which are basically a means of extracting groundwater, and the lack of water in them does not depend on the human factor. Therefore, the earth is deprived of water by the will of natural forces. The loss of the spiritual essence led to internal degradation and emptiness: “Black-black holes / You can never drink from them”²⁰. The image of black holes appears as a statement of spiritual impoverishment, draining a person of higher order strength and giving nothing in return. Cosmic holes as phenomena of cosmic order expand the area of spiritual impoverishment enormously, that is we are talking about all humanity. This image as a certain characteristic of a point in space and time, states the moment of a complete halt of movement, accentuating the motif of earthly reality disappearing. The reason for the doldrums and stagnation as seen by the poet is, first of all, in spiritual growth stopped, which is partly caused by an accelerated physical movement in the real space. This circumstance is confirmed by an abundance of verbal forms: “took”, “slipped”, “lost” (this mood of lostness in existence is typical of many rock poets, for example, in A. Makarevich’s text of the song “Pauses” we can read: “But the century seems to be coming to an end / And soon it will, no doubt, / But nothing happens to us / And hardly anything will happen ever” [79, 239], the only difference being that A. Bashlachev will move from denial to humility and acceptance of the world).

Being the refrain throughout the text of the song, the line “We are gone, there are only black holes” reinforces the motif of despair. The reason for the tragedy lies in the arrogance of the human race: “We were building a castle, and built a toilet, / Error in the project, but as always, we know better” . The society is not error-proof, but it does not have the desire to think through the historical experience: “There is no point in

¹⁸ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

¹⁹ Pushkin, *Works in 3 volumes*, Leningrad: Literature, 1937.

²⁰ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

going, if what matters most is not to fall”. In the text of the song, the opposition “mine / not mine”, presented romantically and affirming the dominant of a personal spiritual search over other people’s ready-made conclusions, is realized: “I know that I can never find all those things that can probably be easily stolen”. Not wanting to think and learn from your mistakes – is not it the reason for the spiritual crisis?²¹

The world is reticent, closed and does not want to find its way, showing its willingness to “walk in formation”. It is no coincidence that the image of the “open hand” appears in the text of the song: “And I’m tired of giving you my open hand to shake your fist”²². In his interview with B. Yukhanov, the poet says: “You must show that you have clean hands, so you can put something in. Otherwise, no one will put anything in your hands, because the soul will resist. <...> It will first make you wash your hands, and only then it will put something in your hands. But you keep trying to snatch something, it would not let you – that means you are making a grab for something that belongs to someone else, since it would not give you something yours. <...> Something that belongs to someone else will never stay alive in your hands, it immediately dies”²³.

Consequently, the “open hand” of the lyrical character does not accept the world because it is alien (dead) and does not meet the poet’s moral and ethic beliefs (“Strangers’ steps, a clatter of hoofs or a squeak of wheels”, which brings about romantic motifs of A. Bashlachev’s early works of art. “Unusedness of spiritual experience,” spiritual “dishonesty” and “sloth” become the main themes of the poetic text. Having lost the guiding lights (slide means move smoothly on a smooth, slippery surface, with no firm support on a slippery surface, lose stability), humanity is moving away from the ideal.

The gap between the poet’s values and the existing state of affairs makes the lyrical character shield himself from the surrounding world. The call to see the reality “look, what’s left of us is only black holes”) has not been heard, so constructive energy has to be wasted: “I wanted to save new colors for canvas (creation), but used them to paint border-marking poles” (fragmentation of space, confinement from the secular world)²⁴.

²¹ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

²² A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

²³ L. Naumov, *Aleksandr Bashlachev: Singing man*, St. Petersburg: Amphora, 2010.

²⁴ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

In the first stanza the lyrical subject feels as part of the world: “We were building”, but in the final stanzas this is the lonely “I” of the lyrical character: “Again I watch,” “I wanted to save,” “I will regard.” Dreams that someone will hear the lyrical character are broken: “Again I watch the arch of the bridge burn” (the bridge as a symbol of what should unite people, common spiritual values, collapses, which turns into a readiness to fight for your values, to firmly stand for them: “From now on, any question addressed to me / I will regard as a declaration of war”)²⁵.

According to A. Bashlachev, modern times are “The Time To Gather Stones”. The meaning of the biblical words in this context is obvious: one day there will come a time when we will have to look back to evaluate the way society has come. The need for a return to eternal values will be continued in the ideological and thematic space of ballad poetic sketches²⁶.

The image of water is further developed in the lyrics of the songs “Dead season” (“The hour of the tide”), “Fish day” and “Rusty water”. So, the name of the song “Dead Season” already contains the seme of “quiet”: the dead season is the period between December 21 and March 22 (so, the main time frame is winter characterized by freezing and dreaming of wildlife) associated with solar influence; according to researchers, in this period there may be lethargy.

The poetic text continues the motif of the lyrical character’s romantic detachment from the surrounding world, which is expressed with subject-object relations, as well as with the adversative conjunction “but” which divides the plane of the lyrical character’s existence and the plane of real existence: “You and I”: “But you and I crawled away / And lay down on the shallows”²⁷.

A morbid state similar to sleep and characterized by catatonia, is neither life nor death, but something uncertain. The nature of the lyrical subject’s movement (“crawled away”) alludes to Gorky’s lines: “Those born to crawl will never fly”²⁸. The loss of the ability to fly characterizes the lyrical character’s life. However, the very fact of loss means that people used to be able to do it. The averaging of human existence is underlined by the instability, the loss of lyrical subjects in the water space

²⁵ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

²⁶ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

²⁷ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

²⁸ Gorky, M., *Poems. Library of the poet. Small series*, Moscow: Soviet writer, 1947.

(“Lay down on the shallows,” where “shallows” is a symbol of shallow “existence”).

Let us note that “tides” and “dead season” (variations of the name of the song) are phenomena that depend on celestial bodies and are driven by supernatural forces inexplicable to human beings and independent of them. The society’s loss of sacred meanings of life leads to complete apathy and inaction: “This is the dead season / That’s all we have left”. The ring composition as a frequency compositional technique in A. Bashlachev’s early songs accentuates the motif of reticence, hopelessness and doom of existence²⁹.

A. Bashlachev’s water symbolizes time. S. V. Sviridov, a reliable researcher of the poet’s works of art, notes: “Swimming is a person’s beingness in time, their historical beingness”³⁰. For example, in the text of the song “Fish Day” A. Bashlachev once again depicts a secular space, however, the historical time is even shallower here than in the previous songs: “We traveled lightly in a chamber pot”³¹. In the system of values of this plane a human “becomes inhuman” and turns into a fish (which is the result of not being able to live on earth “like humans should”). The motif of silence becomes extremely important: socially and morally a person has lost the gift of speech (please see the later texts: “And save the gift of Russian speech” and, therefore, cannot fight for the preservation of values³².

Besides, S. V. Sviridov notes: “Fish is lean food, and the eternal fish day is eternal fasting” (“Eternal Fasting”)³³. In this sense a fish day can be interpreted as a lack of life, “a sort of” existence. A person loses the necessary spiritual properties, becomes a passive part of the soulless system, getting “cool-headed” and indifferent – the attitude of “an inhabitant of the water space” – to the world around them. Hopelessness, as in the previous case, is emphasized by the ring composition, but is strengthened by self-absorption of the human fish: the motif of “eating one’s heart out” (“fish” as food on the “fish day”) is realized.

²⁹ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

³⁰ S. V. Sviridov, A. Bashlachev «Fish day», *Experience of analysis, Russian rock poetry*. Tver: Tver state university, 2001.

³¹ A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

³² A. Bashlachev, *Like on the blade*, Moscow, Vremya, 2005.

³³ S. V. Sviridov, A. Bashlachev «Fish day», *Experience of analysis, Russian rock poetry*. Tver: Tver state university, 2001.

The subjective “we” in the text of the song “Fish Day” refers to the past tense (“we swam swiftly”), but the detached “you” (“the fish day comes for you”) refers to the future. Thus, the lyrical subject does not relate to the secular world, as values do not allow “dwelling” in the “shallow a sort of existence.”

Conclusion

This attempt to develop the content and technology of students’ text competency while they are studying literary works through a philological analysis and interpretation of the literary text was made to increase their level of proficiency in the bachelor’s system in the field of “Philology”, with the leading competence approach.

Competence is defined as the unity of the theoretical and practical aspects of readiness to perform the activity that characterizes the future professional. Competence is both an educational method, and a “process of realizing learning outcomes and the experience of research and practice, interaction of knowledge, abilities and subjective properties of a person. Then professional competence is a compliance with specific requirements, established criteria and standards in relevant areas of the activity and in solving a certain type of tasks; mastering the necessary active knowledge; the ability to confidently achieve results and control the situation. Text competency becomes systemically important for the professional competence of a philologist, as it is the literary text that appears as a pivotal scientific and educational unit.

The literary text is examined as a multi-level system for which the organizing center is an artistic image which allows one to characterize the most essential properties of the studied phenomenon of culture in the unity of content-related and formal characteristics. Recognition of the literary text as a special phenomenon, as a specific aesthetic reality and aesthetic value, as a specific artistic world and as its aesthetic significance for the cognition of objective reality and its artistic development, is part of the understanding of the literary text as an aesthetic object. Understanding complements the text: it is active and creative. Being the highest form of verbal expression in terms of elegance and choice of means of expressing an idea, the literary text acquires the most important significance for training a philologist.

Interpretation of the literary text is understood as the final result (product) of the analysis processually carried out for this purpose,

moreover, this is a stage of generalization carried out alongside with the analytical review of textual characteristics and becoming the highest level of understanding.

The analysis of the results made the researchers make the following conclusions:

a. Philological analysis of the literary text is presented as the leading method of its interpretation as part of the text competency along with the methods of integration and discourse analysis when, as a starting point, language phenomena are considered in the context of a specific artistic image. Furthermore, next there comes the level of a stylistic analysis organically linked with the linguistic level of an analysis of the literary text and exploring and interpreting the methods of an author's use of linguistic means, and then there is a literary analysis leading to a comprehension of the ideological and subject matter content of the work, when the stage of interpretation is replaced by the level of understanding (Let us emphasize the fundamental difference between the described analysis as the most important method for text competency, and the one which has established itself in linguistic studies, in which a philological analysis mostly deals with linguistic phenomena without really addressing literary characteristics);

b. The literary work is viewed as integrity, first at the level of the speech design, then at the level of the artistic world (subjective and spatio-temporal design, plot uniqueness) and ending at the conceptual level (subject matter, problematics, the ideological world with its set of ideas, the system of the author's evaluations, pathos). Such a textual analysis requires involving extra-textual information on the nature of the author's works and life collisions expressed in the analyzed text;

3. Having absorbed knowledge about the text, most importantly about the literary text, on the content level, as studied by the competency holders, the text competency includes the technology so necessary for this process, with its principles of philology, integrity and systematicity;

4. The content and technology of text competency for the study of the literary text are based on its basic characteristics, and therefore its definition is as follows: a command of not only knowledge of the text and literary text, but also the capacity for empirical study of the literary text through a technology that is, within the integration approach, implemented with methods and techniques of the philological analysis of the literary text as the leading one, as well as discourse analysis;

5. The core principle of a philological analysis of the literary text is the image of the author as an individual verbal and speech structure that permeates the entire structure of the work and determines the interconnection and interaction of all its elements. It is the image of the author that cements the work and gives it integrity, as in any microstructure of the text the author's main idea, the main idea of the work serves as an all-permeating principle of the unity of all its components and levels;

The conflict as the structural basis of works and the plot-composition embodiment of the conflict become the starting point of textually studied works at educational institutions. Such a detailed analysis is carried out in the context of the image, taking into account its ideological significance, with the selected parts of the text, based on its compositional division, ending with the synthesis of separately examined parts;

Then there follows the unfolding of the system of artistic images and methods of their construction, including the completeness and depth of the psychological description of the characters' images. Through the genre, verbal, plot and compositional embodiment of the conflict, an idea both about individual ways of artistic expressiveness and about types of artistic imagery, which simultaneously reveals the writer's individuality, is made. The character of poetic associations is also explored, since it is them where the national specificity of the author's artistic thinking is manifested;

The training analysis conducted is more or less selective, when the primary observation (research) focuses on the most pronounced features of the work. Besides, the concept of the work of art as a structure, that is a system of elements aesthetically actualized and forming a complex hierarchy united by the predominance of a single element, predetermines the promotion of the most significant structural element in the text in the process of educational and research analysis of the literary text. Hence it is paid special attention in the study of the work.

6. Experimental work on the formation of the studied text competency has been conducted for ten years (2008-2018) and was implemented in the core Federal State Educational Institution of Higher Education “Togliatti State University”, the city of Togliatti, as well as in the Educational Autonomous Non-Profit Organization of Higher Education “Volzhsky University named after V.N. Tatishchev (Institute)”, the city of Togliatti, and the Federal State Educational

Institution of Higher Education “Samara State Social and Pedagogical University”, the city of Samara. The efficacy of the implementation of the suggested technology for the formation of text competency was checked at the control stage in the past four years using the longitudinal method (current and control tests) within such a parameter as a students’ command of text competency in the process of their independent study of a literary text. The statistical processing of the data on the initial and control tests was carried out in order to explore the formation of the studied competencies in the initial and control tests by the criterion t , which showed an increase in the results ($t = 0.14$ with $Sd = 1.5$) both quantitatively and qualitatively.

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