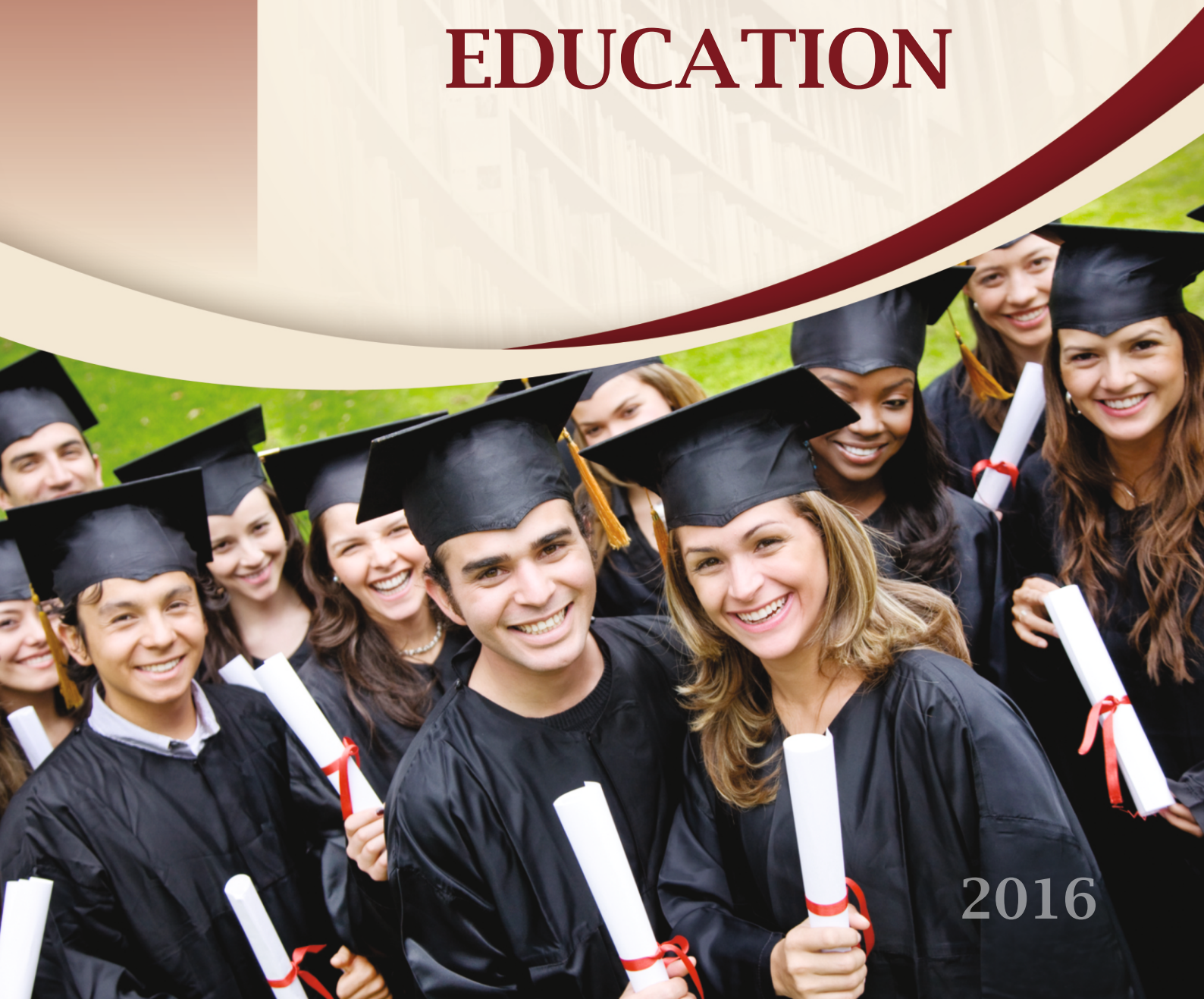




ISSN 2367-8232 (Print)
ISSN 2534-9643 (Online)

ASSOCIATION OF THE PROFESSORS
FROM SLAVONIC COUNTRIES

CONTEMPORARY UNIVERSITY EDUCATION



2016

ISSN 2367 – 8232 (Print)
ISSN 2534 – 9643 (Online)



**ASSOCIATION OF THE PROFESSORS
FROM SLAVONIC COUNTRIES**

CONTEMPORARY UNIVERSITY EDUCATION

SOFIA, 2016

Editorial Board

Editor- in-Chief:

Emilia Milenkova Rangelova

President of the Association of the Professors from Slavonic Countries / APSC, Doctor of Pedagogical Sciences, Professor, Republic of Bulgaria, Sofia

Deputy Editor-in-Chief:

Anatolii Petrovich Smantser

Doctor of Pedagogical Sciences, Professor at the Belarusian State University, Republic of Belarus, Minsk

Member of the Editorial Board

Larisa Maksimovna Mitina

Doctor of Psychological Sciences, Professor at the Institute of Psychology at RAE, Russia, Moscow

Inna Leonidovna Fedotenko

Doctor of Pedagogical Sciences, Professor at the Tula State Pedagogical University „Lev Tolstoy”, Russia, Tula

Tamara Zacharuk

D-r hab., Professor, Rector of the Siedlce University of Natural Sciences and Humanities, Siedlce, Poland

Elena Stepanovna Poliakova

Doctor of Pedagogical Sciences, Professor at the State Pedagogical University „M. Tanka”, Republic of Belarus, Minsk

Ivan Tenev Dimitrov

Doctor of Psychological Sciences, Professor at the Sofia University „St. Kliment Ohridski”, Republic of Bulgaria, Sofia

Dora Stoilova Levterova

Doctor of Pedagogical Sciences, Professor at the Plovdiv University „Paisii Hilendarski”, Republic of Bulgaria

Siika Georgieva Chavdarova-Kostova

Doctor of Pedagogical Sciences, Professor at the Sofia University „St. Kliment Ohridski”, Republic of Bulgaria, Sofia

Lidia Valentinovna Kondrashova

Doctor of Pedagogical Sciences, Professor at the Cherkasi National University „Bogdan Hmelnicki”, Ukraine, Cherkasi

Adriana Viegerova

PhD., Paed. Dr., associate professor, Deputy Dean of Education in Humanities University in the city Zlin, Czech Republic, Zlin

Juri Prokop

PhD., Paed. Dr., associate professor at Charles University in Prague, Czech Republic, Prague



TABLE OF CONTENTS

THE FORMATION OF THE CITIZEN AND THE PROFESSIONAL – MAIN OBJECTIVE OF THE UNIVERSITY EDUCATION

Emilia Milenkova Rangelova 5

PEDAGOGICAL CONDITIONS OF FUTURE TEACHER'S PERSONAL AND PROFESSIONAL SELF-DEVELOPMENT

Anatolii Petrovich Smantser 9

IMPROVEMENT OF PSYCHO-PEDAGOGICAL TRAINING OF UNIVERSITY STUDENTS IN THE TRANSITION TO A POSTINDUSTRIAL SOCIETY

Larisa Maksimovna Mitina 13

THE ROLE OF THE ACADEMIC TEACHER IN SOCIAL INCLUSION AND THE FIGHT AGAINST EXCLUSION IN THE PROCESS OF STUDENTS' EDUCATION

Tamara Zacharuk, Beata Czełuscińska 21

THE EDUCATIONAL – RESEARCH AREA OF UNIVERSITY AND THE PROFESSIONAL – PERSONAL DEVELOPMENT OF STUDENTS

Veska Ivanova Shivacheva 27

CORPORATE CULTURE IN MODERN HIGHER PROFESSIONAL EDUCATION: A PHENOMENOLOGICAL FEATURE

Eleonora Onischenko 31

TEORETICAL AND METHODOLOGICAL GROUNDS FOR DEVELOPMENT OF THE PERSONALITY OF TEACHER-MUSICIAN IN EDUCATIONAL PROCESS

Elena Stepanovna Polyakova 35

STATE AND MUNICIPAL GOVERNMENT: FEATURES OF MODERN PREPARATION IN THE LARGEST RUSSIAN UNIVERSITY

Alexander Semenovitch Yugfeld 42

PROFESSIONAL PREPARATION OF STUDENTS IN THE CONTEXT OF THE EUROPEAN STANDARDS FOR QUALITY OF THE HIGHER EDUCATION

Elena Georgieva Arnaudova 47

THE METHODOLOGY OF TRAINING IN HEALTH CARE – A CONDITION AND FACTOR FOR THE FORMATION OF PROFESSIONAL COMPETENCES IN THE HIGHER SCHOOL

Elena Grozeva Zheleva 52



COMPARATIVE ANALYSIS OF FACTORS INFLUENCING „SOCIAL WORK” GRADUATES’
 EMPLOYMENT IN RUSSIA AND POLAND

Elena Asmakovets, Slawomir Koziej 56

THE PSYCHOLOGICAL AND PEDAGOGICAL BASICS OF STUDENTS' PERSONALITY
 DEVELOPMENT IN A HIGHER EDUCATION ESTABLISHMENT

Taisia Grigorievna Kalennikova 64

STUDY OF MOTIVATION FOR SUCCESS OF STUDENTS -
 THE NEED FOR AN INTEGRATED APPROACH

Atanaska Mihailova Teneva 69

KNOWLEDGE OF SELECTED STUDENTS FROM THE FACULTY OF EDUCATION
 IN CHARLES UNIVERSITY IN PRAGUE TO PROVIDE PRE-MEDICAL FIRST AID

Jaroslava Hanušová, Jiří Prokop 73

TODAY'S REQUIREMENTS ON ACADEMIC STAFF IN THE STUDENT’S OPINIONS
 OF SIEDLCE UNIVERSITY OF NATURAL SCIENCES AND HUMANITIES

Aneta Niewęłowska, Małgorzata Wiśniewska 79

THE ISSUE OF STUDENTS' PREPARATION FOR DESIGNING PSYCHOLOGICALLY
 SAFE HETEROGENEOUS EDUCATIONAL ENVIRONMENT: AXIOLOGICAL CONTEXT

Irina Aleksandrovna Yugfeld 85



THE FORMATION OF THE CITIZEN AND THE PROFESSIONAL – MAIN OBJECTIVE OF THE UNIVERSITY EDUCATION

Emilia Milenkova Rangelova¹

Sofia, Republik of Bulgaria

Abstract: In the article was examined the formation of the citizen and the: professional as a primary objective, content and basic result of the university education. Contemporary concepts are proposed about the nature of the terms „citizen” and „professional”. Unsolved problems are analyzed in university education on the formation of citizen and professional. Special attention is paid to the need for complete reconstruction of university education and targeted pedagogical training of teachers in higher education to prepare citizens and professionals.

Keywords: formation, citizen, professional, university education.

Introduction

The formation of the citizen and the professional in the conditions of university education is a problem with special value and importance in the contemporary social realities. It is both purpose and content and basic result of university education, regardless of the nature of the concrete high school and the specifics of the given speciality.

The significance of the problem is determined by the necessity to form personalities, which after finishing their bachelor and master programme are able to realize themselves completely in a given professional area.

The significance of the problem is determined by the fact that in the micro and macro environment exist negative phenomena and trends as: aggression, violence, crime and others. All these could be surmounted if high professionalism is organically connected with the civic position of the future specialist, if he is able to solve professionally each problem always defending his civic position.

Essence the concepts „citizen” and „professional” and their status in the higher education

The transformation of the citizen into a future professional requires, on the one hand to reveal the contemporary dimensions of the two phenomena and,

on the other hand, to outline how they would be realized in the conditions of university education.

The analysis of literature shows that there isn't a unified attitude regarding the concept „citizen”. Usually citizen means inhabitant of particular region, resident, subject of particular country {1, p.132}. The concept „citizen” in the conditions of contemporary social realities can be considered as a complex characteristic of the personality, in whose foundation is the acquiring in unity of the moral, juridical and political culture. The citizen is a personality, which controls moral and legal norms, not only as information but as formed values and qualities, which motivate behavior in each life situation. The citizen is a person with a high sense for duty and responsibility, a person who realizes his belonging to family, native land, people, nation; a person who not only knows Bulgarian and international legislation, but also conforms with it, regardless of the concrete life situation. The citizen is a person, who knows his own rights, but necessarily observes his obligations and responsibilities. At the same time, the citizen is a personality who respects other people, different people, he is interculturally brought up.

The citizen is also a good professional. The *professional* is a personality, who is orientated as far as different professions are concerned and has acquired basic competences in a selected speciality

¹ Correspondence to: Emilia Milenkova Rangelova, Doctor of Science, professor in Sofia University „St. Kliment Ohridski”, Sofia, Republik of Bulgaria, e-mail: erangelova@abv.bg

{2, p.11}. He can realize these competences successfully in his practical activity.

The professional is able to develop and self-develop in a concrete speciality according to the necessities of micro and macro environment. A professional is able to co-ordinate personal with social-professional necessities. He chooses freely his profession and is competitive at the labour market.

The nature analysis of the two phenomena – contemporary professional and contemporary citizen – shows that they are organically connected and they are mutually determined. A good professional is a respected citizen and the opposite. The fully-fledged citizen can choose and acquire a profession in which he can realize himself optimally. The purpose of university education is to form a competent professional with civic position.

The formation of the citizen and the professional is a complicated and continuous process, which starts from the early childhood and passes through school education to continue in the conditions of university education. The realization of this process in high school requires to report its specific dimensions. They are connected with:

- ✓ Qualitatively new content of the educational curriculum and educational programs;
- ✓ Completely different way of organization, at the basis of which is not using the lesson but forms and methods such as lectures, seminar classes, practical exercises, presentation of essays, results of surveys and others;
- ✓ The necessity of confirmation of the individual independent work of the student as one of the basic forms and methods of tuition, of preparation of a professional with a civic position;
- ✓ Different way of communication between the two basic subjects – the lecturer and the student;
- ✓ Qualitatively new organization of life and activity at university.

The contents of tuition in particular speciality stimulates the process of forming the citizen and professional, if it allows to accumulate a sufficient quantity of information about a concrete profession

and its civic dimensions, if professional competences are formed in students, in unison with the civic position of the professional.

In this respect the educational curriculum of a given speciality has a special place. Conducted surveys with students and lecturers from higher schools show that there are still a great number of unsolved problems with educational curriculums. A big part of the students (39.30%) say that both students and consumers of personnel (30.70 %), are not satisfied with the speciality curriculum. Furthermore 29.50% of the students say that it does not enable students to know how to study. Attention must be paid to another issue – does the curriculum give opportunity for participation in the educational courses and disciplines. 26.3% of the lecturers give a negative answer.

For the existing problems in the educational curriculums of particular specialities testify students' attitudes about the usefulness of the activities, provided in the curriculum. 17.70% point out, that they are not always useful for the formation of the student as a professional. 31.40% say that it is rarely paid attention to the formation of social skills and particular professional competences (22.20%). It is disturbing, that a great number of students (22.70%) say that proposed disciplines rarely correspond to their necessities – respectively to the necessities of the time we live in.

This non-prestigious assessment of the students is confirmed by lecturers' attitudes regarding the operating curriculum. According to a big part of them (30.80%), the curriculum does not always create conditions for the development of a respectful attitude to other peoples necessities. 15.40% think that the curriculum does not create conditions for self-discipline in students, skills for independent life, choice of facultative disciplines, skills for establishing contact, competence, social skills, willingness for inclusion in useful activities, tolerance to differences. According to lecturers the curriculum rarely develops responsibility, initiative, satisfaction from university tuition; it does not motivate students to continue in the next educational – qualification degree; it does not co-operate for the formation of a respectful attitude to other people's necessities.



The exposed considerations show, that there are a lot of open problems in educational curriculums, which affect negatively the formation of the professional and the citizen in higher school.

We should add to this the open problems, connected with the possibilities of the students to choose a discipline and conduct optimally their independent work. 24.2% of them think that they rarely can choose freely a particular discipline. 31.9% from them point out that they do not have the right to choose forms and problems during the tuition at university. The lack of possibility for free and adequate choice of necessary disciplines by the students is pointed out by 30.8% of the researched lecturers.

An open problem remains the quality organization of the student's individual work. A big part of researched students emphasize that objective reasons exist, associated with their material situation, which hamper them to do independently particular disciplines. On the other hand, it is indicated that the existing organization at university does not really assess the results of their individual work with exactitude, it does not stimulate and confirm it as a necessary form of tuition, of forming a civic and a professional position of the future specialist in the particular educational qualification degree.

The existence of these problems has a negative effect on the formation of the citizen and professional in the conditions of university education.

The conducted survey also indicates that one of the basic forms of interaction between lecturer and student - the communication - has a special place in forming the citizen and the professional. It allows to realize optimally the specific educational process and at the same time it can stimulate or detain the process of formation of the citizen and the professional. Humane communication stimulates the formation of moral civic position. It can be realized both in the specific educational process and out of it.

The analysis of the results of the conducted surveys however shows, that a great number of unsolved problems exist in the communication lecturer – student. They are connected with the lack of skills in part of the lecturers to communicate with students showing respect to their personality, with the inability to choose adequate content and way of its practical

fulfillment. 37% of researched students emphasize that that their lecturers rarely show respectful attitude in the process of communication.

It is disturbing that a big part of the students think the lecturers comparatively seldom show goodwill (49.50%), correctness (49.30%), attention (44.70%), tolerance to their mistakes and expressed different opinions (52.50%), politeness (44%), empathy (72.70%). Furthermore, a significant part of the researched students (57.10%) emphasize that useful contact with lecturers is rarity, namely it almost does not exist.

In this respect lecturers attitude is completely different. 60% of them emphasize that in the process of communication with students they always show tolerance; respectful attitude to students (86.70%); goodwill, correctness, politeness, attention (73.30%), empathy (46.70%).

Different is the opinion researched lecturers about their interest to the personal problems of the students. 38.50% of them emphasize that they are rarely interested in the future of their students and they do not stimulate them to analyse and assess their own activities. 30.80% of lecturers seldom help their students to feel as significant personalities, to form in themselves tolerance to differences, to choose the form of presentation of the acquired professional knowledge and skills.

It is disturbing that 30% of the researched lecturers confess that they seldom educate students in a spirit of tolerance to different attitudes, civic and professional positions; that they do not allow students to freely and adequately choose facultative disciplines.

This visible difference is an indicator of existing problems in the communication lecturer-student-lecturer, which essentially does not stimulate the process of formation of the citizen and of the professional in unity.

It poses problems to lecturers and students. Lecturers must be prepared for communication, which has to be humane, stimulating the civic and professional position of students. Students, the other basic subject in the interaction, must show culture in communication with lecturers and realize their main functions. As the leading side in this communication is the lecturer, the necessity of his purposeful,

preliminary preparation for the communication in the specific educational process is obvious.

The outlined problems regarding the formation of the citizen and the professional have to do with issues, connected with the whole organization of university education, of life and activity at particular higher school. In this respect the assessment of both the researched students and researched lecturers is critical.

Students point out, that at university there are not clearly defined rules and obligations of each member in the community (28.80%). This is one of the reasons why these are rules not observed (29.90%). This is stimulated by the lack of adequate control of the observance of the internal regulations (30.10%). Significant part of the students (21.90%) give low assessment about the whole organization of the educative work at university.

For the problems, concerning the formation of the citizen and the professional, testify the lecturers attitudes to the role of university education. A big part of them think, that university education in insufficient degree forms competent specialists, that it does not stimulate students to perceive themselves as personalities, that special attention is not paid enough to forming social skills in students, that it does not form tolerance in students to differences, that it does not conform with student's autonomy; that it does not develop self-discipline in students (46.20%), that it does not develop in sufficient degree a sense of responsibility (36.40%) and initiative in students (38.50%), that it does not stimulate students to assess themselves (46.20%).

Conclusion

The analysis of the results of the conducted empirical survey allows to make a conclusion, that forming the citizen and professional at the contemporary higher school requires an entire reconstruction of the organization and the realization of the existing specific educational process both in content and structure.

It is necessary to pay special attention to the professional-pedagogical preparation of the leading subject - the university lecturer. He must be not only a highly qualified specialist in a given field of scientific knowledge, but pedagogically prepared to organize and realize effectively the specific educational process, the specific pedagogical interaction with students in order to educate both citizens and professionals.

In the same time, it is necessary to reconstruct the whole organization of the educational process at university with the purpose of optimal educative functions and the formation of both civic and professional consciousness and behavior in future specialists.

References:

1. Bulgarian monolingual dictionary. Third edition. Sofia, 1973, p.132 (in Bulgarian).
2. Mitina, L.M. Conceptual basis and technological solutions for professional development of the teacher // Teacher, lecturer, trainer. Moskow, 2010, p.11-16 (in Russian).



PEDAGOGICAL CONDITIONS OF FUTURE TEACHER'S PERSONAL AND PROFESSIONAL SELF-DEVELOPMENT

Anatolii Petrovich Smantser ¹

Minsk, Republic of Belarus

Abstract: *The article is about future teacher's personal and professional self-development as a process of self-evaluation. This process depends on personal demands, motives and goals and is aimed at having a successful career.*

Professional self-development is considered to be a systematic formation including the following phases: motivational-objective, cognitive-containing, operational-participative, self-conscience and decision making, organizational-planning, evaluative-reflexive and emotional-volitional. Quantitative and qualitative research results are presented in the article.

Keywords: *professionalism, self-development, components, motives, goals, planning, evaluation, reflection, emotions, volition.*

Introduction

One of the most important issues in education nowadays is not only to professionally educate in a certain sphere but also to create a personality having a broad general outlook, abilities and personal qualities allowing to develop further.

The problem of self-development in psychology and pedagogy has been studied by many scientists including V.I. Andreev, N.M. Borytko, E.I. Isaev, A. Maslow, L.M. Mitina, N.K. Sergeeva, V.I. Slobodchikov, V.A. Slastenin, G.A. Zuckerman, etc. Self-development is considered to be a person's ability to be the subject of his/her life and activities. But future teachers' self-development as a systematic process is not emphasised and studied enough. This to a certain extent actualizes the goal of our research, which is to identify the conditions that motivate future teachers for self-improvement and professional self-development.

Body

According to pedagogy and psychology, professionalism is a characteristic of a self-developing personality who masters a profession. That is why it is important to study the main approaches, factors, conditions and mechanisms determining successful personal and professional development.

A true professional cannot limit himself/herself to just one activity. Professionalism depends on special

abilities and knowledge necessary for a particular activity. The most important condition for achieving the highest level of professional development is transformation of common to all mankind values to personal values.

According to V.G. Maralov, „Self-development is an objective process carried through life” [2, p. 75.] .According to V.I. Slobodchikov, self-development is changing oneself consciously and at the same time preserving some distinctive features of one's personality [4, p. 181].

It is important to realize the importance of personal and professional self-development throughout the career, from choosing a career till retirement. But the most important phase is the beginning of getting professional education, when the most significant personal and professional qualities and values are being developed.

The characteristics of personal and professional self-development are: professional identity, realization of future professional status, value orientations, self-appraisal of one's professional abilities, demonstration of willpower to achieve goals, creating individual professional development strategy, realization of future professional life, etc. The analysis of personal and professional self-development structure allows to identify the main interrelated components of this process, such as motivational-objective, cognitive-containing, operational-participative, self-conscience

¹ Correspondence to: Anatolii Petrovich Smantser, Doctor of Pedagogical Sciences, Professor at the Belarusian State University, Republic of Belarus, Minsk; e-mail: a.smantser@mail.ru

and decision making, evaluative-reflexive. The most relevant approach for the analysis of personal and professional self-development is synergetic approach. It analyses the process as an open, non-linear and non-equilibrium system, striving for change.

According to L.M. Mitina, there are three main phases of future teacher's professional development and self-development: self-determination, self-expression and self-realization [3, p.150-151]. At each of these phases, each component of professional self-development is being realized.

Motivational-objective component is an important component of future teacher's personal and professional self-development. Its main function is to encourage a person to change, to achieve personally and professionally important goals, to become aware of meaning and values of professional self-development. This component includes motives, goals and needs that encourage a student to develop professionally. Motivational-objective component directs student's activity towards different aspects of mastering the professional activity and acquisition of necessary personal qualities. The main characteristic of motivational-objective component is that it is directly connected to personal significance of studying: if the motives and goals of studying change the essence of independent learning activity changes too.

Independent learning activity is important for professional self-development and professional self-affirmation which aims at the discovery, confirmation of one's professional aspirations, development of certain personal qualities and types of behavior. It encourages people to set and achieve real goals, perform the necessary actions. Psychologists have proved that students who have no ability to set goals and reach them are not able to realize their needs and motives. The goals must ensure development of independent learning activity that meets the creative needs and other needs of students. Teachers should encourage students to set their own motives and goals. Only in this case the students will be interested in professional self-improvement and self-development. Being aware of goals helps to identify the reasons preventing from their achievement. The ways to overcome them is the first step to professional self-development.

The research shows that, for the majority of the 286 students surveyed, the motivation of mastering modern learning technologies is important for their professional self-development.

The intention of students to be successful in studying is associated with the preparation for future professional activity (45.6%), future professional growth (51.4%), mastering techniques of children's education (48.7%), mastering modern pedagogical ideas and technologies (37.6%), professional self-development (17.55%), the need to use one's creativity (15.6%), curiosity (11.5%), etc. The surveyed students also pointed out the reasons they are not entirely satisfied with the future profession of a teacher in Belarus: low salary (50.7%), no social benefits (12.5%).

Cognitive-containing component of professional self-development is associated with value orientations toward self-education, self-improvement as a process of consciously managing the development of one's skills and abilities and acquiring professional competences. Self-improvement contributes to satisfaction with one's professional aspirations, activity and relations with people. Cognitive-containing phase broadens one's cognitive-containing experience, contributes to getting fundamental knowledge and mastering psychological, pedagogical and methodological competences. According to research results, implementation of cognitive-containing component of professional self-development contributes to getting more general and professional knowledge by the student himself/herself (52.6%), looking for more information about psychology, pedagogy and special subjects (32.3%), being interested at particular subjects (21.4%), compensation of drawbacks of basic college disciplines (18.6%).

Also, it contributes to formation of individual style of professional activity (12.5%), helps to comprehend innovative pedagogical experience (11.5%), considered to the means of self-knowledge and self-improvement (21.0%), etc.

Another important component for future teacher's education is operational-participative component which involves personal self-actualization. According to V.G. Maralov, its implementation „merges the two lines of human existence – self-knowledge and self-development”. To know oneself to the fullest possible



extent means to acquire foundation for self-actualization as an ability fully use one's talents, abilities, capabilities. Getting self-knowledge means retrieving meaning of life, actualizing oneself, fulfilling one's mission and, as a result, experiencing the fullness of life and existence" [1, p. 862].

The majority of students pointed out that they are familiar with the methods of self-education (37,3%), know methods of self-determination and self-realization means (29.8%), able to find necessary information for essays and reports preparation (46.3%), can use catalogs and reference books (52.7%), use computers and the Internet to obtain the necessary information (78.9%), can analyze and generalize the information received (58.9%), are able to combine different types of activity (48.7%), can distinguish and master additional information (32.5%), are able to realize problems (28.6%), etc.

The beginning of student's hard work of professional self-development takes place during self-conscience phase. This phase is a complex process of determining one's abilities and capabilities, the level of development necessary personal qualities. Self-knowledge is a process of realizing one's personality as a subject of practical creative activity, one's individual characteristics: realizing one's strengths and weaknesses, knowing one's mental activity characteristics (analysis, synthesis, generalization, concretization, etc.) and cognitive processes (feeling, perception, imagination, thinking, memory, speech, etc.), understanding of one's potential creative possibilities, inclinations and abilities, understanding of the unique nature of one's volitional and emotional processes, taking into account the characteristics of one's body and one's health.

The structure of professional self-consciousness in general is characterized by the following provisions: realization of one's involvement into a particular professional community; knowing the extent of one's compliance with the professional standard, of one's position in a system of professional roles; realizing the extent of one's recognition in the professional group; foreseeing possible successes and failures; predicting one's professional activity in the future.

The well-known V.A. Sukhomlinsky believed that one turns into a real person only „when one learns to

look closely not only at the world around, but also into oneself, when one wants not only to understand the things and events around, but also one's inner world, when all the forces of one's soul are directed at making oneself better, really perfect" [4, p. 242]. It means that one starts to be aware of one's positive and negative qualities, perfects them, i.e., self-knowledge takes place. Self-knowledge is the main way to self-determination and self-development: it defines why and what for we live, the role and place of various activities – working, resting, feeding, spending free time, having a regimen, communication. The essence of self-knowledge process is focusing on comprehending oneself. Self-knowledge appears in realization and evaluation of one's own actions.

The methodically correctly organized self-knowledge is carried out in three ways:

- Self-knowledge in the system of social and pedagogical relations, in conditions of educational and professional activity, and the demands that this activity makes;
- Self-study of the level of development of one's own personality, which is carried out through self-observation, self-analysis of one's actions, behavior, results of activities, critical analysis of someone's statements in one's address;
- Self-testing in certain conditions of one's activity; self-appraisal based on the comparison of one's actual knowledge, skills and personal qualities to those required.

On the basis of self-knowledge and self-appraisal students make a decision self-improve professionally.

The process of making such a decision, as a rule, includes a deep inner analysis of positive and negative aspects of one's personality.

The need for self-organization makes students work on their personality, makes them realize the goal of professional self-development, its importance for future creative work and life in general.

Organizational-planning component is also important for successful professional self-development. Its implementation contributes to students' mastering the skills of organization and planning their independent activities. Our research has shown that more than half of students surveyed plan and organize their independent activities.

Alot of students design programs of individual self-development (43.6%), make individual plans of independent studying for a long period of time (16.7%), strive for self-improvement (12.5%), plan their activities for one day (62.3%), one week (36.6%), one month (27.6%) and are in time with its fulfillment.

Professional self-development is impossible without evaluative-reflexive component. Its implementation contributes to self-assessment, reflection and correction of the results of one's educational activity.

Most students are aware of value of analysis and self-analysis of the results of independent activity (67.4%), possession of reflection skills (16.8%), are capable of evaluation of their professional achievements and life experiences (20.5%), know methods of self-assessment (34.7%), are able to change conditions and circumstances of personal and professional self-development (23.4%).

Emotional-volitional component of student's activity is also important for future teachers' professional self-development.

The quality of education depends on a positive perception of oneself as a future teacher (21.7%), perseverance in implementation of self-development goals (14.6%), emotional stability in overcoming difficulties (10.3%), ability to overcome difficulties (17.4%), intention to fulfill started assignments and tasks (31.4%).

The survey shows that the implementation of each of the components mentioned into students' learning process will contribute to their purposeful self-development.

Conclusion

Thus, future teachers' professional self-development is a process of valuable self-determination, which includes personal, professional and interpersonal changes.

Future teachers realize the importance of professional self-improvement and self-development.

Therefore, they focus on the formation of professional flexibility and mobility and look for such a level of professional self-development, that would allow them to adapt to constantly changing conditions and requirements of professional work.

The following components of professional self-development were distinguished: motivational-objective, cognitive-containing, operational-participative, organizational-planning, evaluative-reflexive and emotional-volitional.

References:

1. Maralov V.G. (2002) Basics of self-knowledge and self-development: Textbook / V.G. Maralov. Moscow, - 256 p. (in Russian).
2. Mitina L.M. (2004) Psychology of teacher's activity and professional development: textbook for students / L.M. Mitina. Moscow. - 320 p. (in Russian).
3. Slobodchikov V.I. (2005) Educational psychology essays. - 2nd ed., revised. and ext. / V. I. Slobodchikov. - Birobidzhan. - 272 p. (in Russian).
4. Slobodchikov V.I. (2005) Educational psychology essays. - 2nd ed., revised. and ext. / V. I. Slobodchikov. - Birobidzhan. - 272 p. (in Russian).



IMPROVEMENT OF PSYCHO-PEDAGOGICAL TRAINING OF UNIVERSITY STUDENTS IN THE TRANSITION TO A POSTINDUSTRIAL SOCIETY

Larisa Maksimovna Mitina¹

Moscow, Russia

Abstract: *The article presents the results of theoretical and empirical research aimed at the integration of technology and professional development of personality in the educational process of the University. Stages of the technology correlated with courses of University students and modified to accommodate the specific age and the specialty of its members. The development of students' complex integral personal characteristics: orientation, competence, flexibility, self-awareness allows them to work in difficult conditions of sociocultural transformation with the generation of children of post-industrial society.*

Keywords: *psycho-pedagogical training, integrated personal characteristics, orientation, competence, flexibility, self-awareness, technology professional development, identity, integration, efficiency.*

Introduction

The task of modernizing the higher education system led to the emergence of a number of studies aimed at the reorientation of University education in the light of the requirements of the new civilization [2, 3, 6, 7, and 8].

Global changes occurring in the world associated with the formation of a new social world order – the information society. Socio-cultural changes have a technological base (bio – and nanotechnology, bioinformatics etc.) and economic (globalization, the fight for natural resources, etc.).

Psychological consequences of socio-cultural transformations, which relate primarily to the generation of today's children are obvious. Under the influence of computer reality changes perception, thinking, memory and other mental functions. Manipulations with a keyboard became an essential part of life and it changes the psychomotor characteristics of children (the researchers found that the development of motor skills, manifested previously in the elite training of playing the piano has become almost a mass). Part of the culture are new ways of finding information, which formed the new model features of manual and thinking „action”. New mass digital „skills” are developed: drawing, writing music, lyrics, movie making, and design. New polylinguistic consciousness is developed.

Main part

However, new grounds appear for the emergence of new problems. One of the main psychological problems of the information society is a distancing of the world of childhood from the adult world. Modern children growing up in the information society, very early go out of contact with the immediate environment [9 and others].

Two or three decades ago, the child developed inside a specific social group (parents, teachers, peers). Today almost since childhood, it falls into a huge, expanded social world, where his consciousness is bombarded by a chaotic flow of information coming primarily from TV and the Internet, closing the knowledge obtained from parents, caregivers, and teachers. It is a qualitatively different type of information, fundamentally changing the structure of the thinking of children, their self-awareness, understanding of the world, often causing emotional discomfort, feelings of confusion, loneliness, uselessness of grown-up world, anxiety. And so another Central problem in education is psychological well-being of children, their psychological safety [1, 4 and others].

In recent years, dramatically increased the number of children with borderline mental States, and the number of child suicides there, has also been an

¹ Correspondence to: Mitina Larisa Maksimovna, Doctor of Science, Professor at the Psychological Institute of Russian Academy of Education; Moscow, Russia, e-mail: mitinalm@mail.ru.

increase of specific types of addictions in children (alcohol, drugs, nicotine, gaming, computer and other). The emergence and consolidation of negative mental formations at all stages of ontogeny is connected with the deprivation of the leading needs of a growing person, first of all, the need for “live” communication. Numerous psychological studies show that technocratization social environment adversely affected the child's personality. Personality is not developed, is not formed does not exist outside of social reality, which now appears in the form of technocratic social environment. Mediated by information and communication technologies reality, acts not only on individual functions and processes of the individual, and affects all its spheres and via modern culture has a significant impact on the development of society (Yu. d. Babaeva, E. P. Belinskaya, A. E. Voiskounsky).

All of these trends and problems create new items, challenges, objectives for teaching.

Here are just some of them:

- developing the ability to use information and communication technology as a tool, not a goal of life;
- information and communication operational development;
- develop an ability to recognize useful and harmful information;
- forming relationships to new standards and forms of life;
- developing the ability to recognize and understand Others and the formation of a tolerant attitude towards them;
- formation of personal identity as a system of the world, political, cultural and social identities.

The hallmark of the information society is, on the one hand, the emergence of new requirements to the teacher, on the other hand, immeasurably increased the capacity of teachers due to the differentiation of existing and the emergence of new professions and types of activity, new (creative) functions within the same profession, the new faces between adjacent (and not only) professions.

For example, in a widely cited Atlas of new professions is argued that in the next 15 years will

occur more than 200 new and will disappear over 50 available professions. Some promising professions in the field of education, which will appear in the near future (post 2020) are listed below.

- A developer of States of consciousness training tools. Creates hardware and software (e.g., device for biological feedback) to train users productive States of consciousness (high concentration, relaxation, increased creativity, etc.).
- Ludopedagogue. Specialist in creating educational programs based on game techniques, acting as a game character. The schools will replace traditional teachers.
- Developer of educational trajectories.
- The mind-fitness coach.

A specialist who develops programs of development of individual cognitive skills (e.g. memory, concentration, speed reading, mental math, etc.) with the help of special programs and devices rendering account of the psychotype features and tasks of the user.

Does this mean the transition of education and the whole society to the postindustrial era? Its contours are only just emerging, and the characteristics shown now, can be considered preliminary. It is believed that post-industrial era will be based on knowledge-intensive sectors of the economy, a highly developed system of education, which will give society highly qualified specialists capable of creative work, and constant learning process, information technologies, permeate the whole society. Indeed, these characteristics are very „attached” to the present day. Due to the high pace of development of information technologies, within one or two decades, obviously, this feature will look like an anachronism. In our opinion, the essential characteristic of the new age will shift from the technological component to personal and organizational values. The system of values, obviously, would include the idea of social justice, environmental safety, rationality (in a new form), as well as specific values and personality characteristics, focused on images of the desired future.

A condition of successful professional activity of a teacher is the ability to creatively rebuild it with the new time requirements, value orientations and life philosophy.



The purpose of the preparation of the teacher in this case should be associated not only with the formation of innovative skills, but most importantly, personal characteristics of future professionals, i.e., the transition from learning objectives in the form of knowledge-abilities-skills (in the classical sense) to personal characteristics which increasingly act as direct indicators of professional development and professional maturity of a teacher.

At present, this is almost no scientific development on the formation of the model of professional activity in development and self-development, self-improvement, that ensures a truly creative performance of professional activities and personal development of the teacher by means profession. Achieving a certain level of professional development should be based on established combinations of certain qualities of personality (integral characteristics), where each element not only complements the other but also has a synergetic effect.

The concept of personal professional development [4, 5] defined by the integral characteristics of the personality – orientation, competence, flexibility - ensures the effectiveness of professional activity of the teacher and contribute to building it in the framework of the model of professional development.

In line with the concept **pedagogical orientation** is considered as a system of value orientations that defines the hierarchical structure of the dominant motives of the personality in professional activities and communication. The structure of orientation is humanistic, personal and subject-related.

Pedagogical competence is defined as a harmonious combination of special professional knowledge and skills of pedagogical communication, as well as methods and means of self-development, self-improvement, self-realization. Competence includes three sub-structures: activity-related (interdisciplinary knowledge, abilities, skills and individual ways of independent and responsible implementation of the pedagogical activity); communicative (knowledge, abilities, skills and methods for creative implementation of professional communication); personal (the need for self-development, as well as knowledge and skills improvement).

Pedagogical flexibility is understood as a complex multidimensional mental education that combines meaningful and dynamic characteristics that influence the ability of the teacher to easily abandon inappropriate to the situation and task, ways of behavior, methods of thinking and emotional response and to develop or adopt new, original approaches to solving problem situations with the same principles and moral basis of life. There are three types of it: emotional, intellectual, and behavioral flexibility.

The psychological condition for the development of those integral characteristics of personality is self-consciousness raising; organizational and pedagogical conditions – the use in educational process of psychological technologies of professional personality development.

In the carried out experimental study, an attempt was made to implement professional training of educator's technology professional development. The study was a longitudinal research (2014-2017), which was attended by 107 students. The experimental group consisted of 52 students. The process of professional training in the experimental group has been improved through the integration of technology and professional development of the individual. As a control group was a group of 55 students. The control group trained as usual.

The technology used in the empirical study of professional development of personality [4] is based on integrity and relies on the unity of purpose, principles, contents and forms of organization of the educational process. By combining, linking and enlarging the various blocks of theoretical and practical disciplines, it makes the process of professional training of teacher's purposefulness, integrity, continuity and consistency, creating a complex target, organizational and substantial basis of this training. The technology is implemented in the framework of psycho-pedagogical disciplines and the system of special courses and seminars, as well as in the framework of research work of students and pedagogical practices.

The technology highlighted four stages of optimization of personality and behavior of the professional are preparation, awareness, reevaluation, action; key processes of personality development occurring at each stage; a complex of methods of

influence. The model combines the basic processes of behavior change: motivational (stage I), cognitive (stage II), affective (stage III), behavioral (stage IV).

In the technology the professional development of the teacher's individuality stages correlated with courses of University students and modified to accommodate the specific age and the specialty of its members. So, the preparation stage (stage I) was implemented in the first year and was focused on the development of motivational processes, stages of awareness (stage II) and revaluation (stage III) have had an impact on cognitive and affective development of individual students (2, 3 courses), stage action (stage IV) was implemented on the 4 course and included a complex of methods aimed at behavioral processes of personality development.

Special attention was paid to the development of humanistic orientation of freshmen, in addition, conditions were created for the development of their activity, communicative competence, and also the needs for self-knowledge and self-development. Innovative techniques were introduced in a number of disciplines of the educational process, such as „Introduction to specialty”, „General psychology”, „Pedagogical psychology” with the use of active forms of learning: psychological visiting Autumn school, a round table on „My future profession”. In addition, first-year students had socio-psychological training and group cohesion sessions, aimed at improving the competence in communication, group cohesion, and the strengthening of the motivational orientation of students to the activities, communication, self-knowledge and self-development.

On the second and third years (stage II and III technology) psycho-pedagogical interventions were aimed at the activity development, communicative and personal competencies of students, as well as their flexibility in emotional, intellectual, and behavioral manifestations. Developmental activities have been integrated into such subjects as „Theory and practice of communication”, „Methodology and technology of work of the teacher”, „Psychological and pedagogical workshop”, „Diagnostics”, scientific-research work of students, conducting psychological and pedagogical practices. So, during the practice the students got the opportunity to test and implement individual image of

the teacher in a variety of everyday professional situations, independently and consciously to regulate the possibility of mastering pedagogical activity and embodiment in it of their mental capacity. With second-year students was conducted a socio-psychological training of competence, aimed at improving its specific types (activity in the field of interpersonal relations, communicative, personal); their flexibility in building and implementing teaching activities. Training work was carried out in small groups using cooperative methods of activating cognitive and creative processes and to enhance the level of self-awareness through observation, juxtaposition, interpretation of possible points of view, positions, methods and techniques of perception and behavior discussed in such groups. Special attention was paid to the awareness of the students of the features of construction socio-educational activities at the level of subject-subject interaction (teacher - child).

In the fourth year (stage IV technology) was carried out work aimed at consolidating the acquired ways of intervention, improving the level of self-awareness, self-development and self-realization. During this period, the students increased their level of theoretical knowledge, acquired practical skills. However, some prominent difficulties in the implementation of pedagogical interaction became evident. At this stage, in line with the overall goal was enriched the content of the discipline „Psychology of work”, were used active teaching methods: round table „I and my future profession”, scientific-practical seminars, scientific-practical conference of local and city levels, an Autumn extraXXX psychological school, in which fourth-year students worked independently as a curator of micro-group of first-year students and demonstrated skills for effective social and educational activities. This stage is the most appropriate to form one's own style of professional activity in line with the model of professional development socio-pedagogical practice. With the students of the fourth course was conducted socio-psychological training of professional reflection based on an analytical understanding of their own practical experience, resulting in the awareness of each student of the effective means of pedagogical influence and behavior in general.



One of the most effective forms of psychological work with the students of the last course was the holding of joint events in the system „teacher-student”. Teachers were invited at the initiative of the students to meet at a round table. There were 12 joint round tables informal events with students from different courses. Students pre-prepared questions for the teachers. At these meetings they discussed the problems of choice of profession, issues of personal and professional development, the problems of emotional response, and deformation effects on the professional development of the individual.

Qualitative analysis offered to participants upon completion of the questionnaires showed that the implementation of such poly-subject interaction between teachers and student communities by establishing trust relationships between them, create an atmosphere of cooperation and understanding based on shared values and goals, had a significant impact on

both students and teachers. The participants underlined the efficiency of the conducted interviews and the fact that they partly lacked such person-oriented communication during the learning process.

During the experiment were conducted the scan slices in the control and experimental groups on the first and fourth year of their University studies. Psychological diagnostics was aimed at exploring the dynamics of integral characteristics of the personality, complex abilities and consciousness of future teachers.

The study of professional orientation in the experimental group was carried out using the methods for determining the motives of professional activity of K. Zamfir, questionnaire research of the motives of professional and pedagogical activities and questionnaire of the study of the motives of choice of profession. Analysis of the results showed the following dynamics, as reflected in table 1.

Table 1

**Comparative analysis of the severity of the motives of professional activity
of first and fourth year students of the experimental group**

Name of the motif	1st year (prior to experimental work)	4 th year (after pilot work)	The significance of the differences
	Mean (the average value)	Mean (the average value)	Sig. (2-tailed)
The desire to improve themselves in scientific, cultural and educational relations	4,0385	4,8462	,000***
The desire to experience the love of their wards	2,5385	3,5000	,005*
Cash earnings	2,5000	3,3077	,005*
The desire to avoid criticism from the Manager or colleagues	2,4615	1,6923	,002**
The desire to test their skills	3,5769	4,0000	,046*
Hope to achieve material prosperity	2,5769	3,5769	,000**
Hope to find optimal conditions for self-development and personal growth	4,8846	5,3846	,030*
Intention to acquire psychological knowledge about man and society	5,8846	6,2692	,009**
The desire to help people cope with educational and psychological problems	4,1154	5,5385	,000***
The desire to make society more humane, to transform the lives of people	3,2692	5,0000	,000**
The desire to resolve personal psychological and pedagogical problems, to help yourself	3,7692	4,9231	,002*

* – significant difference (probability of error $p < 0.05$); ** – very significant difference (probability of error $p < 0.01$); *** – the most significant difference (probability of error $p < 0.001$).

With the purpose of *studying* the level of *awareness* of students we used the technique of studying of level of self-esteem S. A. Budassi and methodology of self-actualization test E. Shostrom modification Yu. e. Aleshina, L. Y. Gozman.

Analysis of levels of self-esteem (methodology S. Budassi) showed an increase of the indicators of the

students having high professional motivation (studies focus) and a decrease in students with low motivation.

Obtained by processing the data by the method of CAT first and fourth year students of the experimental group show a clear trend of increase of all indicators (table 2).

Table 2

**Comparative analysis of scales according to the method of the self-actualization test
of first and fourth year students of the experimental group**

Scale	1 course	4 course	The significance of the differences
	Mean	Mean	Sig. (2-tailed)
1. The scale of competence in time	50,8077	53,8462	,029
2. The scale of support	51,0769	54,2692	,001**
3. The scale of value orientations	46,9615	52,3846	,000**
4. The scale flexibility of conduct	50,2692	54,1923	,010*
5. The scale of sensitivity to oneself	52,0769	55,6538	,000**
6. The scale of spontaneity	52,0769	52,0385	,972
7. The scale of self-esteem	51,8846	57,4615	,001*
8. The scale of self-acceptance	52,6154	57,1154	,002*
9. The scale of ideas about human nature	47,4231	52,0385	,000***
10. The scale of synergy	49,1154	52,9231	,006*
11. Aggression adoption scale	55,3846	52,7692	,071
12. The scale of sociability	54,6923	52,6538	,039*
13. Scale of cognitive abilities	51,0769	52,6538	,501
14. Creativity scale	50,3077	53,5385	,105

* – significant difference (probability of error $p < 0.05$); ** – very significant difference (probability of error $p < 0.01$);

*** – the most significant difference (probability of error $p < 0.001$).

The „Report on the most significant event” (L. M. Mitina) used in research methodology contributed to better development of reflection, the ability of the student to a deeper understanding of themselves, their attitude to children, to analyze the behavior in difficult conflict situations.

So, the data show that by the end of University studies students enhance their self-image, they increasingly follow the internal criteria vs. external (support block), indicating an increase in the level of self-actualization. In comparison with the first year students there is an increase in the flexibility of behavior, the depth of awareness of their own feelings and needs. At the end of the formative experiment the students became more peculiar, first, to experience the moment of their life in its completeness, not just as a

fatal consequence of the past or the preparing for future „real life”; secondly, to feel the continuity of past, present and future, that is, to see life in its entirety (scale of Competence in time). Such awareness of psychological perception of time indicates a higher level of self-actualization of the individual.

Conclusion

The students of the experimental group compared with the control group demonstrate more clearly the hierarchy of motives and professional values; humanistic orientation and value attitude to the child and others become the priority in their teaching activities, the students have a higher level of reflection, the ability to plan and carry out their activities in unusual situations, creatively apply skills developed



during the professional training about effective teaching and communication implemented in work with first-year students in the framework of pedagogical practice.

The effectiveness of the implemented technology, proved experimentally, allows recommending it for implementation into training of teachers of all forms and levels of education.

Thus, improving the psychological and pedagogical training of University students, aimed at developing a complex harmonious personality characteristics: focus, competence, flexibility, self-awareness will allow them to operate successfully in difficult conditions of socio-cultural transformations of the transition to a postindustrial society.

References:

1. Baeda I. A. Psychological security in education. 2002. – 271p.(in Russian)
2. Zaharuk T., Scientific justification and implementation of teacher training programmes on inclusive education, Zaharuk/ Psychology personal and professional development: contemporary challenges and risks: collection of scientific. Reports. Moscow. 2016, p. 27-31 (in Russian).
3. Levterova D. The Role of „educational neuroscience” in the preparation of teachers working with pupils with special educational needs. Levterova // Theory and practice of psycho-pedagogical training specialist at University: collection of scientific. Reports. Volume 2. Gabrovo, 2016. p. 578-584 (in Bulgarian).
4. Mitina L. M. Psychology of personal and professional development of subjects of education. – Moscow. 2014. – 375 p. (in Russian).
5. Psychological means of coping with personal and professional development and preservation of health of subjects of education / ed. by L. M. Mitina. Moscow. 2015. – 416 p. (in Russian).
6. Rubtsov V. V. Psychological and pedagogical training of the teachers for the „New school” // Psychological science and education. 2010. No. 1. p. 5-12 (in Russian).
7. Smantser A. P., Rangelova, E. M. Fundamentals of preventive pedagogy: Manual. Minsk, 2014, p. 279 (in Belarus).
8. Fedotenko, I. L., Urfeld I. A. Designing of psychologically safe educational environment as a pedagogical problem // Humanitarian Bulletin of TSPU them. L. N. Tolstoy, No. 3 (15), October 2015, Tula. p. 94-100 (in Russian).
9. Feldstein D. I. The Profound changes in modern childhood and the consequent actualization of psycho-pedagogical problems of education development. 1912-2012 a century of psychology. Moscow. 2012, p. 250-267 (in Russian).

THE ROLE OF THE ACADEMIC TEACHER IN SOCIAL INCLUSION AND THE FIGHT AGAINST EXCLUSION IN THE PROCESS OF STUDENTS' EDUCATION

Tamara Zacharuk¹

Beata Czeluścińska²

Siedlce, Poland

Abstract: *Transfer of knowledge and skills to students is the academic teacher's primary duty, implemented in every university. However, the process of teaching requires not only knowledge and teaching skills, but also thorough preparation for social interaction with students. The teacher should respond to students' problems which, due to various causes, may occur during their studies, but also should be able, in a clear way, to explain to them basic principles of coexistence in various social situations. The task of the teacher is also an effective dealing with any manifestation of social exclusion, intolerance, and lack of respect for diversity in the academic world, as well as effective responding to all forms of economic and social inequality affecting students.*

Keywords: *academic teacher, integration, exclusion, intolerance.*

Introduction

Post-secondary education is a chance for this part of society which is educationally active to further social and intellectual development. University training is a complex process of passing knowledge and skills, but it is also a challenging educational task that academic teachers face to prepare future graduates for pursuing their professional career and their functioning in society. Academic teachers have to be aware of all social diversity they come across working with their students, such as personality diversity, but also of different mindsets and views about the world, together with a variety of students' social and material status, as well as religious, cultural, and ethnic differences, or different kinds of physical and mental disability.

Norman Goodman [1, p. 40] points out that values that a teacher should provide students with are the quintessence of what the community considers to be good, right, or desirable, with all such beliefs shaping our choices which, in turn, are also triggered by human emotions. That is why every university lecturer has to be ready to uphold all those values to deal with

problems of the community which for a longer period of time they will have to teach, educate, and integrate.

The growing need for a new approach to assess professional competence of academic teachers, having been suggested by leading social scientists for many years, is mainly a consequence of an effort to build better relationship between students and teachers. This growing need has been brought about by a new social role ascribed to an academic teacher nowadays. Present day reality forces the teacher to acquire specific social skills and to develop specific features of personality to promote among students, in addition to skills and knowledge, like openness to the world and people, courage in thinking, responsibility for words and actions, and many other socially useful abilities, prompting students to survive in the environment around them, but also encouraging them to be innovative in the process of adaptation to new situations [2, pp. 66-67].

Chapter 1

The Act of Law on Higher Education [3] clearly specifies primary duties of academic teachers, who are obliged 'to teach and educate students', but, except for

¹ Correspondence to: Tamara Zacharuk, D-r Hab., Professor, – Rector of the University of Natural Sciences and Humanities, Siedlce, Poland, e-mail: rektor@uph.edu.pl.

² Correspondence to: Beata Czeluścińska PhD – The University of Natural Sciences and Humanities in Siedlce, Poland, e-mail: beata.czelusinska@uph.edu.pl.



the requirements concerning educational and professional qualifications, it does not mention which additional abilities and skills they should have to do their teaching and educational duties outlined by the above Act. Nevertheless, there are a lot of instruments, like the university code of conduct, university education standards, or regular anonymous evaluation of selected parameters done by students, to verify how well members of academic faculty are prepared to perform educational tasks, to maintain those standards and to obey rules of professional conduct.

One of the duties of a university teacher is consolidation and verification of well established sets of beliefs and codes of behaviour among young people, but also strengthening their civic awareness and social or patriotic sense of duty. Another important task of faculty members is to resolve conflicts among people they are responsible for, giving them all the assistance they need. The diversity of issues and students' different behavioural patterns during their learning process is the reason why teachers have to deal with situations when individuals represent different social, cultural, religious, and even health preferences. Such differences can be an important barrier to develop a positive relationship between students, and sometimes they can be a cause of difficulty in relationship with the teacher. In such situations, together with making the right decision what to do, faculty members have to show a great tolerance towards people struggling with a particular problem; they should also have a sense of responsibility for the consequences of their actions, together with kindness and respects for the demonstrated variety and for the needs of each person. An important role of academic staff, apart from elimination of conflicts and problems, is providing students with information on preventive actions so that a consensus can be reached, with different points of view on problems concerning the group treated equally, in a reasonable and non-confrontational manner, without harming any of the parties. This is a difficult skill and requires politeness and good preparation on the part of the teacher, together with some ability to mitigate conflicts. In the professional career of a teacher, good reputation and popularity among the students are equally important. An essential part of

a faculty member's professional aptitude, affecting their relationship with students both during lectures and classes and elsewhere, is communication skills and high standards of conduct building up good relations with the young people and allowing to win them over to resolve conflicts. Among students there are always individuals having various problems dealing with their peers, or having different levels of disability, or some health issues which all need to be taken care of. In these situations an extremely important task of the teacher is a correct assessment of the problem and then an arrangement of all necessary assistance provided personally or together with other members of academic staff. A proper assessment of needs and a proper type of help offered are necessary elements in the process of social integration as well as in the process of developing a sense of respect towards the others.

Teachers are required to take particular care and to display commitment when dealing with the disabled. Apart from legal requirements, laid down in the Act of Vocational and Social Rehabilitation and Employment of Persons with Disabilities [4], specifying conditions that a lecturer must meet to adapt methods and ways of teaching to the needs of disabled students, it is also necessary to ensure proper functioning of disabled students in the university environment, including their contacts with their peers, and to solve any problems which might arise, motivating everybody to fully cooperate with them to integrate them into academic community and society as a whole.

In order to achieve good educational results while teaching students, an academic lecturer should make an effort to comply with a generally accepted code of conduct, being tolerant, forgiving, honest, always prepared for classes, maintaining impartiality, as well as moderation and respect for the views of others. The ability to resolve conflicts between students, together with positive attitude and a sense of humour, is a great advantage in dealing with young people.

The status of academic staff members depends largely on how students perceive them, how they assess them, and what they expect from them. This translates into creation and strengthening of a teacher's position as a role model, having an impact on students' attitudes and actions, as well as on their social life and

on resolving conflicts in the academic community. According to the results of a survey, carried out in April 2013 by E. Łyszkowska and K. Rybińska [5, pp. 109-111], with a sample of 149 extramural students of private universities, nearly 83% of respondents expressed an interest in what their future teachers would be like. In the matter of suitability of a teacher for an educational role, 60% of the surveyed students pointed out that an important part of ensuring good relations during the time spent at university is the teacher's ability to communicate with them effectively.

In another survey, carried out with a sample of 150 respondents, on student evaluation of academic lectures' teaching and educational skills, such characteristics as sense of responsibility, emotional balance, positive attitude, confidence in conveying knowledge, precision, the speed of reaching the bottom line, but also communication skills and punctuality were included. Out of the above characteristics conveying knowledge, communication skills and ease of expression the respondents rated as the most important [6, p.72].

Chapter 2

Both a proper assessment of the aptitude of an academic teacher according to their professional and, in particular, educational abilities and an evaluation of their personality characteristics are particularly important to students who, choosing the field of study and considering opportunities that a university offers, try to gather as much information as possible on the people and the place where they are going to study for the next few years. Opinions about lectures are often gained by future students through formal and informal channels and are a deciding factor in the decision about where to study and can be an effective barrier against moving to another university. Those opinions are not the only and main reason for taking choices to study at this not that university, but they have a significant impact on students' appraisal of their teachers.

Although the main purpose of higher education is to provide students with necessary knowledge and skills in accordance with the university syllabus and standards of teaching, yet teaching and training cannot

be carried out without encompassing the problems of students' everyday life and the problems of relations within the academic community in the course of the time spent at university.

The diversity of behaviour and different social situations that academic teachers have to deal with at every stage of their teaching and in their educational efforts, both in and outside lecture halls, requires professional and social skills, together with broad sociological knowledge, and an ability to tackle any problems hindering integration of the students. Taking on the task of shaping students' attitudes and actions, a teacher is obliged to put a maximum effort and be ready for serious actions. That is why in May 2016 at the University of Natural Sciences and Humanities in Siedlce a representative group of 131 students at the bachelor and master level took part in a survey to express their ideas on professional predisposition of their teachers and, in particular, to provide information whether faculty members are successful in enticing young people to develop some positive personality features.

In order to check such important issues as group conformity and respect for the diversity of views, behaviours, and beliefs, the respondents were asked (Fig. 1) if the teachers showed tolerance, respect, and kindness dealing with students. They also had a chance to present their opinion on other personality features which they believed were important for the maintenance of proper relationship between them and academic teachers.

The results of the survey indicate that the respondents most often experience tolerance (55%), and to a lesser extent respect (50.4%) and kindness (48.1%) on the part of teachers. In the case of other personality characteristics of the academic staff mentioned by the students in the survey they answer that they experience them 'often'. As regards everyday manifestation of personality features expressed by the teachers towards students, only 24.6% of the respondents confirm lectures' tolerance, while 30.5%, the second largest group, believe that they are treated with respect, with 31.8% of respondents saying that they are treated with kindness. It should be pointed out that 27.8% of the students, again the second largest number, taking part in the survey say that during their



study years they have never experienced any other positive characteristics which a good teacher should have. Unfortunately those other characteristics were not listed by the respondents in the survey. Taking into account their opinion stating that as many as 80% of them always or often experience tolerance from

teachers and nearly 81% are always or often treated with respect, with 58.6% feeling kindness directed at them, it can be concluded that, when it comes to personality characteristics, teachers are well prepared for dealing with students, both in and outside lecture halls.



Fig. 1. Tolerance, respect, kindness, and other qualities exhibited by teachers in contact with students.

Source: own research

However, the fact that the academic teachers have those positive personality characteristics and use them during interactions with the students is not sufficient evidence that the same teachers are effective in the academic community. That is why it was necessary to check if those personality features, important from a

social point of view, resulted in the teachers' effectiveness in practice and if they were useful in the educational process. Therefore, respondents were asked how the academic staff stimulated their sense of respect, initiative, or responsibility, all of them highly valued by the state and the citizen (Fig. 2).

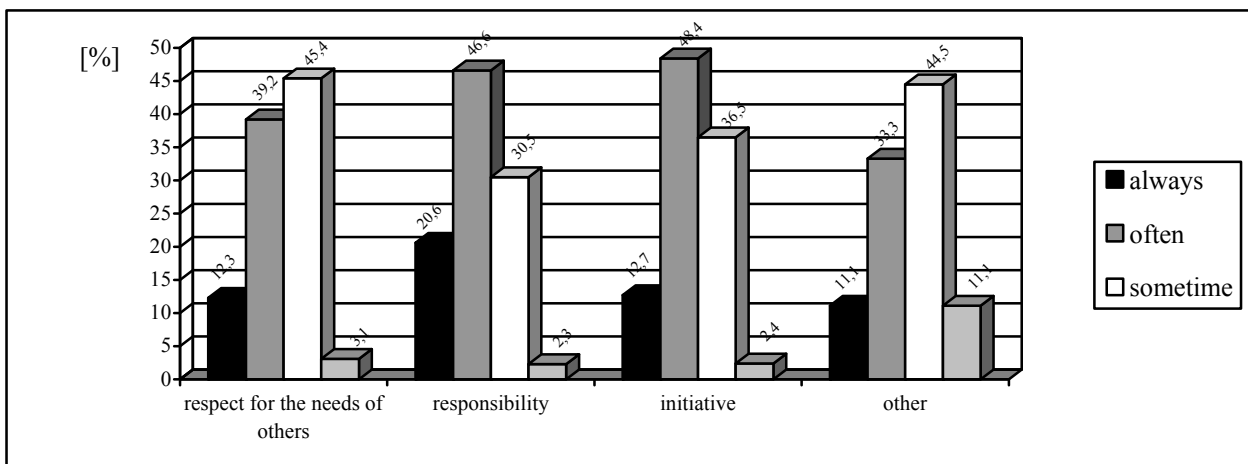


Fig. 2. The level of selected educational effects developed in students by teachers in their studies in the opinion of the respondents.

Source: own research

Treating the students taking part in the survey as potential recipients of such stimuli supporting social integration and educational process as part of the study programme, a number of responses were obtained to study the level of effectiveness of teachers' activities directed at strengthening those stimuli. According to the results of the survey, representing all students' opinion, only from 11.1 to 20.6% of the respondents believe that because of the efforts of their teachers they always develop attitudes and personality features listed in the survey. The greatest number of respondents, 48.4%, indicate that teachers' educational efforts stimulate initiative in them, putting responsibility in second place (46.6%). A disturbing phenomenon is the fact that as many as 45.4% of the respondents indicate that the teachers only sometimes manage to make them feel respect for the needs of

other students, which greatly hampers the integration processes and is a manifestation of their isolation from the community they spend everyday life with. The research also shows that the educational methods used by the staff in the teaching process 'sometimes' (44.5%) cause other positive educational effects, and 33.3% of the respondents believed that this occurred 'often'.

With regard to the academic staff's approach to the material and social status of the students, their religious beliefs, opinions, behaviours, health restrictions, and employment, the next question in the survey (Table 1) covered a variety of social, personal, and health situation of the students, so that the respondents could have an opportunity to indicate what the teachers' attitude towards students of different social conditions was.

Table 1. The teachers' attitude to particular groups of students representing different economic, social, health, and other personal and social conditions [%]

Reference group	Very negative, discriminatory	Negative, but not overtly discriminatory	No difference	Positive	Particularly positive
Students with disabilities	2.2	1.6	20.2	49.6	26.4
Students of national minorities	0.0	3.0	32.6	57.4	7.0
Students of the national majority	0.0	3.8	34.1	54.3	7.8
Students of other faiths	0.0	3.0	40.0	48.5	8.5
Students from the city	0.0	2.4	41.5	46.9	9.2
Students from rural areas	0.0	6.2	40.0	44.6	9.2
Students with a different sexual orientation	1.5	8.7	52.0	31.5	6.3
Students of low income	0.7	3.1	50.8	37.7	7.7
Students of high income	0.7	5.4	45.4	40.0	8.5
Working students	3.1	9.3	33.3	44.2	10.1
Non-working students	1.5	5.5	50.0	36.7	6.3
Other groups	0.0	6.5	34.8	45.7	13.0

Source: own research



The survey indicates that the majority of academic teachers manifest 'positive' (49.6%) or 'particularly positive' (26.4%) attitude to people with disabilities. Given that additional 20.2% of the respondents cannot see the differences in the treatment of the disabled and the treatment of other students, then the overall percentage of students convinced that the disabled are treated fairly is 96.2%. Such a high evaluation of the dignified treatment of persons with disabilities by the teaching staff at the University of Natural Sciences and Humanities in Siedlce is not accidental, since the University for many years has specialized in the education of such students. Because of that, most teachers have all necessary skills to work with those students and they have motivation to take any action to integrate them into the academic community.

On the subject of tolerance of students belonging to national minorities, 57.4% of respondents indicate that, in general, teachers have a 'positive' attitude to their presence at the University, and 32.6% of respondents do not see any differences in the treatment of such students. It is important to point out that none of the students taking part in the survey confirms the occurrence of 'very negative, discriminatory treatment' of the members of national minorities, and only 3% of them have noticed 'negative, but not overtly discriminatory' treatment of students belonging to those minorities. There is a similar attitude to the national majority, with the greatest number of respondents, 54.3%, indicating that teachers treat representatives of this group of students in a positive way, and 34.1% of them do not perceive differences in their treatment.

Analyzing the attitude of teaching faculty to students of another religion, an analogical positive treatment of the students can be noticed. Survey results for this social group indicate that nearly 50% of the respondents confirm the existence of a positive relationship between teachers and students of different faiths. In addition, 40% of the students say they do not notice substantial differences in the treatment of people of other religions. Also in this matter, 3% of the respondents notice 'negative, but not overtly discriminatory' attitude towards students of another faith. However, given a very low level of this phenomenon, it can be assumed that these are incidental cases.

Taking into account the treatment of students living in the city and in the country, it should be pointed out that 97.6% of city inhabitants and 93.8% of rural inhabitants are treated by the teachers in a positive and particularly positive way.

In the case of students with different sexual orientation, 52% of the respondents do not notice any differences in their treatment, while 10.2% of the students indicate that there are cases of 'negative, but not overtly discriminatory', and 'very negative, discriminatory' treatment of students due to their sexual diversity. Additionally, at the present time, even if different sexual orientation is no longer a taboo, a majority of such people are trying to keep it secret for fear of the reaction of the community.

As regards students with low or high incomes, respondents clearly answer that teachers in their work do not pay attention to students' status, which is confirmed by 50.8% of the interviewees in relation to those of low incomes, and by 45.4% in the case of those with high incomes. In addition, the vast majority in the other responses concerning material status confirms equal treatment of the students by faculty members.

In a similar manner, the respondents claim that the teachers do not discriminate between working and non-working students. According to the survey 87.6% of the respondents choose 'no difference', 'positive' or 'particularly positive' attitude of the teachers to working students, with 93% having the same attitude to non-working students.

According to the survey, all the criteria discussed above indicate that teachers have a positive attitude to all those social groups. A small percentage of respondents also indicate that the teachers have negative attitude ranging from 0 to 8.7%. It is a proof that teachers treat students in the proper way, as well as it proves that they have high social skills that are used effectively in the process of education and social integration of students.

Final remarks

Teaching staff at universities play an important role in educating students to be tolerant citizens, dedicated to society. To achieve that, they have to be prepared not only in terms of knowledge and skill but

also in terms of social skills. Just as important for a teacher in the modern system of education and care is development of useful personality traits, which, if used efficiently, can largely contribute to resolving social conflicts arising in student communities, and can be a base to build tolerance and respect for any diversity. They can be used to promote social integration and to provide assistance for underprivileged groups. A university is a place where people of different culture, religion, sexual orientation, different forms of disabilities and social status meet. Those people have to be dealt with and taken care of for the good of the country and society.

It is difficult to assess precisely what features present day academic teachers should have because their use depends on many external conditions that occur in groups of students they work with. However, most personality traits that the teaching staff should be equipped with are possible to define, bearing in mind that the effectiveness of their use in practice, to a large extent, depends on the students who are, in turn, affected by them. Correct interaction between lecturers and students to achieve the effects of civic education, social integration, or to strengthen efforts against social exclusion, has a chance for success on condition that both parties are engaged in this process. Otherwise, with a lack of common understanding and cooperation between them, achieving intended educational effects may be difficult.

Conclusion

1. Possession of positive personality features and using them by academic teachers in the work with students does not guarantee a success in civic education.
2. Educational activity of university teachers is regulated by law but there are no specific criteria for the selection of people with adequate personality features and social skills.
3. Most of the students who took part in the survey positively assessed attitude of the teachers to civic education, social integration and willingness to provide all necessary assistance.

References:

1. N. Goodman, Introduction to Sociology. Profit and Publishing Company. Poznań, 1997 (in Poland).
2. Dziedziczak-Foltyn A., University teachers as forerunners and moderators of the knowledge society. // Science and Higher Education, No. 2/28/2006, p. 66-67 (in Poland).
3. Act of 27 July 2005, the Law on Higher Education, (t. J. Dz. U. of 2012. Pos. 572 as amended.) (In Poland).
4. The Act of 27 August 1997 on vocational and social rehabilitation and employment of persons with disabilities. (T. J. Dz. U. of 2011. No. 127, poz. 21 as amended) (in Poland).
5. Łyszkowska E., Rybińska K. Academic teacher in the eyes of students.// Scientific Papers of the University of Warsaw „Maria Skłodowska-Curie”, No. 4 (42) / 2013, pp.109-111 (in Poland).
6. Jankowski K., B. Sitarska, C. Tkachuk. Shaping the image of the university teacher in terms of quality of education. [In] ed. K. Jankowski, Sitarska B., C. Tkachuk.// Academic teacher as a link in the quality of education. University of Podlasie, Siedlce 2003 (in Poland).



THE EDUCATIONAL - RESEARCH AREA OF UNIVERSITY AND THE PROFESSIONAL - PERSONAL DEVELOPMENT OF STUDENTS

Veska Ivanova Shivacheva¹

Burgas, Republic of Bulgaria

Abstract: *The implementation of university education, based on scientific research, contributes to a greater extent to the professional – creative development of the students, their adaptation to the information society and lifelong learning. The objective of this presentation is to point out the paradigms of university education, based on scientific research, and to analyse the qualitative parameters of its components. The experimental and applied activity is according to the developed theoretical model. Traditional methods are applied in control groups by combining the demonstration and laboratory experiments. Real and virtual experiments, projects, analysis of situations and other interactive methods are combined in the experimental groups.*

Keywords: *university education, scientific research, experiment, interactive methods, professional – personal development, students.*

Introduction

The modern profile of the higher schools reflects the relationship between education and research. The placement of university education and scientific research in a coherent system is of particular significance. This is associated with the role of higher education schools for the development of society and academic communities. The implementation of university education, based on scientific research, contributes primarily to the professional and creative development of the main participants in the educational process: faculty and students, their adaptation to the information society and lifelong learning, but along with that and their formation as citizens. The continued orientation of teaching in higher education schools towards research necessitates the creation of adequate environment and quality change of each of the components of the educational process in such a way as to reflect the development of science, technology, innovation, values of civilization and the requirements of modern life.

The objective of this article is to reveal the dimensions of educational - research area at university and to analyse the qualitative parameters of its components towards professional – personal development of students.

Thesis, experiment, results

The thesis we defend in this report is that in the course of training the instructor is to carry out a joint scientific study with the students in the form of curricular and extracurricular activities. This is particularly important for students – future teachers of specialties in professional fields in the natural sciences. The priorities of scientific research in the faculties of natural sciences reflect global trends, whereas an orientation towards conduct of quality and competitive scientific research in key areas is formed: green, bio- and environmental technologies; new materials, information and communication technologies; educational environment and quality of training [1]. The efforts for development of project activity and integrating the research space of the university with international university networks stand out. The access to international databases for refereed publications allows for monitoring of results [2]. The teaching of scientific knowledge and research in unity and interrelation with the active participation of students is an academic principle and paradigm for university education. The respect for the paradigm contributes to the highest degree to promotion of research as an activity of the students, to the development of their cognitive interests and professional competencies, and their participation in innovations.

¹ Correspondence to: DSc Shivacheva, Veska Ivanova, Doctor of Science, Professor at the University „Prof. Dr Assen Zlatarov” – Burgas, Faculty of Natural Sciences, e-mail: vshivacheva@abv.bg

During the experiment the researcher takes part in the course of its implementation through the reproduction of the researched phenomenon, he or she purposefully influences the processes through experience, modelling, verification of the hypothesis, etc. The students not only monitor, but there is a possibility to make changes in the studied objects. The facts found during the experiment facilitate the rationalization of fundamental concepts, principles, laws, theories. Researchers put their own efforts and feelings in the perception of new scientific information. Watchfulness, attention, ability to detect and solve scientific problems are developed. An emotional and value-based relation to the studied objects and to research activity is built. The Inclusion in research allows students to respect the universal values to a greater extent by applying them in practice as personality orientations in the implementation of educational experimentation. Rational thinking leads to the understanding that of all the factors, which the subjects have to comply with during the experiment, the health and environmental factor is the most important. Simultaneously, during the realization of the experiment as a scientifically well-founded system, are elaborated schemes and algorithms to ensure reproduction and achievement of results reflecting the technological paradigm of university education, based on scientific research. Regardless of the specifics of the content of the studied matter a summarized flow diagram is followed: practical task – scientific problem – discussion in group and idea for a solution – hypothesis – methods for verification of the hypothesis – theoretical interpretation of the results – conclusions.

As far as research at the university is interpreted as a targeted, individually driven and pedagogically organized process of creative development of the students' personality, the implementation of educational experimentation in the context of personality - centred training has a paradigmatic basis. In this sense a leading landmark, main content and main criterion for the quality of scientific projects, which students participate in, are not only their knowledge and skills for research and solving problems, but also the development of personal qualities, which make them adaptable, competitive,

able to set and achieve goals, working towards perfecting themselves and their surroundings.

The functions of the instructor regarding the participation of students in scientific research are related to motivating, stimulating, energizing for thoughtful and productive implementation, planning, organizing, communicating, coordinating, controlling, regulating, correcting, counselling, diagnosing, prognosing, etc. These functions are interrelated and are effected only if the university instructor is a personality, who can create and develop personalities. Orientation to the development of students' personalities requires the instructor to possess professional and pedagogical competence, to be a humane personality with his or her own individual style, tact and culture. Research activity, centred on personality, is associated with the implementation of intensive interaction, emotional value-based communication and the creation of psychological climate, which guide students to rational choice of research strategy.

Every instructor and student has their own experience in scientific research. Therefore the paradigm of competence – oriented study is related to those competencies, which they need to master in order to implement the experiment qualitatively: specific to solving the problems of a specific scientific field, constructive, communicative, informative, socio - cultural, health and environmental, organizational and technical. This reflects the integral nature of research competence.

The joint research work of faculty and students is teamwork, during which interaction is used; intensive interaction, dialogue, exchange of scientific ideas, assumptions, surmises are performed. In view of this the paradigm of partnership, coordination of both parties, their cooperation and agreement makes the instructor assume the role of a consultant, mediator, assistant. The voluntary inclusion of students in activities, based on experiment, is a prerequisite to learning the specific content, culture and methodology of scientific research which is to be mastered in unity and students to be placed in the position of the discoverers of scientific truths, to turn to creative self-improvement.



The analysis of the quality parameters of university education, based on scientific research, aims at its components: target, motivational and stimulating, content, process and active, evaluative and reflexive.

The target component is related to guiding instructors and students to the issue of education, based on scientific research, its conscious acceptance and correlation to individual opportunities. The achievement of the specific objectives can further satisfy their professional and creative interests, direct them to the study of new problems, to a possible scientific career. The motivational and stimulating component refers to the establishment of a common motivational basis for performance of scientific research activities, urging students to demonstrate their activity and direct it to learning and research. The internal motives are related to the interests of students, their needs to learn by exploring, their aspirations towards knowledge and achievement of results. The external motivation is under the influence of faculty, fellow students, student councils, the atmosphere in the group, the faculty, the university, etc. It is useful when the university professor stimulates the aspirations of students towards discovering and developing their own strengths and opportunities for study, when he or she assists them and helps the creation of adequate conditions.

The content component reflects the system of knowledge, skills, competencies, which researchers have to master in order to implement the curricular and extracurricular research activity in the relevant thematic areas: energy sources and energy saving technologies, control of noxious and hazardous household and industrial waste, new raw materials, information and communication technologies, biotechnology, food and health, etc.

The operational and activity component refers to the system through certain procedures and operations, performed by students and faculty. The activity oriented strategies are related to goal – setting, selection of educational and research tools, the creation of suitable psychological regime and orientation to goals.

The evaluative and reflexive component relates to assessment and self-assessment of performance, reflection of cognitive and experimental activities,

thought processes and potential opportunities of students and faculty to explore, to combine elements of programming, standards and creativity rationally, to algorithmize with a measure, to implement research-based education with flexibility and variation, to work in a team, to humanize their relations, etc.

In order to reveal the essential properties, connections and relations of the studied phenomenon we apply theoretical and comparative analysis. Purposeful and systematically organized monitoring of students during curricular and extracurricular research activities, lectures, tests, interviews, etc. allow for obtaining empirical information and outlining parameters. We test assumptions by way of a pedagogical experiment and appraise the resulting theoretical model. The empirical data are subject to theoretical and statistical processing. The sample of the finding study includes faculty and students from Bulgarian universities. The applied and experimental activity is carried out in „Prof. Dr. Asen Zlatarov” University in Burgas.

The experimental and applied activity is associated with the approbation of educational experimentation according to the developed theoretical model. Traditional methods are applied in control groups by combining the demonstration and laboratory experiments. Real experiment and virtual experiment, projects, analysis of situations, swot – analysis, computer presentations of scientific research results and other interactive methods are combined in the experimental groups. The study is related to establishing the extent to which transformative work contributes to the formation of the competences, necessary for the solution of research tasks: scientific field-specific, environmental and health, information, communication, organizational and technical.

To establish the relationships between the studied phenomena is done a correlation analysis. The established correlations between the types of experiments applied in teaching and students' achievements confirm the conformity of the theoretical model we have adopted. The data show that in 77,44% (r^2) of cases the combination of real experiments, virtual experiments and interactive learning methods in experimental groups leads to an increase in the level of formation of competencies for project scientific

research in contrast to the control groups, in which this percentage is much lower. The conducted quantitative testing of hypotheses confirms the conformity of assumptions about the formation of skills in students for the conduct of scientific research.

Conclusion

The results from the approbated educational model, based on scientific research, make it possible to draw conclusions about the pedagogical conditions, determining the professional and personal development of students:

- An appropriate selection of the type of scientific research, specific objectives, its systematic conduct while taking into account the specific competencies, which are expected to be formed in undergraduate, graduate and postgraduate students;
- Problematic, heuristic, pragmatic, health and environmental suitability of the experimental tasks;
- The solution of research problems is to facilitate the introduction of new concepts, theoretical principles, laws, proof or rejection of hypotheses;
- Rational combination of the real and virtual experiments with traditional and non-traditional teaching methods, projects, multimedia and teamwork;
- Provision of resources for the scientific research, participation in conferences and other kinds of scientific events and publication of results;
- Increasing the autonomy of students throughout the various stages of research, data collection, processing and analysis;

integration of new experience in research and presentation of results at scientific events;

- Introduction of interactivity, collaboration, mutual respect, tolerance, positive emotional experiences, creation of situations of success, mobility, satisfaction with successfully performed research, self-assessment;
- Professional and pedagogical competence of the instructor to project and implement teaching and research in unity, to motivate, advise, encourage, stimulate undergraduate, graduate and postgraduate students' ideas, their scientific potential and activity and support them in the implementation of a scientific career;
- Improvement of access to databases and electronic libraries, integration of the research space of the university with international university networks.

In conclusion it is useful to be highlighted that the motivated and active involvement of students in curricular and extra-curricular research activity is a prerequisite for mastering the study content, culture and methodology of the scientific research in unity and interdependence. Finding adequate solutions for the implementation of research – based education contributes to the improvement of the quality of overall academic preparation of students and their professional and personal development.

References:

1. National strategy for development of scientific research - 2020. Sofia, 2011 (in Bulgarian).
2. Horizon 2020 http://ec.europa.eu/research/horizon2020/index_en.cfm.



CORPORATE CULTURE IN MODERN HIGHER PROFESSIONAL EDUCATION: A PHENOMENOLOGICAL FEATURE

Eleonora Onischenko¹

Saint Petersburg, Russia

Abstract: *The article evaluates the interpretation of the phenomenon of corporate culture in the modern system of professional training of teachers. The author analyzes the need for various components of corporate culture as a means for the design of targeted students' motivation to future professional pedagogical activity.*

Keywords: *corporate culture, higher professional education.*

Introduction

The intensification of the processes of modernization in the national system of higher education is focused on active humanization and humanitarization. Modern researchers recognize that along with the competence-based approach as a foundation for more strategic design of the new high school serves cultural methodology. In this regard, there is a need to consider the professional culture of a future specialist (including in education) as a significant value, which will provide the objective conditions for sustainable professional growth and personal self-development.

That is why as a competitive resource of the identity of the future teacher should be not only special knowledge in the relevant subject area, how common and professional culture. A high level of culture professional activities will provide him the opportunity of going beyond regulatory functioning in the context of modern education, and will be the basis for building a strategy of improving in the professional field. In educational theory today, is recognized the conceptual position, according to which culture is a multifunctional phenomenon, is considered as a complex of methods, approaches, means and results of human activities from the point of view of the implementation of the system of values of different actors.

Main part

The analysis shows that the researchers of the phenomenon of professional culture as a social phenomenon focus on the study of the adaptive function of culture, namely self-preservation and society development and educational processes within it (V.E. Davidovich, M.S. Kagan, E.S. Markarian). And those who study culture, identity, identify, first of all, man as a subject of activity and communication, focusing on his creative activity and independence, evaluating the culture as a specific condition of personality self-development in conditions of the social environment (B.C. Bibler, L.N. Kogan, V.M. Mezhuiev, L.V. Sohanya).

Today in the study of the cultural phenomenon are the following approaches: axiological, activity and personality. At the same time, according to a research by I.A. Bernstein, in the context of axiological methodology come to the fore the predictive power of culture, which act simultaneously as a kind of „model of consumerism of the future”. The activity approach aims to assess developmental potential of culture, which is at the basis of the social activity of the person, directing this activity on the transformation of the surrounding space in which development occurs, and development of the individual. The personal approach is focused on the priority of the formation of

¹ Correspondence to: Eleonora Onischenko, Doctor of Science, Professor at the Russian pedagogical University A.I. Herzen, Saint Petersburg, e-mail: eleonoraon@mail.ru

the inner attitude of the person, its axiological attitudes and ways of self-realization.

Such features of the methodology of design of the phenomenon of culture determine the need for a more detailed analysis of the actual entity of the concept of „corporate culture”, which should be examined in the logic of design of such basic terms as „professional” and „pedagogical” culture. It should be emphasized that the methodological, theoretical and actual practical aspects of the study of these phenomena was reflected in the studies that were conducted within the framework defined by the Moscow scientific-pedagogical schools, which operated under the leadership of V.A. Slastenin (1930-2010).

So, according to the interpretation of V.A. Slastenin, as well as of his disciples and followers, the professional culture is considered to be a certain „degree of mastery by the members of the professional group of the methods and ways of solving professional problems” [4, p. 31]. The level of professional culture of teachers is estimated on the basis of their ability to solve actual professional tasks, i.e. the development of individual professional thinking, consciousness and mastery of the basic functions associated with the discharge of their duties.

It should be noted that the characteristics of the organization of the immediate educational activities, the analysis of the pedagogical abilities and characteristics of the dynamics of mastering of pedagogical skill are in the works of S.I. Arkhangelsky, E.V. Bondarevskaya, G. I. Chisinau, I.F. Isaev, V.Y. Lykova, V. A. Mishchenko, V.A. Slastenin. Their research contains the essence of the professional culture of the teacher from the point of view of individual competencies specific to the implementation of professional functions. Its bearers are the individuals that carry out leading types of teaching activities in institutions, which are included in the national education system.

The main functions of professional-pedagogical culture as an integral system are:

- epistemological, which ensures the integrity of the notions of pedagogical activity;
- training, implemented in the activities of the teacher and pupil;

- raising, which reflects the scope of educational activities;
- communication, which determines the need to communicate with pupils, parents, colleagues, and management;
- information, providing continuity of information from different eras, generations and sources [3, p. 384].

On this basis, the corporate culture of the teacher as a component of professional pedagogical culture determines the potential of the education system, its influence on the formation of personality of pupils and students. Corporate culture is defined by the successful interaction of the subjects of the educational process from a point of view taking into consideration the identity of the external and internal environment of any educational institution, its specific traditions and rituals, its „unique” style, which simultaneously are considered as an element of its integrity, effectiveness of interaction, quality of implementation of the educational process and competitiveness.

Today there are various approaches to defining the uniqueness of the corporate culture. For example, in their studies a number of authors (M. Armstrong, T. Y. Bazarov, I.V. Groshev, V P. Emelyanov, A. Crombie, A.A. Maksimenko, E.V. Onishchenko, V.A. Pogrebnyak, Z.P. Rumyantsev, V.A. Spivak, E.N. Hundorova, S.V. Shekshnia, L.Eldridge, V.M. Yur'ev), see the phenomenon of corporate culture as a serious competitive advantage for any educational institution, and corporate culture is regarded as a possible means of improving the General level of professional pedagogical culture of teachers, educators, professors and staff with various types of pedagogical work.

In General, the corporate culture in modern education is regarded as a „unique, coherent set of norms, values, beliefs, behavior patterns, forms of relationship and interaction between employees, which regulate and determine the way their professional associations could achieve the goals defined by the leaders of educational institutions and guarantee the collective development of the organization and the creative improvement of each employee” [2, p. 167].

From the point of view of such interpretation of the concept it is logical to consider that the corporate



culture in the modern system of higher professional education should be considered as an important resource of improvement of education through the formation in future teachers of a clear awareness of the social and personal significance of the process of implementation of education programs in the context of each University as an „Alma mater”. At the same time, corporate culture can be a powerful strategic tool to improve the educational activities and improve the quality of training in institutions of higher education, since it ensures the commitment of future teachers to their self-determination and becomes a necessary condition to achieve harmony with the surrounding professional reality.

At the same time analysis of modern research shows, that the potential resources of the corporate culture as basis for improving the quality of vocational and educational activities today, is clearly insufficient. So, the presented interpretations of this phenomenon are rather general and descriptive and the process of its formation is seen only as a way to „design” the web page of the University using the appropriate symbols and logos, to develop the advertising slogans of a particular institution. It practically does not take into consideration the necessity of following the rules of conduct developed by professional etiquette, the improvement of the ways and means of interaction with all participants in the pedagogical process and the development of the «corporate» environment of educational institutions. Although, for example, G.V. Gerasimova emphasizes in her studies, that „the behavior of the students mirrors the cultural environment of the teachers with all aspects of their interaction” [1, p. 155].

That is why the work of a modern University should not only guarantee the realization of the personal potential of the student, but also the training of a specialist of a new type: „A highly educated man of culture and business. This process is implemented through the education in oneself of high standards, through the creation of situations in which a student needs to show responsibility, as well as during the educational process by improving the corporate culture in an educational institution” [2, C. 170]. In general, a well defined and effectively functioning corporate culture in the University should be considered as a

significant stimulus to students understanding of the fact that their appearance, style, demeanor, form of communication, vocabulary and style of speech has a certain social and cultural value and is the key to success in future professional activities.

These ideas are confirmed by the results of our experimental work. In particular, in the research work of graduate students under the program „quality management of education» was conducted a survey of undergraduate and graduate programs of the Institute of childhood of the Russian state pedagogical University. A.I. Herzen (Saint Petersburg) (Russian state pedagogical University. A.I. Herzen) „Corporate culture in the eyes of students”. The survey involved more than 150 students of day and correspondence departments.

As a leading task for the survey were:

- assessment of the perceptions of students about the symbols of corporate culture in Herzen state pedagogical University. A.I. Herzen and the Institute of childhood;
- determination of the presence of positive motivation of familiarity with the corporate traditions of the educational institution;
- analysis of the degree of participation in the work on formation of corporate style of the educational institution.

Thus were obtained the following results:

- the majority of the respondents (about 67%) have a clear picture of corporate symbols in Herzen state pedagogical University. A.I. Herzen and the Institute of childhood, know the history of their origin and design. This is determined by the fact that for students of 1st year of training was introduced the course „Educational environment of St. Petersburg”. Its development involves the acquaintance with the historical retrospective of the development of professional pedagogical education in the city at various stages, including the study of the exposition of the Museum, Herzen state pedagogical University. A.I. Herzen and other urban cultural centers (Museum of the Smolny Institute, the toy Museum, online museums different schools in the city);

- more than half of the respondents (58%) note that the elements of corporate identity, Herzen state pedagogical University. A.I. Herzen and the Institute of childhood provided their desire to enroll in this school, as the emblem of „Herzen” of the University – Pelican, who gives himself to his chicks – for them has become a symbol of humane attitude to children and childhood in General, defining thereby a desire to become a teacher – a teacher in a preschool or elementary school teacher;
- a significant proportion of students (42%) states the fact that the corporate politic of the Institute of childhood, the annually held contest for creating the logo and slogan of the institute inspired them to become teachers.

Thus, students realized the importance of corporate culture of the educational institution. Moreover, they performed a didactic task, which was offered to them in the context of the study already mentioned the training course „Educational environment of St. Petersburg”. In particular, in the context of the given discipline:

- was done a comparative analysis of the information/Internet resources of various kindergartens, schools and Universities in the city
- were described the activities of the representatives of the leading scientific schools functioning in various Universities of the city;
- were chosen materials for the school calendar of St. Petersburg;
- were prepared reports of pedagogical dynasties, working in the field of education in St. Petersburg.

Conclusion

On this basis they have developed a positive attitude to their future professional activity, at the same time was given a positive evaluation of the

personal significance attached to the traditions of the University of „Herzen” which is one of the first institutes of childhood in Russia. To sum it up, I would like to insist on the fact that the results obtained in the mini-survey show the importance of the formation of professional values in future educators which have not only a personal, but also a social value. While personal value is determined by the individual attitude to one's own education, its level and quality, and is the result of external circumstances and internal interests, the public value has a high degree of responsibility for children's education.

References:

1. Gerasimova G. V. Pedagogical factors of formation of corporate culture of College: dis. kand. ped. sciences: 13.00.01 / V. G. Gerasimov. Moscow, 2011. 256 p. (in Russian).
2. Onishchenko E. V., U. O Bakashova. Corporate culture of the medical College as a means of development of professionally-moral values of students //All-Russian scientific-practical conference: „Corporate culture educational institutions: images of the professional and moral culture of the expert” / E.V. Onishchenko, U.O. Bakashova. Ekaterinburg, 2014, - 257 p., pp. 167 – 172 (in Russian).
3. Onischenko, E.V., A.E. Ryabchuk, The Development of information-communicative culture of the teacher in the process of interactive communication (presentation of the problem) //Bulletin of the Russian Christian humanitarian Academy. Vol. 16, vol. 3. /E.V. Onishchenko, A.E. Ryabchuk. – SPb., 2015, p. 407, pp. 380 – 385 (in Russian).
4. Slastenin, V.A. Pedagogics: textbook for students of higher educational institutions /V.A. Slastenin, I.F. Isaev, E.N. Shiyanov. Moscow, 2005, p. 676 (in Russian).



TEORETICAL AND METHODOLOGICAL GROUNDS FOR DEVELOPMENT OF THE PERSONALITY OF TEACHER-MUSICIAN IN EDUCATIONAL PROCESS

Elena Stepanovna Polyakova¹

Minsk, Republic of Belarus

Abstract. Development of personality of a professional teacher-musician throughout the lifespan required that theoretical and methodological grounds for this process be worked out. The main positions became the following: theory of permanent personality development as a process of positive conjugated changes of personal traits and qualities of a person carried out constantly during ontogenesis; substantiation of allotropy of a metasytem of the process of teaching music based on emotiogenic factors, specificity of the art of music, and features of functioning of emotional information in music; definition and analysis of the essence of the concept of polysubject that consists, in music education, of real subjects and quasisubjects (pieces of music), with developing mechanisms of introspection, identification and interpretation; and interaction of two models of time in music education. The research has revealed the pedagogical conditions of polysubject interaction and the dominating tendencies of development of a teacher-musician.

Keywords: permanent development of a teacher-musician, polysubject, quasisubject, introspection, identification, interpretation, models of time perception, pedagogical conditions, dominating tendencies.

Introduction

One of the key problems of professional training is the use of human creative potential of the art of music for development of personality of a teacher-musician. At present, the society and state acknowledge the need for learning and developing one's personality throughout the lifespan. The displacement of accents to a new system of values is mentioned: elevation of spirituality and culture, strengthening of professionalism and responsibility, effective self-realisation of each person (V.S.Stepin). The essence of the present stage of development of music education follows therefrom: learning and permanent development of personality of a professional throughout the lifespan based on the full-scale use of human creative potential of the art of music and conditions of polysubject interaction in the educational process. The analysis of the theory and practice of music education makes it possible to mention the following *contradictions* in this process: contradiction between personal development of a teacher-musician and high-quality activities of

teaching music; between a requirement of accelerated development and formation of personality of a teacher and undeveloped theoretical basis that makes intensification of this process possible; between potential possibilities of the music education process and their practical realisation.

All the above-stated has made it possible to formulate the *research objective*: to develop theoretical and methodological grounds for development of the personality of a teacher-musician as a specialist and a person in the specific conditions of polysubject interaction, while taking into account dominating tendencies of the music education process.

Main part

The synthesis of philosophical and general scientific knowledge reveals a philosophical and methodological component of the process under study. The recognition of biosociocultural human nature determines the binary formation, development and self-development of the personality (external and

¹ Correspondence to: Polyakova Yelena Stepanovna, Doctor of Science, Professor at the Belarusian State Pedagogical University named „Maxim Tanku”. e-mail: poljakova.elena@mail.ru

internal, while the internal one has the defining role). The dialectics of subject-object relations reveals the reciprocal influence of a subject and an object and is replaced by subject-subject relations that finally provides the formation of a polysubject and the development of polysubject interactions. V.S.Bibler's doctrine of planetary character of culture; M.M.Bakhtin's ideas about the essence of a dialogue; the role of subjective time in personality formation and development (K.A.Abul'khanova, M.A.Shcherbakov); the mechanism of personality self-development through meaning making and acquisition (D.A.Leont'ev) provide general scientific grounds for the research.

The theoretical analysis has revealed that the developing force of music is conditioned by: multiple-aspect influence of music on personality (M.S.Kagan, D.Campbell, A.Copland, V.M.Sokovnin, A.N.Sokhor, etc.) [1]; emotional information received by a person during perception (V.V.Medushevskiy, E.V.Nazaykinskiy, etc.) [2]; introspection and self-identification of personality during communication with a piece of music (G.Girginov, D.A.Leont'ev) [3]; uniform principle of functioning for music and emotions (V.I.Petrushin, Y.S.Polyakova, etc.) [4; 5]; subconscious influence of the musical language of the emotions that contributes to the acquisition of an imagined experience and its transfer to the sphere of real relations of personality (M.Mol'ts, Y.S.Polyakova, G.M.Tsy-pin) [6; 7]; inclusion of personality in many-sided musical activities (E.B.Abdullin, N.N.Grishanovich, T.P.Koroleva, V.P.Reva, K.V.Tarasova, G.M.Tsy-pin, L.V.Shkolyar, V.L.Yakonyuk, etc.) [8].

The main theoretical and methodological positions of the research are the following: theory of permanent development of personality of a professional; substantiation of allotropy of the metasystem of the process of teaching music; definition and analysis of the essence of the concept of polysubject in the music education process; interaction of two models of time perception in music education etc.

Idea of permanent development of personality of a professional. Beginning from the end of the 20th century, the social and philosophical aspect of constant and continuous personality development in

ontogenesis attracts researchers: philosophers, psychologists, teachers (S.R.Ableev, O.A.Bazaluk, N.V.Danielyan, A.N.Samoylov, A.R.Ushakov, Y.M.Feodorov, etc.).

The concept of permanent personality development most fully responds to challenges of the modern civilizing process. The following provides *permanence of* (general and professional) *development*: succession and continuity, that is the unity and interrelation of sequentially developable objectives, tasks, content and forms of the educational process. The concept of succession, at the same time, acts as an expression of permanent development a) of the whole system of continuing national education; b) development of an individual; c) connection of personal development with development of communities various in volume [9].

Educational practice led to the need to specify and adjust the concept of „permanent development”. The term „permanent” is defined as constant, continuous (in English, German, *permanent*: constant; in French, *permanent*: constant, continuous). If the continuity indicates only that there are no breaks, intervals in the educational process and personality development, the constancy expands the meaning of the concept of development to the level of its non-temporary character. The constant process of development of an individual is limited only to his lifespan, but permanent development as a psychological and pedagogical category actualizes its meanings in the real educational process. Not without reason, M.M.Bakhtin, in one of his early works, connects the meaning of human life with categories of possibility and probability, while asserting that there is an opportunity to command oneself from one's infinite future. The appearance of a time aspect actualizes the meanings of permanent development as a psychological and pedagogical category in the real educational process.

The concept of permanent development is based on the categories of self-development, self-realisation, learning, up-bringing and education that are its essential characteristics (S.R.Ableev, O.A.Bazaluk, A.N.Samoylov, A.R.Ushakov, J.M.Fedorov, etc.). The permanent development of personality of a professional is defined as the process of positive



conjugated changes of personal traits and qualities of a person carried out constantly during ontogenesis, that provide a fruitful, creative activity in the chosen profession based on self-realisation.

Modern research in professionalism of a teacher, although there is a wide variety of approaches, distinguish one structural unit that enters as a component into all the professional parameters: these are personal traits that have, according to A.G.Shmelev's polymorphic classification, a basic macrolevel (they can be designated by the term of temperament approximately), a mesolevel (the personal constructs can be defined as a character) and a microlevel, local situational traits that set certain behaviour scenarios for specific situations. The majority of personal constructs applies to the third level, being reflexive personal traits. Collateral subordinations of the first-second level are unified interindividually for a certain sociocultural group (of teachers-musicians in our case), but collateral subordinations of the second-third level „... are developed during formation of a unique individual experience ...” [10, c. 22]. In the teaching profession, they are called professionally important qualities, for example, by E.F.Zeer, V.D.Shadrikov, or, when accentuating a unique individual experience, personal professional qualities (A.A.Derkach, V.G.Zazykin, I.A.Zimnyaya, M.S.Starcheus, G.M.Tsylin). The term of *professionally important qualities* objectifies the society requirements to qualitative carrying of this professional activity. The use of the concept of *personal professional qualities* assumes comprehension of the importance of the personality of the professional who carries out this activity.

The theoretical and methodological analysis of the process of teaching music has made it possible to define it as the **complex multicomponent metasystem** that has a definite structure and is intended for solution of interconnected pedagogical problems of various levels of complexity. Every component of this metasystem is a dynamic system losing its qualities of a structural component in statics.

The essential characteristic of the process of teaching music is **allotropism**. The concept of *allotropism* (from Greek *allos*: other, and *tropos*: method, mode) makes it possible to differentiate the

traditional teaching process that is based on a priority of *ratio*, from an alternative mode of being of the process of teaching music. It was proved that allotropism as its essential characteristic is conditioned by *specificity* of the object of activity: priority of emotionally perceived information and features of its functioning (adjustability, recognizability, adaptability, twoness, staging, etc.); integration of instant musical experience and linear living of spiritual experience; quasisubjectness of a piece of music; *emotiogenic* factors of the process of teaching music: emotional attitude to success or failure in one's activity; emotional relationship and interactions in the polysubject [11].

The dominant features of the metasystem are: *purposefulness and manageability of a complex hierarchical structure* (general objective and general purpose of activity of its subjects, functioning of a supersystem is guided with certain autonomy of systems entering into its structure); *emergentness*: properties of the process of teaching music as a metasystem (allotropism, associativity, artistry etc.) cannot be deduced from systems entering into it; *multiconnectivity of elements with complex interlacing relations*: is observed as interconnection at one level (horizontally) and between different levels (vertically), becomes apparent at the level of objectives, tasks, object of activity, means, forms, methods, polysubject of the process of teaching music etc., that conducts to changes in the one variables while the others change; *data communication* between subsystems and between metasystems: wide range of specialists providing the functioning and self-change of this process, its mobility and efficiency; *multicriteriality* of the process of teaching music, the efficiency of functioning of which can be estimated by many criteria: axiologiness, social importance, competence, according to a level of musical training etc.; *repetition in change of composition and state when there are perturbing factors*: the process of teaching music is the basis of the music education, the paradigms of which varied under the influence of perturbing factors able to lead to changes of a state of a system: to its development and self-organization or to its stagnation and destruction. The content and means of the education, its principles and essence, methods and forms changed accordingly.

The priority of emotional relationship in the process of teaching music is confirmed by the theoretical positions: emergence of qualities of personality on the basis of experienced emotional states (N.D.Levitov); change in a system of attitudes to the world during subject's self-development (I.S.Yakimanskaya); experiencing certain emotions at different stages of work on musical compositions; leaning on preventive correction and regulation of the emotional states arising during musical activities to realize projectible changes in human personality; influence of a teacher's personality in polysubject interaction as a factor of an emotional component of the training process (Y.S.Polyakova).

The working out of the concepts *of polysubject and polysubject interaction* by modern psychology and pedagogics is important for solution of the problem of development of personality of a teacher-musician in the educational process (I.V.Vachkov, L.M.Mitina, A.P.Smantser, etc.).

The analysis of formation of the polysubject theory makes it possible to emphasise three stages of development of the views on this phenomenon: in the middle and at the end of the 20th century, scientific views on the basic social and pedagogical system of „teacher-pupil” were developed, the turning point of the 20th -21st centuries is marked by research in a collective subject of activities, at present the polysubject as a result of development of social interactions in the educational process is studied.

It is established that in the music education process the structure of a polysubject becomes complicated: it includes not only real subjects (a teacher and pupils, a teacher and students), but also a quantity of imagined quasisubjects: pieces of music. Thus, the *polysubject* is defined as the integral dynamic social and psychological formation that reflects the phenomenon of unity of permanent development of the subjects of musical and educational environment, and become apparent in their ability to interact among themselves and with quasisubjects actively and to act as a whole in relation to self-knowledge and self-development processes.

It should be noted that the essential features of the polysubject are interaction, creative activity, comprehension and experience of relations, cultural

and educational space common for subjects and quasisubjects. Polysubject interactions in the music education process represent connection of subjects among themselves and with quasisubjects in the joint musical activity. A piece of music has traits of subjectness and can be defined as a quasisubject: it exists in time, showing itself in development and change; variability of the meanings and values connected with them reflects the autonomy of existence immanently inherent in a piece of music and the independence of functioning of a musical image; self-discovery of a perceiving person occurs during polysubject interaction (through introspection, identification and interpretation), at that, the quasisubject – a piece of music – acts as an intermediary in this self-discovery (this is a cognitive function); the field of music information provides interaction of a subject of perception with the musical image in its mobility and interpreting variance (this is a communicative function); the piece of music as a quasisubject provides correction and regulation of the personality, its change, transformation (this is a regulating function).

First of all, a *mechanism of introspection* turns on in polysubject interactions. A piece of music exists in time, showing itself in development and change. A musical image is developed before subjects of education who know themselves through the piece of music and acquisition of meaning. The bidirectional process takes place with the help of introspection: knowledge of a piece of music by the subject (external orientation) and self-knowledge of the subject (internal orientation). Transformation of the subject into an object of self-knowledge occurs through reflection of their essence in the quasisubject in the form of understood, accepted, appropriated and acquired meanings.

The *identification mechanism* is a fundamental category, and it takes one of the leading positions in development of subjects of the music education process, representing identity and correlation of universal emotions expressed in compositions of the art of music, with a person's own emotions, that enables the subject of activity to identify himself/herself with meanings of music, to know their personality, to develop it during polysubject interaction. The identification of a musician-



professional is multicomponent and includes: identification with the music speciality where music is an object of activity, the art is the field of activity, and the activity is musical and requires certain personal potential for its realisation; a teacher-musician identifies himself/herself with the teaching profession: the pedagogics is an object of activity, the study of human nature is the field of activity, and the activity is pedagogical, for which specific personal parameters are necessary. Besides, any profession in the field of music requires personal and social identification, which is necessary in organismic, content-related, value and subjective time aspects (G.Breakwell). At that, the integration of identification with the profession of teaching music and the dichotomy of personal and social identification are ideal.

The mechanism of polysubject interaction is also *interpretation* as a factor of permanent development of personality through a search of the subjective meaning of a piece of music and its objective meaning. Subjective and objective aspects are present in any interpretation, while concentrating in themselves polysemy of individual reading and unambiguity of the musical image recognised by all. When recreating the author's content, the person carries out at least three procedures: recreates the musical composition helping the performer's content to occur, partially altered if compared with the author's one; comprehends the composition depending on their personal life and musical experience; transforms it.

In the real educational process, polysubject interactions are mobile and dynamic. The research in dynamics of formation of the polysubject and polysubject interactions in the music education shows that stereotypes, which developed in the previous community, should be ruptured at first. Then follows the stage of formation of a new polysubject, that does not always pass from a presubject level of interaction sequentially, through a subject-object level and an activity value level to a universal polysubject level. It was proved, during a prolonged experiment, for example, that rupture of stereotypes, when entering a higher educational institution, occurs during the first semester, although 20-22% of students approximately do not even move to the stage of formation of a new polysubject by the end of the first year of training. A

full-fledged polysubject develops only by the end of the second year, and the speed of polysubject's formation is higher in groups of 4- and 3-year training.

The analysis of dynamics of the polysubject formation required to reveal the specificity *of two models of perception of subjective time*. It is established that permanent development of personality of a professional teacher-musician during polysubject interaction has a temporal basis during the existence of a person as a system. The value of subjective time depends on the fullness of time of internal human life with content and the high density of experience. Life time, depending on linearity of living it and instantaneousness of experience can have certain plasticity conditioned by actualisation of personal resources (temporal and energy ones).

In the real music education process, the density of experience is connected with emotional saturation of the object of activity (music), emotional attitude to one's musical activity and emotional relations in the polysubject. Just these very components of a music lesson can become substantial for actualisation of the temporal resource. First of all, music presents emotional information that makes it possible to raise the density of experience during communication with musical compositions, i.e. to intensify experiencing in a model of instantaneous time, other emotional components of music lessons contribute to the same. Then, the personal spiritual experience, received in this case, needs comprehension, categorial understanding, structurization and introspection, i.e. internal activity of a person. Such acts are possible only when using a model of linear time. The experience and comprehension in instantaneous and linear time of one's personal spiritual experience are two parts of the overall process of music and professional formation of a person.

We can state that the concepts of „emotion” and „time” in social systems carry out the function of *efficiency*, acting as a measure of intensity and speed of ones or other processes. Last research (M.V.Dubovik, Z.F.Yesareva, V.G.Razumovskiy) proves that actualisation of an emotional component in the educational process raises the efficiency of an educational activity, acting in a role of personal energy potential. Emotions and time are connected closely with the energy spent by systems in their self-

movement. The quantity of energy in a unit of time of the system existence can fluctuate from large to minimum (to maintain viability). In this connection, K.A.Abul'khanova and T.N.Berezina's research define the time as the *temporal* and *energy potential* of a person [12]. The process of professional training progresses irregularly: it can accelerate or slow down, i.e. has „temporal plasticity” and depends on integration of an instantaneous and linear model of time and its potentiation in the music education process.

Final part

The developed theoretical and methodological grounds have become the foundation of further research and have made it possible to reveal the most important pedagogical conditions of polysubject interaction:

- **creative character of musical activity:** the music education process oriented creatively provides the development of creative potential of both a student and a teacher;

- **allotropic character** of music education process: allotropism determines the alternative mode of being of this process based on emotiogenic factors, specificity of the art of music and features of functioning of emotional information in music;

- **polyfunctionality** that becomes apparent in the multiple-aspect activity of a teacher-musician, which activates the organs, systems and psychological structures necessary for receipt of a predicted result, while providing successful development of a professional;

- **polycultureness** based on the openness and dynamism of the culture and education that provide steady connection of permanent development of a person with the music education process based on polysubject interaction of subjects entering into it.

The prolonged experimental research has revealed the leading tendencies of the process of permanent development of a teacher-musician:

- **stageness** of personal and professional development, including a protostage, a preprofessional stage, a stage of personal actualisation of professionalism invariants, a stage of professional formation (actualisation of development of general and specific personal and professional qualities in polysubject interaction);

- **asynchronicity** of development of a teacher-musician conditioned by the sensitive periods when invariants of professionalism arise and develop;

- **temporal plasticity** (time coagulability) of permanent development of a professional that becomes apparent in integration of both instantaneous and linear model of time and its potentiation in allotropic music education process;

- **two-vector orientation** revealing the orientation of invariants of professionalism of a teacher-musician not only to musical activities, but also to organising musical activities of another (learning) subject.

Thus, the theory of permanent development of personality of a professional; the substantiation of allotropy of the metasystem of the process of teaching music; the definition and analysis of the essence of the concept of polysubject in educational process and the interaction of two models of time in music education have defined the main theoretical and methodological grounds of research in development of personality of a teacher-musician in the educational process. All the above-stated has defined the experimental part, making it possible to objectify the music education process, to actualize formation and development of a teacher-musician and to intensify the process of training of a specialist in the field of the art of music.

References:

1. Campbell, D. The Mozart effect: tapping the power of music to heal the body, strengthen the mind, and unlock the creative spirit / D. Campbell. – New York: Avon Books, 1997. – 332 p.
2. Nazaykinskii, E.V. The sound world of music / E.V.Nazaykinsky. Moscow, 1988, 254 p. (in Russian).
3. Leontiev, D.A. Sense psychology: nature, structure and dynamics of the sense of reality / D.A. Leontiev. Moscow, 1999, 487 p. (in Russian).
4. Petrushin, V. I. Music Psychology: Textbook. benefits for students and lecturers / V. I. Petrushin. – Moscow 1997, 384 p. (in Russian).
5. Polyakova, E. S. Pedagogical laws of formation and development of personal and professional qualities of the teacher of music. / E.S.Polyakova. – Minsk, 2009. 542 p. (in Russian).



6. Moltz, M. Psihokibernetika / Moltz M. Moscow. 2002, 220 p. (in Russian).
7. Tsypin, G. M. Psychology of musical activity: problems, judgments, opinions / G.M.Tsypin. Moscow, 1994, 384 p. (in Russian).
8. Abdullin, E. B., E.V. Nikolaeva The content and organization of training in various forms of general music education: Textbook for students of higher educational institutions / E.B. Abdullin, E.V. Nikolaeva. Lipetsk, 2006, 115 p. (in Russian).
9. Smantser, A.P. Pedagogical bases of continuity in training of pupils and students: theory and practice / A.P.Smantser. – Minsk, 1995, 288 p. (in Russian).
10. Shmelev, A. G. Psychodiagnostics of the personality traits. /A.G.Shmelev. 2002, 480 p. (in Russian).
11. Polyakova, E. S. Formation and development of the person as a professional in musical and pedagogical process / E. S. Polyakova // Psychology and School, 2012, № 2. p. 40-44 (in Russian).
12. Abulkhanova K.A, Berezina T.N. Time of the person and time of the life. 2001. - 304 p. (in Russian).

STATE AND MUNICIPAL GOVERNMENT: FEATURES OF MODERN PREPARATION IN THE LARGEST RUSSIAN UNIVERSITY

Alexander Semenovich Yugfeld¹

Tula, Russia

Abstract: Features of modern university training in public and municipal administration in RANEPA system are conditioned by the modernization of the educational process through increased use of competence-based approach, by the individualization of students' curricula, by the involvement of practitioners – representatives of employers in the development and implementation of educational programs and by opportunities of use of the resources in the network structure of Academy as well as its mission of scientific and expert-analytical support of state authorities of the Russian Federation.

Keywords: Features of modernization of vocational educational training in the field of state and municipal management; competence-based approach; individualization of students' curricula; involvement of practitioners - representatives of employers in the development and implementation of educational programs; integration into the educational program of practices.

Introduction

Improvement of the quality of governance, responding to the rapidly changing internal and external environment of social and economic development is one of the most urgent challenges of our time. New conditions of the development and interaction of the countries put them in front of the necessity to form a new generation of managers in the state, public and private sectors. In the Russian Federation, the effectiveness of the established administrative methods of management of social processes is noticeably decreasing, higher requirements for the quality of life and standards of public services are put forward, that requires the understanding of the goals and mechanisms of qualitative changes. The university graduates in the field of state and municipal government are demanded to master the modern methods of political and socio-economic management, practical competences in the field of intercultural and business communication, information, communication and network technologies, as well as the formation of the new level of design, organizational and technological culture [1].

Main part

The Russian Presidential Academy of National Economy and Public Administration (hereinafter – Academy) is the largest Russian university, undertaking the preparation in the sector of „State and municipal management”. The Academy was founded in 2011 on the basis of the association of National Economy Academy of the Government of Russian Federation and Russian Presidential Academy of public Administration of the Russian Federation. In contrast to the classical academic institution, the Academy's mission is not just the training of a competitive and adaptive managerial staff for the state, public and private sectors with the aim of solving the problem of innovative development of society; not only the implementation of fundamental and applied research and development in the socio-economic and humanitarian spheres; but also scientific and expert-analytical support of the public authorities of the Russian Federation [2]. For this purpose on the basis of the Academy a structural division, the Higher School of Public Administration, was functionally and organizationally allocated, pervading all its extensive

¹ Correspondence to: Yugfeld Alexander S. – Candidate of Technical Science, Professor; Head of the Department of Tula branch of the Academy of National Economy and Public Administration of the President of the Russian Federation; yugfeldas@mail.ru.



branch network. The results of the scientific and expert activities of the Academy as a major consultant for development projects and programs developed by the federal authorities and the authorities of the Russian Federation, corporations and public organizations, allow to constantly improve and update the educational process.

The modernization of the educational process has a variety of ways. They are the use of competency-based approach oriented to long-term development needs of economy and social sphere of the Russian Federation, the individualization of students' curricula, especially in extramural education, the wide-spread involvement of practitioners – representatives of employers in the development and implementation of educational programs, the integration into the educational programs of training and practice, alternating training and practical activities, etc.

Educational programs developed in the Academy system (RANEPA) in accordance to its mission, include the establishment of a united educational space in order to prepare the state and municipal officials, representatives of business community and civil society organizations, ensuring unified standards of quality of educational programs in all branches of the Academy, for what the evaluation of educational programs in the form of re-accreditation is provided and implemented, as well as the creation of a unified library of electronic educational resources, ensuring broad access to these resources to all participants of the educational process.

The educational program of higher education in the field of „State and municipal management”, developed in the Tula branch of RANEPA to admission campaign 2015 on the basis of the abovementioned points and requirements enacted in February of that year updated standard, successfully underwent regular re-accreditation in April 2016.

Currently, in accordance with Paragraph 10 of Article 11 of the Federal Law of December 29, 2012 № 273-FZ "On Education in the Russian Federation [3] and the Presidential Decree of September 09, 2008 № 1332 [4] (in the red. of 5 August 2015) relating RANEPA to the list of federal government educational institutions of higher education, having the right to develop and approve their own educational standards

at all levels of higher education, the Academy developed its own educational standard. Educational (basic) RANEPA standard is a set of requirements applicable to the implementation of the Academy's basic professional educational programs of bachelor degree in „State and municipal management”, establishing a range of additional requirements to the list of general (universal) and professional competence and to the conditions of implementation of educational programs, established by the federal state educational standards, reflecting the abovementioned specifics of its mission.

The presence of a unified informational and educational space with a developed network of structural branches creates the possibility to use a unified base of electronic library systems, to develop a unified database of textbooks and teaching materials, to create unified requirements and forms of organization and control of the educational process, to create an effective education quality management system and the audit of educational achievements of students. It also allows to overcome such problems as complicated management and training logistics which has arisen due to the unprecedented territorial distribution of the branch network; outdated material and technical equipment; an insufficient number of qualified teaching staff in some regions of the Russian Federation; better consolidate and use all available resources.

Practical orientation, wide attraction for the development and implementation of educational programs of specialists and experts of relevant institutions, as well as full-time teachers, who previously worked in these organizations, provides students with access to modern technologies, allows them to rapidly adapt to the professional environment, as well as to improve the real interpersonal skills of professional communication. Moreover, the part of the work with the contact group (flow), mainly devoted to formation of skills, is transferred directly to the divisions of the relevant profile organizations during the practical excursions and practical classes.

As a part of the address career-oriented training in the senior courses for individual well established themselves students are involved in the profile organization in accordance with the selected species

for their future professional activity. This „immersion” in the „living tissue” of their future activities for a few weeks in their spare time for the second year is practiced in the Tula branch of the Academy and is a source of valuable experience for these students, and, as practice shows, creates a good „reserve” for later employment.

As has already been mentioned, the process of university training in the field of state and municipal management in our branch and evaluating of its quality attracts active civil servants of the federal and regional authorities – members of the staff of the executive branch – the regional government and the legislature – the regional Duma, employees of the controlling committee of the Tula region, members of the Government of the Tula region, the head of the Territorial statistics authority in Tula region, etc. Some of them administer the industrial practice of students directly in their organizations and become the supervisors of their course works and final classification works, their research works and publications.

Under the guidance of such professional teachers – practitioners, students on seminar (practical) lessons get acquainted with the peculiarities of the activities inherent to a particular authority or institution of civil society, etc. Thus, during the training on the subject „The basics of office management” they are involved into the work of Tula Regional Duma units and Tula City Duma, Government of Tula region and the unit of ombudsmen of Tula region, they work with the municipal archive of documents and get acquainted with the characteristics and peculiarities of employees in each of the abovementioned units. At the same time they actively form and develop the competence responsible for the availability of skills in office management and document management in the organs of state power and local self-government in the Russian Federation, state and municipal enterprises and institutions, scientific and educational organizations, political parties, socio-political, commercial, and educational organizations, socio-political, commercial and non-profit organizations; they practice in compiling, recording, storage, protection, transfer of service documentation in accordance with the requirements document. When

performing similar activities in the course „Political parties and public organizations”, students learn to practice the features of the regional offices of the leading political parties and trade union field, the Public Chamber of the Tula region, Tula Chamber of Commerce, the Council of municipalities of Tula region, etc., that helps to form and consolidate the competence responsible for the development of the ability to build, plan and organize the activity, among other things, of political parties, socio-political, commercial and non-profit organizations.

The space of personal choice is constantly expanding for the students of the Academy. By providing students with the opportunity to choose, we thus encourage them to take certain responsibilities, to ensure the achievement of results. The responsibility includes: voluntary self-commitment; providing the conditions needed to achieve results; willingness to take risks, predicting the consequences of their actions. With insufficient level of responsibility, students are prone to the behavior characterized as „the avoidance of failure”, with a focus on the external evaluation, the opinion of the group or constant monitoring by the teacher. Low level of responsibility is associated with conformism, with low self-esteem, low level of claims. The optimal level of responsibility requires an adequate self-esteem and the corresponding level of aspiration, self-confidence, the desire to help others, the actual increment of individual education, life experience.

Creativity, as one of the professional activities of the graduates, emerges as one of the leading factors in the success of a person. A manager is required to be able to make non-trivial solutions in resource-limited conditions. A special role in the development of creativity of students is played by the application in the study of subjects („Fundamentals of State and Municipal Management”, „Human Resource Management”, „Business Communication”) of interactive, gaming, computer, technology aspects. Participation in public procedures with the authorities and community councils raises students' responsibility, cognitive and social learning motivation.

The current trend of reducing the proportion of lectures with a simultaneous increase of the degree of autonomy of students, increasing the number of



seminars, laboratory works, workshops, promotes the development of critical thinking of students, developing their ability to make decisions. Constant interest in the student audience is caused by such problematic debates as „The struggle of authoritarian and democratic tendencies in modern Public Administration”; „Technologies of evaluation of the effectiveness of state and municipal employees” (Human Resource Management). Debates teach students to coordinate their positions and make decisions, develop their relationship, sense of team leadership. During such group discussions the readiness of students to regulate their activities is developed as well as the establishment of the boundaries of professional conduct, not taking in account someone else's behavior, but authoritative opinion, without analyzing, evaluating, correlating with its own system of values.

The use of seminars on the courses „Administrative Law”, „Municipal Law” of case-technologies has a positive impact on the development of critical thinking and variability, enriches the experience of decision-making under uncertainty. Analyzing the actual situation of the practice of the activities of state and municipal administration, students discuss possible variants of action, evaluate their legitimacy from the perspective of the legal framework and ethics.

Individualization of students curricula carried out mainly for the extramural students makes it possible, first of all, to take into account the different starting conditions received in this area of training so that the trajectory of the educational process of every student is agreed no later than three years of training before undergoing pre-diploma practice and state final certification. This usually takes the form of conversion (for the applicants on the basis of higher education) or re-certification (for the applicants on the basis of secondary vocational training) of the courses passed by the students earlier in the amount of not less than 80% of the hours provided for their development in the existing curriculum. Another option is the development and delivery of the approved by the educational-methodological department individually scheduled specific list of disciplines. This variant of the individualization of curriculum is very often used for students coming from other institutions of higher education.

Integration into educational programs and training practices is based on close cooperation with scientists, experts, current practitioners – representatives of employers. It is true for both the choice of the place of practice and, accordingly, the list of organizations with which every year the contracts for internships and traineeships in certain types of administrative activity are concluded, and also as in the abovementioned example, the „immersion” of the seniors in the „living tissue” of their future activities within few weeks. The characteristics of the main activity of the student in the undergraduate practice are directly connected with the subject of final qualifying work about which the head of the practice of the host organization is informed. The use of the whole complex of the abovementioned approaches, measures, methods and factors ensures a sufficiently high level of professionalization of graduates taking into account their high school preparation in the direction of state and municipal administration, the mission of the Academy and its network resources.

The scheme of the modern manager training, as rightly pointed out in [5] is based on two components: basic education – the fundamental knowledge in the field of economics and management, and the acquisition of professional knowledge and skills to work with management tools, supported by certificates.

Conclusion

The students of Academy and its Tula subsidiary, in particular, prove the efficiency and modernity of their training by participating in initiatives (contests, programs), organized by the Youth Talent platform „Sustainable Future of Russia”, which brings together young leaders of Russia, creating conditions for their fulfillment and forming the personnel reserve for sustainable development of the country. The partners of this platform are the largest commercial companies, government agencies, leading universities and representatives of the expert community.

The team of students and teachers of the Tula branch of RANEPA participating in Business Battle finals, which, in turn, is a Russian semi-final of the international championship – Global Management Challenge, and, at the same time, the educational program for professional managers and high-potential

students, won the honorable fourth place in the season 2015-2016, showing a high level of professional competence in the analysis and management decision-making to the corresponding certificates. In the new academic year, the competitive practice will be continued and expanded.

References:

1. Yugfeld A.S. The Usage of Information Technologies in the Process of Future Specialists Training at Higer Education Institutions. // Forum on Changes in University - Ways of democracy in education / Bratislava. 9-11.12.2009. p.102 - 106.
2. Yugfeld A. S. The specifics of university training in the field of state and municipal management. // Theory and Practice on the psycho-pedagogical training for professionals in the university. / Collection of scientific reports. / Book Two. – Gabrovo, Bulgaria, 2016, p. 231-235 (in Bulgarian).
3. Federal Law from December 29, 2012 № 273-FZ „On Education in the Russian Federation” (in Russian)
4. Presidential Decree from September 09, 2008 № 1332 „List of the federal state educational institutions of higher education, who have the right to develop and approve their own educational standards at all levels of higher education” (in red. On August 5, 2015 (in Russian).
5. Gerasimov B. N, Modeling the formation and use of managerial competence. // Economics and Business: Theory and Practice – 2016. № 8, p. 22-27 (in Russian).



PROFESSIONAL PREPARATION OF STUDENTS IN THE CONTEXT OF THE EUROPEAN STANDARDS FOR QUALITY OF THE HIGHER EDUCATION

Elena Georgieva Arnaudova¹

Plovdiv, Republic of Bulgaria

Abstract: The article presents the educational standards for knowledge, skills and competencies, set in the National Qualifications Framework of Bulgaria, which the graduates of bachelor's degree programs should acquire. In this regard, some current issues concerning the quality of the university training of the students – future teachers, should be analyzed. Also presented are empirical results of a study which aims to explore some of the key factors for the formation of the necessary competencies in students in the context of the educational lecture course „Methodology of teaching music in the initial stage of the general education school”.

Keywords: European Qualifications Framework, National Qualifications Framework of Bulgaria, the quality of higher education, professional training of students – future teachers.

Introduction

The European perspectives for integration unreservedly impose the requirement of quality of training as a key priority in the strategy of higher education.

In this direction, the content of the *European Qualifications Framework* (EQF) can also be interpreted, which was adopted as an official document in 2008 and aims to facilitate the mobility within the EU and to encourage lifelong learning. EQF has 8 levels, which include all stages of education and are defined in the context of the learning outcomes. Each of the levels is structured into three categories: knowledge, skills and competencies [1].

Main part

In accordance with the EQF, the content of the National Qualifications Framework of the Republic of Bulgaria (NQF), which was adopted as an official document in February 2012, is also developed. It covers the entire educational system and all of its qualifications [2].

Below briefly presented are its parameters describing *level 6* - i.e. knowledge, skills and competencies which the graduates of bachelor's degree programs (240 credits) should acquire [2].

Knowledge:

- has expanded and in-depth theoretical and factual knowledge in the field, including that relating to the latest developments in it;
- independently interprets the acquired knowledge by linking it with the application of facts and through critical perception, comprehension and expression of theories and principles.

Skills:

- has a good command of methods and tools enabling the solving of complex problems;
- applies logical thinking and shows innovation and creativity in solving non-standard problems.

Competences:

1. Independence and responsibility:

- has a capacity for administrative management of complex professional activities, including teams and resources;
- bears the responsibility for decision-making in complex conditions under the influence of various interacting and hardly predictable factors;
- demonstrates creativity and initiative in management activity;
- assesses the training needs of others in order to increase the team efficiency.

¹ Correspondence to: PhD Arnaudova Elena Georgieva, PhD, Assoc. Professor at the Plovdiv University „Paisii Hilendarski”, Faculty of Philosophy and History, e mail: e_arnaudova@abv.bg

2. Learning competence:

- successively assesses his/her own qualification by assessment of the knowledge and skills acquired so far and plans the need to expand and update his/her professional qualifications.

3. Communication and social competence:

- formulates and sets out clearly and straightforwardly ideas, problems and solutions to specialists and non-specialists;
- expresses attitude and understanding on issues using methods based on quantitative and qualitative descriptions and evaluations;
- shows wide worldview and shows understanding and solidarity with others;
- adequately communicates in some of the most common European languages.

4. Professional competence:

- collects, classifies, evaluates and interprets data from the field in order to solve specific problems;
- applies the acquired knowledge and skills in new or unfamiliar conditions;
- shows ability to analyze in a broader or interdisciplinary context;
- uses new strategic approaches; forms and expresses his/her own opinion on issues of social and ethical nature emerging in the process of the work (2).

Against the background of the observations on the real educational practice in the higher education institutions, the above descriptors of knowledge, skills and competencies provoke a number of serious questions.

In the course of preparation for the next accreditation every academic unit forms quality committees that prepare regulations for quality, etc. The curricula are prepared according to a European model in which strictly indicated are the knowledge, skills and competences that are obtained in the process of each course of study, etc.; methods, optimal forms of learning, the formation of final evaluation, etc.

Unfortunately, even the most advanced training documentation is no guarantee of quality - observations on the real educational practice in higher education institutions show something different. Still meeting the reproductive pattern of training, not to tolerate the creativity and initiative of the students.

The reproductive training model without tolerating the creativity and initiative of the students is still

found. To a large extent, what is observed is the lack of motivation by students for anything other than the cherished diploma for a completed academic degree. In many students we see apathy, and the interest in the educational content is linked solely to the need „to pass the exam”. The results from the individual assignments show a lack of skills for referral to literary resources, analysis and summaries.

The above findings and reflections logically lead us to the following questions:

- Where is the missing link between the increasing demands for quality in European and national educational documents and the actual results?
- Do the excellent grades ensure a quality professional training of students, which includes not only the reproduction of a certain amount of knowledge?

In this context, particularly relevant is the issue of the quality of the professional training of students – future teachers.

My observations were about the real dimensions of the quality of education and in particular the reason for the conduct of the study involving 37 students from the course program *Primary School Pedagogy and Foreign Language* in the branch of the Plovdiv University – in the city of Kardzhali, in June 2013.

Study objective: To examine some of the key factors for the formation of competences (learning, social and communication competence) in the context of the training course „Methodology of teaching music in the initial stage of the general education school” which is an essential element of narrow professional training of future teachers.

Tasks: The structuring of survey questions and tasks with which to examine the extent of:

- Getting aware of the specifics of music education in the initial stage of the general education school and understanding the need for a solid professional training;
- understanding and accurately assessing the significance of the main thematic areas of the curriculum, as part of the overall theoretical training;
- the quality and priority ways for preparation of students;
- getting aware of the importance of the practicums in the discipline;
- readiness to apply their knowledge in their future professional practice.



The respondents were asked to answer the question: *Which of the following statements comes closest to your views?*

The results were statistically processed by the method of the percentage analysis and are presented in tabular form as follows:

The percentage results, presented in Table 1. (A,B,C) give us information on how the surveyed students understand the specifics of the training course *Methodology of teaching music in the initial stage of the general education school* and what is their interests focus on key topics in the lecture course.

Table 1.

A	
a) Methodology of teaching music is like all the others – neither more nor less.	11%
b) The methodology of teaching music is interesting, includes many attractive approaches and is fundamentally different from the others.	84%
c) I cannot answer.	5%
B	
a) Matters relating to the objectives and tasks of teaching music seem to me abstract and are rather unnecessary.	16%
b) Matters relating to the objectives and tasks of teaching music are important and fundamental. Without knowing them it is difficult to understand other topics.	68%
c) I cannot answer.	16%
C	
a) Issues of musical hearing and musical abilities are abstract and difficult to understand.	8%
b) Issues of musical hearing and musical abilities are interesting, lectures are supported by examples.	87%
c) I cannot answer.	5%

Table 2. presents the results of answers to the question that complements the information presented

in table № 1: *Which of the topics in the lecture course seem most interesting to you?*

Table 2.

a) Musical hearing and musical abilities and methodology for their development.	38%
b) Musical activities – performance, perception, musical improvisations and specific pedagogical technologies.	62%
c) Neither of them.	0%

The results presented in tables 1 and 2 give us grounds for the following conclusions:

- A high percentage of students (86%) were able to comprehend and understand the specifics of the methodology of teaching music in general, which is essential for its quality mastering (Table 1-A).

- Lower is the percentage of students (68%) who understand and realize the objectives and tasks of the training, as a basis for understanding the main topics in the lecture course. Alarming is the finding that 32% of students consider such questions

unnecessary – 16% or cannot orient themselves at all – 16% (Table 1-B).

- Interesting are the data that measure the attitude and the evaluation of students to the main thematic directions in the lecture course: the musical abilities and musical activities. Usually topics related to musical abilities are perceived and understood with more difficulty as they are associated with music psychology and require update of the knowledge in psychology. The results are indicative of the fact that most of the respondents (87%) perceive with interest

this part of the educational content (*Table 1 - C*). However, the data presented in *Table 2* allows us to find that the thematic direction *musical activities – music performance, music perception and music improvisations* prevail with its 62%. The zero percentage of students who are irrelevant of how long and what they are studying can also be interpreted as positive.

Table 3. gives us information about the accuracy of the evaluation of the students on the real musical pedagogical practice in elementary school (as a result of the lecture course, the practical exercises and the control and evaluation of the teaching process) and their readiness to apply the acquired knowledge and skills in their future practice.

Table 3.

A	
a) Music lessons are interesting, fun and give pleasure to both the children and the teacher.	68%
b) Music lessons are interesting, fun for the pupils, but very difficult for the teacher.	30%
B) I cannot answer.	2%
B	
a) After graduation I would gladly teach music at school.	86%
b) After graduation I would gladly work as a teacher, but without teaching music.	14%
c) I will not work as a teacher – I will look for another, better paid job.	0%

We can state that:

- Only 30% of the respondents have accurate judgment that music classes are harder than others because they require more special training (*Table 3-A*). Realizing the specifics of teaching music guarantees a more serious and responsible attitude to these lessons in the future professional practice of university students. However, for those 68% of students who find music classes *interesting and fun for both the pupils and the teacher* we can assume that placed in terms of actual practice, they would realized the importance of the quality of the professional training.

- Indicative are the data on the readiness of students to apply their knowledge and skills in their future pedagogical practice. The highest is the percentage (86%) of those who would gladly take music classes as well. Very positive is also the fact that all the students are willing to work as teachers after graduation (*Table 3-B*).

Table 4. gives us information on the degree of awareness of the importance of the practical exercises for the general training, as well as the opinions of students on the formation of the final evaluation.

Table 4.

A	
a) Practical exercises help me better understand the educational content of the lectures.	86%
b) Practical exercises have nothing to do with lectures – I do not find them interesting.	3%
c) I would prefer not to attend the exercises.	11%
B	
a) The best thing would be if the final evaluation is formed only on the knowledge from the lecture course.	5%
b) The final evaluation is most objective when it is formed on the knowledge of the lecture course and student activity during exercises.	73%
c) The evaluation does not matter – the important is to pass the exam.	22%



The results allow us to conclude that:

- The majority of the respondents (86%) realize the importance of attending the practicums for the quality of their training (*Table 4-A*);
- However, there is some decrease in the percentage of these (73%) who agree that the objectivity of the evaluation should depend

on their active participation in the practicums (*Table 4-B*);

- Disturbing are the findings about 22% of the respondents who are only interested in the end result, without being interested in the ways of its formation.

Table 5 is indicative of the practices on exam preparation and its quality.

Table 5.

A	
a) In preparation for the exam I prepared myself from my own lecture notes.	38%
b) In preparation for the exam I prepared myself from copied lecture notes of colleagues.	11%
c) In preparation for the exam I prepared myself from my own lecture notes, also from the working papers of practical exercises, additional literature, Internet and others.	51%
B	
a) It is more important to independently formulate definitions, rather than learning ready ones.	51%
b) It is easier to learn by heart ready definitions – after all they are written by experts in the field.	27%
c) I cannot answer.	22%

The results presented in *Table 5* give us grounds for the following conclusions:

- A little more than half are the respondents (51%), who think that their own lecture notes are not enough. They use the working papers from practicums, literature, Internet, etc. Same percentage are those who believe that the ability to *independently formulate definitions, rather than learning ready ones* is an essential element of the preparation.
- Disturbing is the finding that 38% prepare themselves only from their own notes and 11% – obviously do not attend lectures and make copies of their colleagues' notes.
- No less disturbing are the data according to which 27% of respondents prefer to learn the ready definitions by heart, and 22% have no opinion on this issue.

The narrow volume of the study does not allow to cover all factors determining the quality of the professional training of students.

Conclusion

The results from the research allow to make of the following deductions.

Knowledge, skills and competences, which describe the quality of education in the academic degree „Bachelor” should find concrete expression in the conceptual framework on which each teacher structures the curriculum of the respective discipline.

As far as the present study refers to the training course *Methodology of teaching music in the initial stage of the general secondary school*, we think it is particularly important in the process of educational interaction between teacher and students to create conditions for:

- understanding the specifics of music education in the initial stage of the general education school, as a motivating factor for a higher quality of training;
- understanding the relationship between the quality of training and the successful future professional practice in the particular field;
- developing skills for understanding, analyzing and creative attitude towards each of the topic in the curriculum;
- close connection between the theoretical course of study and the practical training in terms of practicums and control and evaluation of the teaching process.

References:

1. European Qualifications Framework, <http://www.accreditedqualifications.org.uk/european-qualifications-framework-eqf.html>
2. National Qualifications Framework, <http://www.hrdc.bg/fce/001/0185/files/Nacionalna%20Kvalifikacionna%20Ramka.pdf>

THE METHODOLOGY OF TRAINING IN HEALTH CARE – A CONDITION AND FACTOR FOR THE FORMATION OF PROFESSIONAL COMPETENCES IN THE HIGHER SCHOOL

Elena Grozeva Zheleva¹

Varna, Bulgaria

Abstract: *The processes of globalization are becoming an ever more acute problem for the quality of training of health care professionals in higher education. The teaching in higher school has the important social task to train specialists capable of performing quality professional activities based on acquired virtues. The methodology of training in health care determines the purposes of teaching and formation of competencies needed by students in their professional activities. The activity of the teacher is a major factor in the preparation of future medical professionals.*

The purpose of the scientific communication is to reveal and outline the organizational and pedagogical conditions as well as the effectiveness of the methodology of training health care professionals in high schools.

The objectives of the study are: to reveal the role of the teaching methodology in health care; to investigate the effectiveness and its importance in the preparation of students; to establish the level of satisfaction of the students. During the study were used the methods of survey, programmed interview, purposefully included monitoring and pedagogical experiment. The subject of the study are students in the specialities „nurse” and „midwife” of MU-Varna. The object of the study is the process and the conditions under which teaching methodology in health care is a factor of formation of professional competence in higher school.

The analysis of the results allowed to draw a conclusion about the role and place of the teaching methodology in health care in the process of formation of professional competence in higher education. It is a condition and a factor for the formation of professional competence /100%/. It provides active and planned educational and cognitive activity /98%/. It is used to acquire professional knowledge, skills and competences /97%/. It forms professionally significant personal qualities needed by professionals for their future professional activity /99%/.

Keywords: *Methodology of Teaching health care, higher education, future medical professionals, efficiency, professional competences.*

Introduction

Bulgaria's accession to the European Union shows the need to unify and standardize the training and education of health care professionals so that they can be mobile, convertible and competitive. The processes of globalization lay particular stress on the quality of education at university. New challenges determine the need for training of future medical professionals which should be capable of thinking globally, but according to the specific conditions; be prepared to manage their own development; to take responsibility for their own professional activity; to live and work together with other people [2].

The teaching in the high school has an important social task to train specialists capable of performing quality professional activity with built virtues. The methodology of training in health care used in high school determines the purposes of teaching and formation of professional competencies students need in their profession. The teacher with his activity is a major factor for the preparation of future specialists [5].

The current status of health care professionals requires their training to be done on the basis of current curricula. The altered functions of teachers and students in the learning process require deployment of advanced didactic and methodological technologies through teaching methodology in health care. The

¹ Correspondence to: PhD Elena Zheleva Grozeva, Assoc. Professor at the Medical University „Prof. Dr. Paraskev Stoyanov” – Varna, affiliate – Sliven, e-mail: ejeleva@abv.bg



integration processes and their place in the European educational space require transformations in both educational content and the way of practical training [2].

There is a tendency to increase the level of medical care. Health care professionals are the most numerous group involved in the medical care; they have a key role in assisting and taking care of patients, be they healthy or sick; they provide the largest volume of immediate medical care.

A condition to the successful entry of future health care professionals in the European framework of medical specialist is to update the teaching methodology in health care, the specific dimensions of the educational environment in higher education the control systems and quality management in practical trainings and their realization in the real professional environment [2].

The application of approaches which foster the practical training of students requires a higher cognitive and professional activity, supporting the motivation and the formation of flexible intellectual skills and habits to independently solve problems.

Main part

The pedagogical aspects of teaching methodology in health care applied in the university include planning, organization and implementation of practical training. Modern educational technologies have a unique methodological approach and contribute to a high level of activity, independence and responsibility in taking professional decisions [5].

The challenges in front of the teaching methodology in health care in a higher medical school are: to form medical specialists with extensive medical culture, knowing and respecting human values; to develop intellectual abilities and communication skills of the future specialist, his individuality and autonomy; to prepare moral and ethical professionals ready to assume responsibilities; to show commitment to the global problems of humanity and medicine; to set the individual health needs in the center of health care; to provide the required level of professional training of healthcare professionals, allowing continuous education and self-education [6].

The professional competence of a health care specialist is defined as a theoretical and practical

training of the individual. At its heart stands the didactic and pedagogical process. The accumulation of knowledge develops skills leading to the development of abilities that are transformed into specific properties and form a personal, social and professional competence. The three types of competencies are in certain connections and interactions, and each one of them has its own individual character for each student, resulting in the formation of various professional competence of persons trained within the same curricula. The personal and social competence is built and developed throughout conscious human life whereas the professional competence is formed at a later stage of personal development. Professional competence always includes personal characteristics and carries the impact of social competence [4].

The process of formation of social competence starts in the family and continues during the training in the various levels of education, in the career and social contacts [3].

The professional competence is a specialized formation via selected knowledge, transformed into skills and expressed in behavior and attitudes specific to a profession. It is viewed as a complex structure of knowledge, skills, attitudes and behavior of medical professionals, based on social and personal competence and it plays an upgrading role [4].

The methodology of training in health care as a condition and factor leads to the formation of professional competencies in future medical specialists at university. It provides conditions to stimulate their subjective position and maximum deployment of their activity.

The aim of the scientific report is to reveal and outline the organizational pedagogical conditions and the effectiveness of the methodology of training health care professionals in the process of formation of professional competence at university.

The objectives of the study are: to reveal the role of the teaching methodology in health care; to investigate its effectiveness and importance in the preparation of students; to establish the level of satisfaction of students of this methodology. During the study were used the following methods: survey, programmed interview, purposefully included monitoring, and pedagogical experiment. The subject are students

of the specialities „nurse” and „midwife” of MU-Varna. The object of the study is the process and the conditions under which teaching methodology in health care is a factor of formation of professional competence in the university.

The methodology of training in health care provides basic organizational forms of learning in higher school as consistently interconnected units of the overall educational process. Methodological aspects of practical training of health care professionals concern: rational planning and organization of educational forms /100%/; utilization of methodology for formulating specific learning goals /100%/; using a wide range of traditional and modern teaching methods and their adequate implementation in the educational process /99.5%/; design and implementation of educational and cognitive tasks with different levels of complexity, with high value of learning and highly formative /100%/; use of advanced tools for visualization of the learning process /99%/; elaboration of didactic materials with different purposes: training, self-training, control and self-control /100%/; application in didactic methodology of a wide range of methods and tools for monitoring and evaluation /99.7%/; conducting scientific and pedagogical research to optimize the educational forms of practical training /100%/; implementation of appropriate models of communication with students tailored to their psychological and didactic profile /100%/ [1, 5].

The pedagogical experiment proved that the methodology of healthcare training of medical specialists in the university helps building professional competencies. It forms skills for: clinical thinking; teamwork; planning, organization and evaluation of professional activities. The professional competence of medical specialists include: theoretical knowledge; manipulative skills for providing health care; moral values, beliefs and attitudes to practice the selected human occupation; skills to communicate with the patient, his relatives and the medical staff; professional qualities - responsibility and discipline.

The survey presented the assessment by the students of the degree of possession of professional competencies acquired during their practical training in higher school. The analysis of the results allows to rate the possession of professional competencies as

low, medium and high. Future medical professionals graded: manipulative skills to provide quality health care to patients as high /80%/ and low /20%/; clinical thinking skills as high /12%/ moderate /38%/ and low /50%/; communication skills with the patient, his relatives and medical staff as high /59.5%/ and moderate /40.5%/; responsibility and discipline in professional work – high /75%/ and moderate /25%/; professionally significant personal qualities are defined as high degree /80%/; moderate /11%/ and low /9%/; skills to work in a team as high /44%/ moderate /54.5%/ and low /2.5%/; skills in planning, organizing and carrying out professional activities – high /41%/ moderate /39%/ and low /20%/; theoretical knowledge allowing the implementation of quality healthcare – high / 60.5% / and moderate /39.5%/.

The mainstreaming monitoring allows to conclude that the methodology of training in healthcare has the main role in the formation of professional competence. It helps greatly future specialists to acquire communication skills and professionally significant personal qualities and values. It teaches responsibility and discipline in the educational and professional work.

The survey showed the factors lowering the efficiency of the methods in healthcare training in the university, namely: insufficient control by the teachers /5%/; insufficient degree of self-control in the process of acquiring the professional knowledge, skills and competence on the part of students /11%/; training methods do not provide sufficient opportunity for active participation for the students /9%/; inefficient use of time /8%/; insufficient opportunity for individual study for the students /16%/.

Conclusion

The main directions of the educational activities in healthcare, using the methods of healthcare training in the preparation of healthcare professionals in the higher school are focused on: training highly qualified health care professionals; multidisciplinary approach in the health care business; continuous training of health professionals and the quality of their training through innovative teaching technologies; participation in the development and implementation of research projects in the field of health care.









Building a professional image of healthcare specialist through teaching methodology in health care is defined as the continuous, organized, focused, consistent, two-way process. There is an active interaction and equal participation of the teacher in health care and future medical professionals, through which students acquire not only a system of knowledge, skills and competencies, but develop as highly qualified specialists for the needs of healthcare.

It was determined how much the healthcare teaching methodology stimulates the preparation of healthcare professionals in the higher school to build their professional competence.

The pedagogical experiment shows that the systematic and regular self-monitoring of health care professionals stimulates awareness and autonomy, critical approach to their own learning activity; provides timely feedback concerning the gaps in the acquisition of the educational content; it provides the option to monitor and evaluate the knowledge, skills and willingness to apply them; boost their self cognitive activity.

Analysis of the results allows to draw conclusions about the role and place of healthcare teaching methodology in the preparation of future medical professionals in the university as a condition and a factor for the formation of professional competence.

-  It helps the organization and management of the learning process.
-  It provides active and planned educational and cognitive activity.

-  It is used to acquire professional knowledge, skills and competences.
-  It forms professionally significant personal qualities students need for their future employment.
-  It forms professional competence of healthcare professionals.
-  The student, placed in a pedagogical environment, providing conditions for the interaction on the subject-subjective basis, is an active participant in the process of his professional formation.

References:

1. Andreev, M., „Didactics”, Sofia, 2010, p.54-71 (in Bulgarian).
2. Vodenitcharov Ts., Mitova M., Mladenova S., „Medical Education”, Sofia, 2008, p. 24-56, p. 78-106 (in Bulgarian).
3. Levterova, D., Social competence. Plovdiv, 2009, p.26-28 (in Bulgarian).
4. Marinova, P., Professional competence and skills /Technology guidelines to develop the competencies of health care professionals //magazine „Health Management”, № 2, p.25-28, 2004 (in Bulgarian).
5. Mitova, M., S. Mladenova, „Methodology of practical training of health care professionals”, Sofia, 2008, p.18-36; p.57-99 (in Bulgarian).
6. Rangelova E., „Methodology of educational activities”. Gabrovo, 2009, p.6-7; p.128-130 (in Bulgarian).



COMPARATIVE ANALYSIS OF FACTORS INFLUENCING „SOCIAL WORK” GRADUATES’ EMPLOYMENT IN RUSSIA AND POLAND

Elena Asmakovets ¹

Omsk, Russia

Slawomir Koziej ²

Kielce, Poland

Abstract: Designed measures leading to solve the employment problems of university graduates in their profession are necessary to reveal the reasons of their unwillingness to work. Especially the authors are interested in comparing these reasons in Russia and European countries such as Poland.

The article shows the results of the respondents' answers to the questionnaire. The respondents have been „Social work” students of Omsk State University „F. M. Dostoevsky” (Russia) and Jan Kochanowski University in Kielce (Poland). The authors present some factors influencing the universities graduates' employment.

Keywords: employment, graduates' employment problems, factors influencing „Social work” graduates' employment.

Introduction

The conversion of social work as a practical activity type in Russian society has meant that social work needs training and scientific provision. Nowadays a large amount of Russian institutions of higher and secondary professional education prepare specialists in the area.

However a lot of graduates do not work in their profession. The results of our research show that only one-third of „Social work” graduates of Omsk State University „F. M. Dostoevsky” work according to their qualifications. At the same time the majority of working young people has low professional status [1]. The absence of qualified specialists in social work increases labor market's needs in such professionals and creates social risk for vital activities and the functioning of Russian society.

We consider that the problem of „Social work” graduates' employment according to their profession should be solved in complex at several levels: federal, regional, general, university. It is necessary to reveal the reasons of graduates' unwillingness to work according to their qualifications in order to adopt a

system of measures stimulating solutions on each of these levels.

It is also interesting to compare those reasons in Russia and the European countries, particularly in Poland, where social work specialists have been trained at Universities since 1925.

The aim of the research has been to reveal the factors influencing employment of „Social work” graduates of Omsk State University „F.M. Dostoyevsky” (Russia) and Jan Kochanowski University in Kielce (Poland). 93 people have formed the sample: 45 are from 1st to 4th year students of Omsk University and 48 are from 1st to 3rd year „Social work” students of Kielce University (the length of Bachelor of „Social work” education at Omsk University is 4 years, at Jan Kochanowski University it is 3 years).

In spite of the fact that amongst factors one might determine external and internal ones, we consider that any external factor has an impact on the internal world of the personality and has an influence similar to that of the internal one. So the influence of the external factors depends on the student's personal features (values and motivation, personal orientation, self-attitude and etc.).

¹ Correspondence to: Asmakovets Elena Sergeevna, PhD, Assoc. Professor at the Omsk State University „F.M. Dostoyevsky”, e-mail: asmakovec_alena@mail.ru

² Correspondence to: Koziej Slavomir, D-r Hab., Professor, dean of the faculty of Pedagogy and Art of Jan Kochanowski University in Kielce, e-mail: s.koziej@ujk.edu.pl



Main part

Among the main factors influencing students' employment the authors have selected [2]:

- educational direction motives' choice (the interest in the profession itself; in the University subjects of the direction and etc.);
- future profession's ideas (the idea that the profession exists; notions about the nature and content of the professional activity of a specialist);
- profession's attractiveness (professional aspects which are valued positively) and professional aspects which can be the reason of decision not to work in the profession;
- planning to continue „Social work” education at higher level (master's degree);

- planning to get one more education or continue one's education for a master's degree with another profession;

- planning to do social work;
- readiness to execute professional activity, to develop professionally important qualities, relations with clients and colleagues (empathy to client, acceptance and sympathy);
- labor conditions (how labor conditions of a social work specialist suit a future specialist);
- correspondence of the University subjects' contents to the professional activity of a specialist.

According to the factors the authors have designed a questionnaire for Bachelor students of „Social work”.

Here are the results of the questionnaire.

Table 1

Factors promoting the choice of „Social work” education

Students	University image	Abilities to study special subjects	Professional Interest	Profession's need at the labor market	desire to help people	Random choice
Russian	37,80%	26,60%	11,10%	4,50%	0%	20%
Polish	0%	18,80%	58,30%	18,80%	4,10%	0%

The students' answers to the question: „What has been the most important thing while choosing „Social work” direction?” are: professional interest has been a stimulus for the majority of Polish students (58,30%); the abilities to study special subjects (18,80%), the need of the profession at the labor market (18,80%) has also influenced the choice. Two students (4,10%) have called „desire to help other people” as the factor which has influenced their choice.

The majority of Russian students (37,8% of respondents) think that a stimulus to enter a university has been the university image (the authors mean only Omsk State University „F.M. Dostoyevsky” though there are about 28 higher educational institutions such as universities, academies and institutes), 26,6% of the respondents have been orientated according to their abilities to study special subjects, 11,1% were interested in the profession and 4,5% of students have

chosen „Social work” because it is needed at the labor market. Each fifth student of Omsk University (20% of samples) has had a random choice (Refer to: Table 1).

According to the table it can be noticed that Polish students have chosen „Social work” education due to professional interest, abilities to study special subjects and students' opinion that the social work profession is required at the labor market. Russian students have been more orientated to Omsk State University because of its image while choosing their future profession, its attractiveness in comparison with the other higher schools of the city. So it was very important for students to study at Omsk State University „F.M. Dostoyevsky”, no matter which faculty as long as it was this university. Each fourth student has chosen „Social work” because of his abilities to study special subjects and each fifth has had a random choice.

Table 2

Social work knowledge before entering the University

students	Were aware	Were not aware
Russian	55%	45%
Polish	77,10%	22,90%

Four out of five Polish students were aware (77.10%) of what „social work” is. But only each

second Russian student (55.00%) had an idea about it. (Refer to Table 2).

Table 3

Information about the nature and contents of a social work specialist's professional activity before entering university

students	Were not aware	Were aware
Russian	49%	51,00%
Polish	75%	25%

Only 25% of Polish and 17.60% of Russian students (Refer to Table 3) had an idea about the nature and contents of a social work specialist's professional activity. One third of the Russian students (33.4% of respondents) had a stereotype idea (a social work specialist „serves” elderly people), which was destroyed in the process of education.

So, the majority of students of both Russian and Polish universities knew about social work's existence before entering university but had no idea about the nature and contents of the professional activity.

For the majority of Russian students (62.2% of respondents) the main advantage of the „Social work” profession is its versatility, that is the opportunity to use their knowledge and skills after graduation in another profession. For 37.8% of the respondents it is an opportunity of self-realization and self-development which social work gives; for 33.3% it is an opportunity to help people. 8.8% of students have noted as an advantage the profession's need on the labor market; one student (2.2%) has chosen the profession's prestige.

Table 4

Social work advantage

Students	Profession's versatility	Self-realization and self-development opportunities	Opportunity to help people	Professions' need at labor market	Profession's prestige	Internal satisfaction
Russian	62.20%	37.80%	33,30%	8.80%	2.20%	0%
Polish	10.40%	10.40%	60.40%	16.70%	0%	2.10%

For the majority of Polish students (60.4%) the main advantage of the social work professions is the opportunity to help people; 16.7% have noted the profession's need at the labor market; each tenth student (10.4%) has mentioned as an

advantage of social work the profession's versatility and the self-realization and self-development opportunities which the profession gives; one student (2.1%) has chosen internal satisfaction (Refer to Table 4).



Thereby, the majority of Polish students, mentioning the opportunity to help people as an advantage, confirm the desire to work in the profession. In comparison, Russian students who have taken part in the research note firstly the profession's versatility, that is the opportunity to choose another profession

after graduating in „Social work”. At the same time, more than one third of the students of Omsk University note self-realization and self-development in social work and the opportunity to help people as a social work advantage. This makes us hope that graduates will work according to their specialty.

Table 5

Social work disadvantages

Students	Low wages	Emotional load and stress	Low profession's prestige and social status of specialist	uselessness of profession at labor market	Threat from aggressive clients	High responsibility for other people
Russian	77.70%	22.20%	17.70%	4.40%	0%	0%
Polish	43.70%	20.80%	6.30%	6.30%	12.50%	6.30%

Among the disadvantages of the profession Russian (77.7%) and Polish (43.8%) students have noted the low salary of social work specialists. One fifth (22.2%) of the respondents of Omsk University and 20.8% of Kielce University think about the great emotional load and stresses connected with contacts with clients and authorities, and the great amount of problems when exercising the professional activity, which appear unexpectedly and require urgent solution. 17.7% of Russian and 6.3% of Polish students believe that there is no need of the profession on the labor market. We believe that students mean the lack of prestige and the low wages. If a profession is

not prestigious and a specialist gets little money, it means that the profession is unclaimed (Refer to Table 5).

Polish university students have noted as disadvantages the possible dangers and threats from aggressive clients (12.5% respondent) and the high responsibility for other people (6.3%). Two students of Jan Kochanowski University (4,1% of respondents) have not noticed disadvantages of social work.

But a detailed question about social work specialists on the labor market has shown that the majority of respondents both in Poland (95.9%) and Russia (64.4%) consider that the profession is needed (Refer to Table 6).

Table 6

Need in social work specialists on the labor market

students	need	no need
Russian	64,40%	35,60%
Polish	95,90%	4,10%

It means that the majority of students of both countries consider there is need of social work specialists on the labor market.

A dissatisfaction indicator with the chosen profession is a desire to get another specialty. 55.5% of Russian and 22.9% of Polish students taking part in

the research are going to get a second university specialty (Refer to Table 7).

It is to be noted that less than a fourth of the Polish students want to get a second higher degree, in comparison with more than a half of the Russian ones.

Table 7

Getting a second higher degree

students	want to get a second higher degree
Russian	55.50%
Polish	22.90%

Moreover, the choice of the other direction is connected with the social work activity specifics but not with the quality of teaching at the University (the quality of teaching is of high level in the students' opinion) – at the time of beginning higher school education; when acquainted during the university education with other professions.

As directions of education (getting a second degree) Russian students have mentioned: Psychology, Law, History; for Polish students they are: Criminology, Psychology, Physical therapy, Transport, Accounting, Cosmetology and Dietetics.

Psychology and Law might be connected with the fact that there are similar subjects in „Social work” curriculum and students like them and are interested in them. The reasons of such interest can be the initial desire to study the subjects, the curricula of Bachelor degree in „Social work” and /or the quality of teaching in these disciplines which depends on the teachers' professionalism.

The majority of students (77.8% Russian and 64.6% Polish respondents) are going to continue their education for a Master's degree.

When taking a Master's degree course students prefer: Law, Economics, Psychology, Social work, History, Pedagogics, and Technology (Refer to Table 8).

A lot of students of Jan Kochanowski University (54.8%) want to continue their „Social work” education and only small part of bachelors have chosen Psychology (6.5%) and Pedagogics (12.9%) for a Master's degree.

Omsk State University „F.M. Dostoyevsky” students' preferences are: 25.7% want to take a Master's degree in Law, 14.3% tend to Economics and the same number prefer Psychology. Only 8.6% of students would like to continue „Social work” education, the same number is for „History”. One social work bachelor is going to choose the Technical University.

Table 8

Preferences in Master's degree courses

Students	Master's degree courses							
	Law	Economic	Psychology	Social work	History	Pedagogics	Technology	Have not chosen
Russian	25.70%	14.30%	14.30%	8.60%	8.60%	0%	2.80%	25.70%
Polish	0%	0%	6.50%	54.80%	0%	12.90%	0%	25.80%

The quarter of students (25.7% Russian and 25.8% Polish) who are planning to take a Master's degree courses have not chosen their direction yet.

Thereby, Polish students are more targeted at their present bachelor degree in „Social work”. A few students have chosen similar courses such as „Psychology” and

„Pedagogics”. It is to be noted that specialists' training is done at the same faculty – the Faculty of Pedagogics and Art, so students have lessons in one building, they study similar subjects, and they have the same teachers, for instance, „Psychology” or „Pedagogics” teachers train „Social work” students.



Besides, teachers from the Social work department systematically recommend bachelors to choose their Master's degree course.

Russian students have more Master's degree courses than Polish.

Moreover, if Polish students choose „Social work” for a Master's degree course, or close courses such as Psychology and Pedagogics, taught at the same faculty, Russian students prefer „Law”, „Economics”,

and „Psychology”, and they are trained at other faculties and other higher schools. Students explain their choice with unacceptable conditions of social work specialists' professional activity and the first reason is wages. So only 8.6% students are going to continue their social work studies for a Master's degree. Students' answers analysis to the question about their desire to work in the professions after graduating confirms it (Refer to Table 9).

Table 9

Work in the profession

Students	Are going to work	Are not going to work
Russian	26.60%	66.70%
Polish	91.70%	8.30%

After graduating 91.7% of Polish students and 26.6% of Russian students want to do social work. 6.7% students of Omsk University have not chosen yet, but the majority of them (66.7%) are not going to do it. Only 8.3% of Polish students do not want to work in the social work sphere.

The reasons of their unwillingness are the low wages and the emotionally heavy work”. Only one student from Jan Kochanowski University has answered that he is not going to work in the profession as he „does not see himself in this profession” and „has other interests”.

The professional activity of social work specialists involves contacts with different categories of population in difficult life situations, for instance helping elderly people, invalids, dysfunctional families, prisoners, etc.

Polish students who are going to work in the profession have designated the categories of

population who they prefer working with. They are dysfunctional families (the majority of student – 25%); homeless; disabled people; elderly people; suspendedly sentenced citizens; addicted to drugs.

So it is important that the specialist would not judge but accept and try to help. So unavailability to work with such category of population can be a serious reason why students do not work in the profession after graduating.

To the question: „What do you think about the people in difficult life situation, and are you ready to help?” 100% Polish students and 77,8% Russian students have answered that they regret and sympathise with them and are ready to help. 17,8% students of Omsk University are indifferent both to people and to the idea of helping them, 4,4% (2 students) have answered that they feel squeamishness and repulsion and are not ready to help (Refer to Table 10).

Table 10

Attitude of social work specialists to their clients

Students	Accept and ready to help	indifferent	feel squeamishness and are not ready to help
Russian	77.80%	17.80%	4.40%
Polish	100%	0%	0%

Thereby, the majority of students accept the people who are the clients of social work specialists. It indicates tolerance, acceptance, desire to help people.

Work conditions' estimations of social work specialists by Polish and Russian students are: 66.7% of Polish students consider the conditions acceptable, but 68.9% of Russian student do not think they are (Refer to: Table 11).

Table 11

Work conditions of social work specialists

Students	Acceptable	Unacceptable
Russian	31.10%	68.90%
Polish	66.70%	33.30%

Moreover, the students, who consider work conditions acceptable, say that the profession is very important and valuable for the society; social work specialists are very flexible and strong people, who don't have overrated requirements to work conditions. Students, who consider work conditions of social work specialist unacceptable, note that the professional activity of social work specialist is „psychologically very hard, badly paid and not valued by society”. So while assessing work conditions students do not describe the conditions themselves, but the society's attitude to the specialist, the importance of their professional activity, their professional and personal qualities and they have fewer claims to work conditions.

Correspondence of the University educational contents to social work specialist's professional activity can promote graduates' employment in the profession or on the contrary, become the factor, which influences employment refusal.

To the question: „How much do university subjects differ from real practical social work activity?” more than half of the respondents (77.1% Polish and 53.4% Russian) have answered that „real social work activity is very distant from University theory”. It is interesting to discover that the majority of 1st year students of Polish University have already critically valued this divergence of theory and real practice though they have only begun studying and have not had experience yet. 33.3% of Omsk University students and 14.6% of Polish students think that practice partly differs from theory; and only 13.3% (6 students) Russian and 2.1% (1 student) Polish bachelors consider that practice does not differ at all from theory. But among these 6 Russian respondents there are four 1st year students and two students in their 2nd year, but the Polish one is in his 1st year (Refer to Table 12).

Table 12

Differences between social work specialists' training contents and social work's practical activity

Students	Differ very much	Partly differ	Do not differ
Russian	53.40%	33.30%	13.30%
Polish	77.10%	14.60%	2.10%

The answers of the last group of students might depend on the fact that they have not had practical activity as social work specialists during their education because social work practice, for instance, at Omsk State University begins only at the 3rd year. The fact has been confirmed by three students of Jan Kochanowski University in Kielce (2nd and 1st year students), who have not been able to define the degree of divergence between theory and the practical activity of a social work specialist, they have explained this with their absence of practice.

Thereby, the majority of students both from Russia and Poland note that there are some differences

between contents of „Social work” training and practical activity.

Conclusion

The results' analysis has revealed the factors influencing employment of „Social work” graduates in Russia and Poland, similar trends and differences in degree of the influence.

Polish students have chosen „Social work” as educational direction due to their interest to the profession. Russian students, while choosing the educational direction, have been more orientated to Omsk State University image; we mean University's



attractiveness in comparison with other high schools of the city.

Students' confidence in their abilities to learn the offered subjects and the fact that their profession is looked for on the labor market has affected the choice of the „Social work” studies of both Polish and Russian Universities.

The majority of students of Russian and Polish Universities have been aware about the existence of the social work before entering the University, but they have not had ideas about the nature and contents of the professional activity of the specialist.

Among the advantages of the social work profession students of both countries have noted the profession's versatility; the possibility of self-realization and self-development; the opportunity to help people; profession's need on the labor market. The majority of Polish students think that among the advantages of the social work is the opportunity to help people. It can show the respondents' desire to work in the profession. The majority of Russian students note the profession's versatility, they mean the opportunity to choose another profession after graduating in „Social work”, the self-realization and self-development opportunities in the social work sphere and the opportunity to help people.

Many students of both countries consider social work specialists as being required on the labor market.

A dissatisfaction indicator is the desire to get another higher education specialty. Less than one-fourth of Polish students and more than a half of Russian ones are going to get a second specialty. Russian students have chosen psychology, law, history, and the Polish ones: criminology, psychology, physical therapy, transport, accounting, cosmetology and dietetics.

The majority of the respondents from Russia and Poland are going to take a Master's degree after graduating. As further directions they choose law, economics, psychology, social work, history, pedagogics and technology.

Polish students are targeting at a Master's degree in social work. A few students choose close specialties such as Psychology and Pedagogy.

The most popular Master's degree specialties among Russian students are law, economics,

psychology. Students explain their choice of different directions with the unacceptable conditions of professional activity of social work specialists. First of all they are not satisfied with the salary.

One-fourth of the Polish and Russian students, who are going to take a Master's degree, have not chosen the specialty yet.

After graduating almost all Polish students and only one-fourth of Russian students are going to work in their profession.

As reasons why they do not want to work in the profession Polish and Russian students note the low salary and the emotionally hard work.

While exercising their professional activity social work specialists contact different people in difficult life situation and try to help them. The attitude to the people and the desire to help them is a social work student's employment factor. All Polish students (100%) and more than two-third Russian students (77,8%) accept these categories of people and are ready to give them a hand.

The majority of Polish students accept but the majority of Russian students do not accept the work conditions of social work specialists.

Valuing the work conditions, students do not think about the conditions per se but about the society relations to the specialists, the importance of their professional activity for society, the professional and personal qualities of the specialists and they have few requirements as to the work conditions.

The majority of students of Russian and Polish Universities note the difference between the social work training contents and the practical activity in social work. It can be a factor of employment refusal as it reduces the self-confidence of the social work specialist.

References:

1. Chernysheva N. Ways of solving the problem of unemployment among young people in today's society. // „News of the Tula State University” – 2014. - № 2-1. - p.155 (in Russian).
2. Asmakovets E., Koziej S. Employment factors of social work students // Theory and practice of the psychological and the pedagogical preparation of the specialist in the University. Collection of scientific reports. - Gabrovo, 2016. - p.170-174 (in Bulgarian).



THE PSYCHOLOGICAL AND PEDAGOGICAL BASICS OF STUDENTS' PERSONALITY DEVELOPMENT IN A HIGHER EDUCATION ESTABLISHMENT

Taisia Grigorievna Kalennikova¹

Minsk, Republic of Belarus

Abstract: *The article deals with the mental peculiarities of adolescent age approaching. The role of a supervisor as a person who can provide emotional support to the first-year students is demonstrated. The emphasis is put on such students' characteristics as self-determination and self-realization. The peculiarities of metaskills development are revealed. Metaskills include the ability for reflection, the ability to study and learn again, to work in a team, defend one's point of view, etc. The role of moral education in students' personality development is emphasized. Examples of classical literature works used on seminars and during meetings with a supervisor are given.*

Keywords: *late adolescence, upbringing, socialization, age characteristics, superior, metaskills.*

Introduction

A higher education institution is one of the important social institutions for students' personalities development, which is realized both in the course of the educational process, and in the purposeful educative work process. The pedagogical meaning of education implies gradual intellectual growth of a human, which includes the following:

- the formation of the general world picture among students' that emphasizes the the prediction of world development prospects and various aspects of human activ ity;
- the ability to understand the transmitted knowledge meaning through the creation of awareness situations, especially in the knowledge areas related to society, human, nature;
- the formation of abilities and skills to acquire new knowledge, to comprehend them not only from professional point of view and personal perspective one, but also in the social development context;
- personal development in order to enhance one's creative abilities.

Main Body

The psychological factors, stimulating cognitive potential development among students, include

dominant features, characterizing their age-related specificities: the social situation of the individual development during the period under study; the main type of activity.

The social situation of students' development is largely determined by their adaptation peculiarities to the new life conditions on their first year of study. Lots of yesterday's pupils are entering a new society of a higher education institution very timidly. They have left their families for the first time, they are not ready to lead an independent life, they have not acquired new friends yet, they don't have anybody to consult with. It is a usual tendency among such students to feel anxious, non-confident, they have doubts about the correctness of their professional choice. Students themselves point out that they don't like irresponsibility, low-level behaviors, lack of interest in studying, lack of general education, bad habits among their groupmates.

Work and study are the main activities during this period.

Active engaging of the first-year students in the educational process, their acquaintance with the inner regulations rules of a higher educational institution contributes to the improvement of such personal qualities as: independence, initiative, sense of purpose, self-control.

¹ Correspondence to: Kalennikova Taisiya Grigorievna, PhD, Assoc. Professor at the Belarusian State Technological University; e-mail: kolenikovataisa@mail.ru.



By the end of the first course students should have a direction towards their own development. A group supervisor plays an essential role in this process.

Student group supervising is the unity of the supervisor's organizational work with his moral influence, and the power of this influence is determined by the supervisor's personal qualities.

The organization of student group life is impossible without a thorough study of each student and the group as a whole. Thus, the study of the academic group members is considered to be the initial step both in the group organization and in making a clear system of educative work.

A student group can be called a team only when it clearly demonstrates mutual assistance, mutual exactingness, responsibility and initiative not only during study but also in diverse situations of social life. Since the first-year students' behaviour is characterized by a high degree of conformity and lack of a differentiated approach to their roles, the experienced supervisors discuss the following topics with the group: „The behavior culture”, „The psychological health and pathology”, „The character and its role in a person's formation”, „Moral wealth of a human”. The supervisors reveal such important questions for students as adequate reactions to the surrounding phenomena, the ability to get along with groupmates and stay in harmony with themselves, a critical approach to the life circumstances, the ability to correct one's behavior in accordance with moral norms typical for different groups, the sense of responsibility for posterity and close family members, self-assertion in the team without harm for its other members, the ability to plan and realize their life's path.

It should be noted that serious problems arise during work in groups with the first-year students due to their lack of such skills as work planning, the ability to consider a problem from different points of view, to admit their mistakes, to overcome resentment, to concede and lack of self-control. These students (about 7–9 %) don't take study seriously and are often in the position of delay: „I'll manage to do it in time”, „I don't want to hurry”, „There's plenty of time to do it”. All these shortcomings come out more intensively before exams, when students are not able to master

great volumes of information for a short period of time, thus they do not get credit due to classes skipping and as a result they are not allowed to pass their end-of-term examinations. Such a situation can lead students to intemperate, aggressive, testy behavior as well as to lack of confidence and the inability to concentrate on the main things. Therefore, junior students are in great need of psychological and pedagogical support. A group supervisor can help students during difficult periods of their lives to feel more confident, enhance responsibility and self-criticism. Emotional support of a close person provides with psychological and physiological benefits. During this period, such processes as slowing down of the heart rate, the immune system work improving, depression reducing can occur in a body.

Nowadays a higher education institution prepares specialists who will live in a different period, challenging and demanding, thus they should be constructive and creative, they will have to be actively involved in social and political life, possess an ability to influence others, to reach a compromise or consensus. To do this they will need the basic abilities which are formed during the study process. These abilities include: imagination capability (it is hard to imagine a new reality without it); a capability for reflection (the ability to analyze, draw conclusions, make decisions); ability to study and learn again, educate themselves; creative abilities (cognitive, planning, organization, etc.) required for putting new ideas and concepts into practice; communication skills (understanding, communication, skilful conflicts solving, compromises reaching, collaborative work realization, etc.); an ability for moral navigation (including self-determination, awareness of their priorities, overcoming oneself, identification with another person).

It is proved by practice that some students work a lot and willingly in order to get knowledge, and the arising difficulties only add energy and aspiration to reach their aim, while others do everything under the whiplash and in case of any difficulties, their activity starts reducing significantly. Psychologists explain the reason for such state of things by the individual characteristics of a person, which include the intelligence level and that of creativity, a motivation to

study, high self-esteem. For example, high self-esteem is considered to be an important positive factor for successful study. Confidence and a high level of claims related to it. Students who lack confidence in their skills and abilities often don't even try solving challenging tasks, considering that they will not manage to do it. Students should be praised not for a good result only but also for the efforts they put in order to overcome difficulties. In this case their high self-esteem would be adequate and would encourage for further development [5].

The formation of student's personality is greatly influenced by the whole university society which includes the teaching staff, student scientific schools led by professors; scientific circles; the Department of Social Professions; sport sections; a museum; a library; social organizations; contests of students' works; exhibitions; parties; olympiads; Club of the Quick-witted, etc.

Students participation in scientific work under the guidance of experienced mentors contributes to the development of their research abilities – memory, observation, imagination, judgments and conclusions independence, creative thinking. The need and ability to apply theoretical knowledge in practice is taught. A sense of personal involvement in public affairs, a responsible attitude to their life position is developed. Psychologists note that by the end of the second year of study the youth consciously starts seeking for professional development. Students' inner motivation is changing, they are actively adapting to the society, the leading activity is work, professionalism, taking full responsibility.

Self-determination and then self-realization are the key concepts in the development of late adolescence people. It requires great attention from the teachers [2].

The most important issues of youth education – spiritual and moral issues – are matter of great concern nowadays. Spiritual and moral education means help in a young person's moral development, in forming a system of the basic human values oriented to the priority of human rights and responsibilities, assistance in intercultural communication, active participation in public life, readiness for a free choice of one's development way and responsibility for it.

The teaching process in higher education institutions is supposed to involve students in the

system of social relations. Students are expected to comprehend the society social values to which we refer the following:

1. Earth is the common home of humanity entering the new civilization of the XXI century, Earth is for humans and wildlife.
2. Fatherland is the only unique homeland for each person.
3. Family is the initial structural unit of society and the natural environment for the child, laying the foundations of personality.
4. Labour is the basis of human existence that best characterizes the nature of man.
5. Knowledge is the result of varied, first of all, creative labor. Students' knowledge is the work criterion of many teachers.
6. Culture is great wealth, accumulated by mankind in material and spiritual life.
7. Peace is quietude and harmony among people, nations and states, it is the main condition for Earth and humanity existence.
8. Man is an absolute value, „the measure of all things”, the aim, the agent and the result of education [4].

„The Basics of Psychology and Pedagogy” discipline which is taught during the second year plays an important role in the development of active life position among students, their spiritual values. The course contents is aimed at providing help to students to understand themselves, developing the ability to build relationships with others and reflexive abilities, to implement effectively their future professional knowledge, to bring up their children properly, to solve conflicts in a proper way, to implement their creative abilities, to be patriots of their homeland.

When studying the topic „Character” we focus on the development in the individual of such qualities as exactingness towards themselves, self-esteem, self-criticism, self-control, determination and courage. We consider all these qualities and make a conclusion that every person should possess them. When studying the topic „Intelligence and its development” we introduce students to the basic intelligence indexes: the counting ability, verbal perception, verbal flexibility, memory, orientation in space, the ability to reason, the ability to



compare. The purpose of students' intellectual sphere development is the possession of different kinds and types of thinking. According to scientists thinking begins with wonder, bewilderment, or a contradiction. To develop one's thinking means to develop intellectual abilities and skills. [5]. We can conclude that intelligence is the structure of human abilities, among which the ability to think is the most important. Therefore, it is essential to develop one's abilities, and they develop only during some kind of activity.

On seminars students are involved in various types of activity, for example: to create a psychological portrait of their friend; to complete a test determining the intelligence level; to analyze the different situations of life; to make up a story using such words as „extrovert”, „empathy”, „reflection”, „society”, „friend”, etc.

Students perceive with great interest D. S. Likhachev's letters to the youth (The Letters About Kind and Beautiful), which are discussed during classes with a supervisor. D. S. Likhachev considered that in order to perceive the beauty of the surrounding world a person must be spiritually beautiful, profound and have proper priorities in life. Issues concerning friendship, human mannerliness, adherence to certain principles, human wisdom, intelligence, correct ways of talking and listening, good and bad habits are revealed in his letters. In all his letters there is a thought of „respect to a man” („Honor your father and your mother and you will live a long life on Earth”): „friendliness and kindness make a person not only physically healthy, but also beautiful”, etc. Each letter is a storehouse of human wisdom, the subtleties of human relations and no doubt morality [3].

The letters of another notable person, Ph. Chesterfield, can be of certain interest to students too. He was an eminent English politician, diplomat, official and writer. Being an outstanding and wise person Ph. Chesterfield understood the importance of knowledge for an individual, because it could help to understand another person, to establish friendly relations with others, to comprehend the subtext of any individual's behavior, to be able to notice one's conceit.

He believed that such knowledge must be given before a person came of age. He wrote that „Knowledge is a comfortable and necessary retreat and shelter for us in advanced age, and if we do not plant it while young, it will give us no shade when we grow old”. Besides he stated: „There are some additional qualifications necessary, in the practical part of business, which may deserve some consideration <...>; such as, an absolute command of your temper, so as not to be provoked to passion, upon any account; patience, to hear frivolous, impertinent, and unreasonable applications; with address enough to refuse, without offending, or, by your manner of granting, to double the obligation; dexterity enough to conceal a truth without telling a lie; sagacity enough to read other people's countenances ...” and so on.

These are the main qualities of every politician, leader, director [3].

Conclusion

Students' involvement in active thinking process during the seminars contributes to their mind broadening and encourages person's intention to self-awareness. All these techniques and methods of work are used to find approaches to students' mind and soul. Besides they help to draw students' attention to their individuality as well as to the issues related to their self-realization and self-actualization, to their life approach and priorities.

Thus, person's moral values are formed, which represent the greatest human moral ability to identify oneself with all humankind.

According to B. G. Anan'yev the student age is a sensitive period for the development of the basic sociogenic human potentialities. Higher education has a tremendous impact on all stages of students development. They define the human mind focus, i.e. form a mindset that characterizes the person's professional basis. To succeed in one's studies while at University it is necessary to possess quite a high level of general intellectual development, which includes, in particular, perception, memory, thinking, attention, erudition, breadth of knowledge.

References:

1. Ananiev, B.G. Selected psychological works. V.2. Moskow, 1980, pp. 52-84 (in Russian).
2. Bodalev A.A. Personality Psychology. Moscow, 1988, pp. 97-99 (in Russian).
3. T.Zacharuk. Humanistic ideas and inclusive education. // Formation of a citizen, a professional in terms of university education. V.2. Gabrovo, 2012, p. 349-353 (in Bulgarian).
4. Kalennikova T.G. Upbringing in the student group (educational technology). Workbook for supervisors. Minsk, 2006, 88p. (in Belarus).
5. Karakovsky V.A. To become a man. Human values – the basis of a holistic educational process. Moscow, 1993.
6. E.Rangelova. Problems of psychological and pedagogical training of future specialists. // Theory and practice of psycho-pedagogical training of university specialist. V.1. Gabrovo. 2015. p.19-23 (in Bulgarian).
7. Yanovska N.B. Self-development of intellectual sphere student learning as the goal. // Alma-mater. 2015, №7. p.39-45.



STUDY OF MOTIVATION FOR SUCCESS OF STUDENTS - THE NEED FOR AN INTEGRATED APPROACH

Atanaska Mihailova Teneva¹

Plovdiv, the Republic of Bulgaria

Abstract: *This study is a form of cooperation between professor and students. Students define success in terms of the fundamental aspects of life – health, family, prestige and career. Among the motives are „high-qualified professional”, „diploma”, „continuing education”. The analysis shows compliance generally between level of motivation for success and educational and cognitive, professional and social reasons. This study confirms the need for a comprehensive program of psychological monitoring of unitary educational space of the university.*

Keywords: *motivation for success and educational.*

Introduction

The motivation for success is a necessary quality for everyone. It is determined by the upbringing in the family environment, quality of education and professional training, social conditions. According to a survey by UNICEF in 2015, in Bulgaria every fifth youth does not study, nor work. This trend is not new and requires a consistent state policy, because mainly the high degree of social uncertainty discourages young people. So the task is to examine the motivation for success and studying of students in a crisis.

The choice of profession and education in high school determines the future of a person and shows their professional self-determination. It is connected with the reasons for entering the university: a wish to be a student, significance of the profession and the ability to implement it according to the interests and creative opportunities. The success of the educational activity of students is largely determined by their motivation and therefore the problem of its research is always up to date. The study of educational motivation is not only useful, it is extremely necessary to achieve significant results in studying and achieve personal success, to determine a viable strategy and personal life project.

The main part

For the last year in the survey were included 153 students in Bachelor degree courses from various

courses and disciplines of economic and technological faculty of the UFT – Plovdiv. Two thirds of them are women.

The subject of study is the phenomenon success to which students strive for in theoretical and biographical context.

The subject of study is the motivation for success and studying of the students.

There have been applied two methods:

- Assessment of the strength of motivation to achieve goals based on the T. Ehlers test „Motivation for Success” [1].
- Adapted methodology of A.A.Rean and V.A.Yakunin „Studying the reasons for the educational activities of students” in two versions – a study of the frequency of choosing one or another reason and assessment of the significance of the motives.

Personality of the student motivation complex incorporates their motivation for academic and professional activities, motivation for success, attractiveness of the profession and contributing factors. Proper highlight of professional motives, interests and inclination is an important predictor of satisfaction by the profession in future. Attitude towards future profession, the reasons for its choice are critical factors that determine the success of vocational training and the formation of professionals.

¹ Correspondence to: PhD. Atanaska Teneva, Assoc. Professor at the University of Food Technologies of Plovdiv, a_teneva@uft-plovdiv.bg

Scientific discourse of the notion of success is philosophical, psychological, and sociological. Theoretically insufficiently are developed the problems of personal and active success. In the theme of success are interested mainly the theories of management and organizational culture, business psychology.

Striving for success is one of the characteristics of life philosophy of a modern person. The implementation is closely linked with both their understanding and the achievement itself. The questions are about people's perceptions of what

success is, what its nature, value and achievement mechanisms are; the extent to which one realizes the purpose of their activities. Success is often a complex of achievements of an individual in their external world (material, money, career, fame, comfort, pleasures) in accordance with defined goals. The dimension is quantified. And the question is not only about the results that bring recognition but about the activity of a person, their efforts, will, activity. The degree of success is judged by results, and through them we judge the acting person.

Table № 1. Ranks distribution of the reasons for success

<i>Motive for success</i>	<i>women</i>		<i>men</i>	
Family	2.18	1	2.61	1
Love	3.74	2	5.36	6
Friends	4.20	3	4.57	4
Health	2.18	1	3.25	2
Education	4.23	4	4.18	3
Career	5.08	5	5.14	5

Success is defined by students regarding fundamental aspects of life - health, family, prestige, career. It is understood that the core of successful behaviour is formed by stable preferences and goals which are not limited to material benefits. And the decisions are not always based only on conscious efforts to maximize the result. Striving for approval and support is obvious. They look for success and satisfaction in the performance of daily duties. Completion of higher education and the creation of family are in the top positions. It is completely understandable for students from first and second year of professional implementation, and the development of a successful business is a distant prospect. The price of success is deprivation of small pleasures; hard work and luck. The study confirms that the concept of success among students depends on the cultural and socio-economic factors of their life style and strategy.

Graduates-men are with moderately high motivation to succeed according to the Ehlers test. The results of female graduate students are in higher range (15-24 points), but what prevails is the very high motivation. With research skepticism it can be

expected some discrepancy between declared and actual level of motivation to succeed, although high levels can have their explanation in upcoming graduation.

In a study of educational motivation have been added allegations that characterize the motives for studying received by other studies – professional and educational cognitive, social, communicative and prestigious avoiding failure and criticism.

The specifics of motivation to study depends on the personal characteristics of the students expressed in their purposefulness or indifference; on the chosen strategy [2] – to survive, on the material well-being, personal development. A significant factor is the chosen specialty (economics, management, food technology). Attitude towards different disciplines is due to its importance for professional training, teaching quality, degree of difficulty depending on their abilities. The overall motivation for studying is manifested in the way of participation in the learning process, which is determined by the attitude to knowledge and to the evaluations to professional training.

**Table № 2. Ranks distribution of reasons for studying activities in courses**

<i>Motive</i>	<i>Rank/Course</i>			
	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>
I would like to be a good specialist	1	1	2	3
High education diploma /Bachelor degree/	3	2	1	1
To continue my education successfully	2	3	3	10
To have good/excellent marks	7	6	4	5
To get scholarship	6	4	5	16
I study to have profound and continuous knowledge	8	5	6	7
To be prepared for each class	16	13	12	13
Systematic preparation in each discipline	12	12	13	11
To keep up with colleagues and friends	14	10	15	8
Successful professional activity in future	9	7	7	2
To implement the teachers' requirements	13	9	10	6
To earn the respect of my teachers	5	8	8	4
To be a role model to my colleagues	10	16	16	12
To deserve my parents and friends' approval	4	11	11	9
Not to allow criticism for poor results	15	15	14	15
Intellectual satisfaction	11	14	9	14

The distribution of reasons in rank brings out the „highly professional specialist“, „diploma“, „continuing education“. Undoubtedly, higher education is an achievement linked with prestige, with hope for a good job and respect. Different is the role of the professional reasons, demanding of satisfaction and recognition in the process of study of courses and majors. Students value the importance of future career just before their graduation. Much smaller is the proportion of students who connect their learning results and motives with the desire to be first and to earn respect. One possible explanation is the level of rigor of teachers, changes in assessment system, lack of competitiveness.

These results confirm the hypothesis of the study for mainly outer motivation for studying. A subsequent analysis should find a thorough explanation about the insufficient cognitive interest.

There should be discussed the survey statement „to be a role model“, „keep up with colleagues and friends“, „criticism for poor results“. The low frequency of their indication and respective rank shows influence of social transition and crisis on the value orientations, change in motives, needs and interests.

Development of motivation to study depends on the work of and with the teacher. The question is what role is assigned to students (passive reproduction or active cooperation). Usually the teacher supports the external motivation in the form of control. This affects the persistence and interest in school activities. The activity of the students should be managed through a variety of individual and group forms of academic work as well as using different models of educational communication [3]. Studying the structure of professionally-oriented motivation of students, knowledge of the reason for choosing a profession, training and career will allow us to solve the tasks of increasing the effectiveness of training students in economics, management and food technology; it will help the students to plan their training and development in the formation of important competencies for the profession.

The practical significance of the study lies in the disclosed content of the psychological characteristics of academic motivation of students in economics, management and food technology; the possibility to contribute to the self-development of students, achieving better results; to change the structure of social motives. The data can be used in the

organization of the studying process; in a differentiated approach in education and professional training.

The analysis shows compliance generally between the level of motivation for success and cognitive educational, professional and social motives. It is necessary to continue work on their grouping and summarizing to make a complete and thorough cluster analysis. The group of social motives can include those connected with personal relationships, prestige and avoidance of negative evaluations. More correctly from a conceptual point of view should be the bundling of professional and cognitive reasoning as highlight of the creative component and responsibility. It is important to emphasize the communicative aspect of the motive for realization as far as the allegations contain as a result the development of interpersonal relationships. So at the next level of aggregation they can be connected with the reasons for success and professional career. Cluster analysis allows to identify the leading motives for studying, career and success, to describe their hierarchical structure.

In the circle of problems connected with the study of the relationship of students to the chosen profession shall be included: job satisfaction, performance satisfaction rate at the course; factors (socio-psychological, economic, cultural, age) that influence the formation of satisfaction; hierarchy of motives that determine the positive or negative attitude towards the chosen profession. The problem of professional motivation contains highlights from individual interaction – a society in which education and training have a priority.

Student motivation for success is influenced by the choice of specialty, by the expected material and spiritual well-being in the future. Multifactorial analysis [4] opens perspectives for further study of the nature of success in philosophical, psychological and sociological context.

Conclusion

Educational space at the University is comprehensive, not only as an organization of academic autonomy, but as concentrating on students and teachers, on their interaction, as a unity of teaching and research. Statutory conditions are set in the law of higher education, development of academic staff, promotion of research. The practical models are implemented in projects to modernize higher education. As far as the internal integrity of university educational space is „a set of educational circumstances”, converted by the individual into their own, conceptualized and utilized [5], the student's education will be truly purposeful only when seen in its personal sense with the aim of not just having a diploma, but being a highly educated and qualified person.

This study confirms the need for a comprehensive program of psychological monitoring of the single educational space of the university.

References:

1. Vassilev, V. Philosophy to the success. // The third Plovdiv University Year-book. Plovdiv, 2006, p.82-93 (in Bulgarian).
2. Gerasimova, A.U. Educational space of the university as a condition of development of the future professional. Scientific Journal ITMO. A series of „Economics and Environmental Management”, 2014 №1 (in Russian).
3. Kasyanov, S.A. Encyclopedia of psychological tests. Moscow . 2000 (in Russian).
4. Kluchnikov, S. U. Philosophy of the success: gnoseological analysis. Abstract of a dissertation, 2003. www.dissercat.com/content/filosofiya-uspecha-gnoseologicheskii-analiz
5. Hohlova, M.A., N.M.Nechay (2011). Investigation of the reserves about motivation of the students in educational activity. Omsk Scientific Bulletin, №6 (102) p.149-152 (in Russian).



KNOWLEDGE OF SELECTED STUDENTS FROM THE FACULTY OF EDUCATION IN CHARLES UNIVERSITY IN PRAGUE TO PROVIDE PRE-MEDICAL FIRST AID

Jaroslava Hanušová¹

Jiří Prokop²

Prague, Czech Republic

Abstract: School is a frequent place of accidents. Therefore the authors decided to carry out a long-term study (2010–2016). The study aimed to find out whether and to what extent the selected students from the Faculty of Education were competent to provide lay first aid, to understand possible gaps in these competencies and establish corresponding training needs. The research sample consisted of 1500 students from the Faculty of Education. A quantitative method was used (questionnaire) in the research.

The results show that respondents failed the most in questions on cardiopulmonary resuscitation. Many of them also failed in the question how to stop bleeding of arteries (only 38 % of correct answers) and how to provide first aid in case of epileptic seizure (42 % of correct answers).

Regarding the size of the sample, it is certainly not possible to generalise the presented research. However, the authors believe that it is necessary to take very seriously every sign of incompetency which might put a child's health or life at risk in a real-life situation at school. The current situation may be solved only by systematic training of students from the Faculty of Education based not only on knowledge acquisition but mainly on hands-on exercises (practical skills acquisition).

Keywords: Pre-medical first aid, educational professionals, competences, training.

Introduction

Pre-medical first aid is care provided to a casualty prior to the arrival of a qualified medical professional. It has been verified that the first 15 minutes after an accident are most important and decisive for the survival of a casualty [1].

Since 1957 Dr. Peter Safar, Baltimore, had promoted an artificial breathing method called mouth-to-mouth resuscitation. In 1960 a paper on the necessity and effectiveness of external cardiac massage was published. One year later Dr. Safar created a method to be used in urgent cardiopulmonary resuscitation [2]. After that the European Resuscitation Council was established which evaluates methods of urgent resuscitation (and publishes European Guidelines on Resuscitation, hereinafter referred to as the „Guidelines”) every five years. The same mission is shared by the American Cardiology Association [3]. In the Czech Republic a similar body was established as well, namely the Czech Resuscitation Council. The

aim of the Guidelines is to make first aid methods as simple as possible and to remove the barriers that affect the provision of first aid [4].

The research described below focuses only on theoretical knowledge regarding the provision of pre-medical first aid. However, it is clear that ample practical preparedness forms are just as important part of the given competencies. The authors also realize that by definition of health, first aid cannot be focused only on physical aspects but must reflect also mental, social and spiritual aspects [5]. When considering the examined issue, it is necessary to keep in mind the fact that a lay rescuer must overcome many barriers when providing first aid. These include for example concern about not being able to handle the situation – concern about the outcome, concern about possible future problems, concern about one's own life – the risk of contracting a disease or being injured [6], [7]. The entire process is associated with a significant emotional burden which may complicate it substantially. It also needs to be stressed out that

¹ Correspondence to: PhDr. Jaroslava Hanušová, Ph.D., Faculty of Education, Charles University in Prague, Czech Republic, e-mail: Jaroslava.hanusova@pedf.cuni.cz

² Correspondence to: PhDr. Jiří Prokop, Ph.D., assoc.professor at the Faculty of Education, Charles University in Prague, Czech Republic, e-mail: jiri.prokop@pedf.cuni.cz

failure to provide pre-medical first aid has legal consequences. In the Czech Republic this issue is governed by Act No. 40/2009 Coll., the Criminal Code, according to which failure to provide first aid is punishable by deprivation of liberty up to two years in case of a layman, and up to three years or by disqualification in case of a professional [8].

Although every educational professional wishes that nothing happen to children they take care of, it is necessary not to underestimate pre-medical first aid training. When a child is in a life-threatening condition and effective first aid is necessary, such training will pay off a great deal. Practice shows that first aid provided by a correctly trained educational professional is more effective and rational and reduces the risk of damage to both, the rescued and the rescuer.

Material and methods

The long-term research study (2010-2016, or 2017) aims to find out whether and to what extent the selected future educational professionals are competent to provide lay first aid, to understand possible gaps in these competencies and establish corresponding training needs. The research sample consists of 1,500 students from the Faculty of Education Charles university. A quantitative method was used (questionnaire) in the research. The respondents completed a questionnaire consisting of two parts, 22 questions in total. The first part focused on selected attitudes, opinions and experience with providing pre-medical first aid and the second part contained a didactic test. After the completion of the questionnaire the respondents were told correct answers and had the possibility to ask questions and discuss the issue.

Every year, 250 students from the Faculty of Education Charles university selected by means of stratified random sampling were addressed. During the observation period (2010-2016) the total of 1,750 respondents were addressed. The return rate of the survey was 85.7%, i.e. the total of 1,500 completely completed questionnaires returned. Due to the limited scope of the paper, the following section will deal only with selected questions from the questionnaire.

Selected results

1,500 students from the Faculty of Education Charles university took part in the research which tracked sex (table 1), study programme (table 2) of the respondents.

Table 1. Respondents by sex

Sex	Number of respondents
Female	1349 (89,9 %)
Male	151 (10,1 %)
Total	1500 (100 %)

Table 2. Respondents according to a study programme

Respondents according to a study programme	Number of respondents
Teacher Training for Nursery Schools	121 (8.1 %)
Teacher Training for Primary Schools	256 (17 %)
Teacher Training of General Subjects at Lower and Higher Secondary Schools	1123 (74.9 %)
Total	1500 (100 %)

Table 3. Participation in pre-medical first aid trainings provided by the faculty

Regular participation in pre-medical first aid trainings	Number of respondents
Yes, I participate in trainings	196 (13.1 %)
Yes, but I do not participate in trainings	29 (1.9 %)
No, but I would be interested in it	977 (65.1 %)
No, I am not interested in it	298 (19,9 %)
Total	1500 (100 %)

Only 196 (13.2%) out of 15000 respondents indicated that their faculty makes it possible for them to participate in pre-medical first aid trainings (Table 3). However, only 152 respondents seize this opportunity. 222 (22.2%) respondents are not interested in training at all which is an alarming result.



Table 4. Location of the spot for indirect cardiac massage

Location of the spot for cardiac massage	Number of respondents
2–3 finger-widths above the xiphisternum	962 (64.1 %)
Middle of the sternum between the nipples	523 (34.9 %)
On the clavicle	0 (0 %)
Left side of the chest where the heart can be found	15 (1 %)
Total	1500 (100 %)

The correct spot, i.e. middle of the sternum between the nipples, was indicated only by 523 (34.9%) out of 1,500 respondents (Table 4). 64.1% of respondents still believe that it is necessary to locate the end of the sternum, the so-called xiphisternum, and place the hands 2-3 finger-widths above this spot to carry out an indirect cardiac massage. The remaining 1.0% would carry out the cardiac massage on the left side of the chest.

Table 5. The compression to artificial ventilation ratio for children in cardiopulmonary resuscitation by laymen

The compression to artificial ventilation ratio for children in cardiopulmonary resuscitation by laymen	Number of respondents
30 : 2	436 (29.1 %)
3 : 1	569 (37.9 %)
15 : 2	301 (20.1 %)
5 : 1	89 (5.9 %)
None of the options is correct	105 (7 %)
Total	1500 (100 %)

Only 436 (29.1%) out of 1 500 respondents (Table 5) marked the correct compression to ventilation ratio of 30:2. 1 064 respondents (70.9%) marked the incorrect ratio

Table 6. Pre-medical first aid for epileptic seizures

First aid for epileptic seizure	Number of respondents
Hold the person firmly and put some object in their mouth between the teeth	660 (44 %)
Put the person into a recovery position	136 (9.1 %)
Wait till the seizure stops; just move all objects away from the person. First aid is provided afterwards.	630 (42 %)
Not indicated	74 (4.9 %)
Total	1500 (100 %)

Table 6 summarizes respondents' choices as to the first aid method in case of epileptic seizure. 870 (58.0%) respondents would act incorrectly. The correct way is to wait till the seizure stops and provide first aid afterwards as needed.

Table 7. First aid for nosebleed

Nosebleed	Number of respondents
Plug nostrils with cotton wool	48 (3.2 %)
Tilt the head of the person backwards and put a cold compress on their forehead and neck	525 (35 %)
Tilt the head of the person forward and pinch the nostrils shut with your fingers	522 (34.8 %)
No first aid necessary	376 (25.1 %)
Not indicated	29 (1.9 %)
Total	1500 (100 %)

The procedure chosen by the respondents for nosebleeds can be seen in Table 7. 978 (65.2%) out of 1,500 respondents were wrong which is alarming considering frequent occurrence of this condition.

Table 8. First aid for femoral arterial bleeding

First aid for femoral arterial bleeding	Number of respondents
Always use a tourniquet	647 (43.1 %)
Press the injured site with your fingers	570 (38 %)
Cover the wound with a sterile bandage	283 (18.9 %)
None of the options is correct	0
Total	1500 (100 %)

Table 8 shows that respondents do not know how to stop arterial bleeding. The correct way (pressing the artery with fingers directly in the wound) was indicated by 570 (38.0%) out of 1,500 respondents.

Table 9. Summary of selected correct answers by a study programme

Questions	Teacher training for nursery schools	Teacher training for primary schools	Teacher training of general subjects at lower and higher secondary schools	Number of respondents
Location of the spot for indirect cardiac massage	38 out of 121	106 out of 256	379 out of 1123	523 out of 1500
The compression to artificial ventilation ratio for children in cardiopulmonary resuscitation by laymen	22 out of 121	65 out of 256	349 out of 1123	436 out of 1500
Pre-medical first aid for epileptic seizures	25 out of 121	91 out of 256	514 out of 1123	630 out of 1500
First aid for nosebleed	36 out of 121	99 out of 256	387 out of 1123	522 out of 1500
First aid for femoral arterial bleeding	37 out of 121	87 out of 256	446 out of 1123	570 out of 1500
Total of correct answers	158 out of 605	448 out of 1280	2075 out of 5615	2681 out of 7500
Total of correct answers %	26.1 %	35.0 %	37.0 %	35.7 %

Table 9 shows that the most correct answers (37.0%) were indicated by teacher training of general subjects at lower and higher secondary schools followed by teacher training for primary schools (35.0%). The least correct answers were given by teacher training for nursery schools (26.1%).

Discussion

Already the initial analyses of the results showed significant problems in this area. If we focus only on several most important findings according to the authors, we have to mention the issue of indirect cardiac massage in the first place. The research showed that 65.1% (977 out of 1,500) of respondents do not know the right spot for cardiac massage (Table 4). The spot for indirect cardiac massage was modified (simplified) as early as in 2005. The right spot, i.e. middle of the sternum between the nipples, was correctly indicated only by 523 (34.9%) out of 1,500 respondents. 64.1% of respondents still believe that it is necessary to locate the end of the sternum, the so-called xiphisternum, and place the hands 2–3 finger-widths above this spot to carry out an indirect cardiac massage.

Another similarly related question examined the compression to artificial ventilation ratio for children in cardiopulmonary resuscitation (Table 5). Only 436 (29.1%) out of 1,500 respondents marked the correct ratio of 30:2, which was modified based on the recommendation of European Resuscitation Council in 2005. It is alarming that 37.9 percent (569 out of 1,500) of respondents marked the 3:1 ratio, which was recommended until 2005 only for infants and which would not be efficient for school children. Only 350 (23.3%) out of 1,500 respondents answered correctly the questions on the external cardiac massage and compression to ventilation ratio in cardiopulmonary resuscitation.

Obsolete methods were indicated also in case of epileptic seizures (Table 6), namely by 870 (58.0%) respondents. A long-standing myth indicated in this research as well (44.0% of respondents) is that it is necessary to hold the person firmly and put some object in their mouth between the teeth to prevent injury to the tongue or blocking airway by the tongue.

It is striking that 525 (35.0%) of the addressed educational professionals believe that it is necessary to tilt the head of a person with a nosebleed backwards



(Table 7). The rule applying in case of bleeding from body cavities including the nasal cavity is that the casualty has to be put in a position allowing for the fluid to flow out freely and preventing accumulation of fluid in any cavity. In case of arterial bleeding (Table 8) 930 (62.0%) out of 1,500 respondents answered incorrectly. 647 (43.1%) respondents opted for „Always use a tourniquet” as the first-choice method to stop arterial bleeding. The two questions how to stop bleeding were answered correctly by 187 (18.7%) out of 1,000 respondents.

Another alarming fact is that only 17% (170 out of 1,000) of respondents have the possibility to attend pre-medical first aid training provided by the faculty (Table 3). It is interesting that none of the respondents who indicated that they were not interested in the training answered all knowledge questions in the questionnaire correctly.

There was the total of 2,681 (35,7%) correct answers out of 7,500 (Table 9). The highest percentage of correct answers regarding pre-medical first aid was indicated by student teachers training of general subjects at lower and higher secondary schools and the smallest percentage by student teachers training for nursery schools. The largest number of incorrect answers were given to the question on the compression to artificial ventilation ratio for children in cardiopulmonary resuscitation by laymen. All selected knowledge questions were correctly answered only by 148 out of 1,500 respondents, most of which were student teachers training for primary schools and least of which were student teachers training for nursery schools.

There were also other incorrectly answered questions which are not covered in this paper, e.g. on the width of a tourniquet, on how to take vital signs, on internal bleeding, how to remove a tick, etc.

Conclusion

With regard to the size of the sample and continuation of the research, it is certainly not possible to generalise the presented research. However, the authors believe that it is necessary to take very

seriously every sign of incompetency which might lead to a professional misconduct of a pedagogue and put a child's health or life at risk in a real-life situation at school.

The authors failed to prove a link between a study programme and the above-mentioned answers on knowledge questions.

For the time being it is not possible to compare data due to continuation of the research and changing conditions (Guidelines) in the area of pre-medical first aid provision. The above mentioned survey will be completed in January 2017. The survey has been conducted since 2008 also among selected pedagogical staff members (elementary, primary and secondary school teachers) in the Czech Republic. Following the completion of both researches in 2017, the data will be compared within and between individual sets of data. The authors presume that the results will reveal new educational needs in the area of pre-medical first aid. They plan to launch a new two-semester elective course of „Pre-medical First Aid” in the academic year of 2017/2018 that will be available to teaching students of full-time and combined programmes at the Faculty of Education, Charles University. Following the pilot course, the authors want to offer a similar course to other faculties of education in the Czech Republic preparing future teachers. At the same time the authors will prepare another course, „Pre-medical First Aid for Educational Professionals”, that will be offered to students of lifelong learning programmes.

The authors recommend to check the required knowledge and skills in particular using scenarios. In addition, the authors would recommend that more emphasis be put on hands-on practice of first aid. The authors do not believe that the situation could be solved by employing a so-called school paramedic. We all have to be able to provide first aid. A school paramedic and a teacher cannot be present everywhere. Moreover, we need to realize that the school is obliged to take measures to minimize the possibility of accidents and life-threatening situations within prevention. Prevention includes training of the school staff in providing pre-medical first aid.

References:

1. Hasík, J. and other. Standards for first aid. Prague. 2012. //Czech Red Cross, pp. 83 (in Czech Republic).
2. ABC of resuscitation [online]. 6th ed. Chichester, West Sussex: BMJ Books, 2013. ABC series [cit. 09/06/2016]. Available from: <http://site.ebrary.com/lib/natl/Doc?id=10657910>.
3. Czech Resuscitation Council [online]. 2010 [cit. 19/12/2013]. Available from: <http://www.resuscitace.cz>.
4. Hanušová, J. The principles of first aid. Prague. 2014. // Charles University, Faculty of Education, pp. 75 (in Czech Republic).
5. Křivohlavý, J. Psychology and Health. Prague. 2009. Portal, pp. 279 (in Czech Republic).
6. Hanušová, J. Crisis in minimum Intervention for teachers: health and first aid. Prague. 2013. // Charles University in Prague, Faculty of Education, p. 72 (in Czech Republic).
7. Hanušová, J. (2006) Principles of amateur first aid. Prague. 2006. // Educational Institute of Child Protection, pp. 36 (in Czech Republic).
8. The full text of the Act No. 40/2009 Coll., The Criminal Code. 2015. Prague, pp. 175 (in Czech Republic).



TODAY'S REQUIREMENTS ON ACADEMIC STAFF IN THE STUDENT'S OPINIONS OF SIEDLCE UNIVERSITY OF NATURAL SCIENCES AND HUMANITIES

Aneta Niewęgłowska¹

Małgorzata Wiśniewska²

Siedlce, Poland

Abstract: The article has to show the characteristics of an academic teacher which are important from the point of view of the students. It presents the results of research in this area, students' opinions about the lecturers at our university. Selected literature concerning the teacher was also analyzed.

Keywords: characteristics of the teacher, the teacher's personality, students' requirements.

Introduction

Being an effective academic teacher requires continuous improvement. It is a satisfying profession from both points – scientific and didactic. On the one hand it is conducting researches, knowledge exploration, continuous training and also publishing the results of these studies, carrying out analysis and finding conclusions. On the other hand, there is the contact with students during classes and meeting their expectations towards teachers, and here having pedagogical predispositions is extremely important. Undoubtedly, the most important form of the respect from students is to gain the authority of an academic teacher (through the opening to their problems). In the University's Institute of Education are currently working 59 lecturers. Research of Polish educators has demonstrated that the teacher's character traits have influence on the mastery level of learning outcomes of students. These traits can be innate or acquired{1}. Zdzisław Kosyrz claims that the efficiency of the teacher depends on his personality. He believes that every temperament has a definite structure, that is, precisely fused together ingredients, correctness, necessities, attributes of a functioning as a whole. Proper factors of teacher's personality include: beliefs, motives, passion, intellect, temperament, disposition, morality, self-improvement{2}.

Main part

In the literature are mentioned the characteristics of today's teacher: truthfulness, decency, openness. A teacher should be an authority worthy to follow, tolerant, but also unyielding if necessary. In cooperation with his students, he should keep friendly relations, but both should not forget how to treat each other. A lecturer who wants to teach, in addition to knowledge, should have a big heart, passion, self-control and wisdom. It is necessary for a teacher to be a leader, a tactful guardian, the initiator of his students' actions. He should know how to work with his pupils in an atmosphere of cordiality and should be blessed with the ability to guide his team. Unfortunately, it happens frequently that the actual image of a teacher deviates from perfection. Striving for the value of vocation and teacher's ambitions are an important factor {3}.

A teacher is a person who influences the students even nonverbally – by gestures and movement. The teacher's assistance helps the student to see better the surrounding world. Therefore, teacher's personality is an important factor in the educational process. Students must acquire knowledge and skills, but the significant thing is the joy, the nice gesture, the pleasant atmosphere and the conversations with the teachers. A good teacher adjusts his behaviour to meet

¹ Correspondence to: PhD Aneta Niewęgłowska, adiunkt, Siedlce University of Natural Sciences and Humanities, Faculty of Humanities, e-mail: a.nieweglowska@op.pl

² Correspondence to: PhD Małgorzata Wiśniewska, adiunkt, Siedlce University of Natural Sciences and Humanities, Faculty of Humanities, e-mail: wisniesia4@wp.pl

the needs of his students. In this way, the teacher becomes a person close to the students, somebody they can trust. According to M. Prugar, students express their sympathy to the teacher when he reveals character traits they appreciate. In the students' opinion the most important trait of teacher's personality is warmth and knowledge. It is also important to:

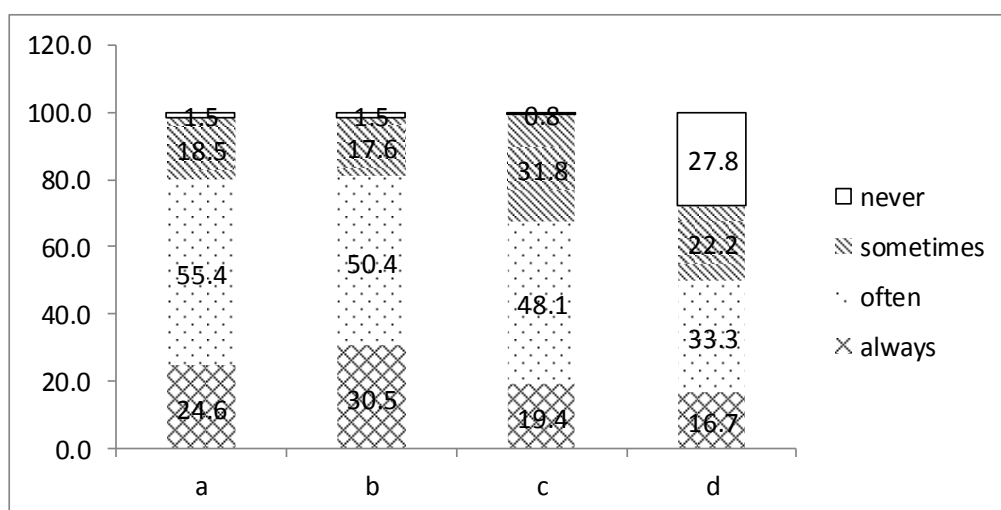
- transmit an appropriate model of behaviour;
- inconspicuously obtain confidence and wait perseveringly for this trust;

- behave fairly to his students, especially when assessing their behaviour and academic achievement;
- demonstrate a teaching and life professionalism.

In modern a school, students expect support from their teacher in meeting their needs, such as esteem, caring, advice, a sense of security {4}.

A research carried out among students from the University in Siedlce showed that lecturers manifest the necessary qualities in contact with students.

Chart 1. Lecturers' attitude to students



a) tolerance, b) respect, c) kindness, d) other traits

Maria and Ryszard Radwilowicz are a paragon of a teacher. A model suggested by them is an active scheme of structurally interrelated, positive personality traits. According to them, the proper teacher is always fashionably dressed and well-kept. He or she should have an appropriate health status, be athletic and physically impeccable. The perfect teacher has crystallized views, civic attitude to the political and human events. First of all, they should be an authority, should have the appropriate level of morale and be reliable and honest. They must also have interesting, innovative ideas. To Radwilowicz the ideal teacher should be knowledgeable, but also familiar with different ways of learning. In addition to this they should be organized, hardworking, punctual, accurate, disciplined, achieving their goals, as well as balanced, cheerful, and respectful. The teacher should

understand and help students in difficult situations, speak individually with each of them, have the ability to easily establish contacts, reckon with the opinion of his pupils. It is also important that his lessons are varied and he should have the talent to lead artistic pursuits, and transmit his knowledge and skills in an interesting and understandable way with a lot of imagination. The teacher needs to have perfect diction, neat handwriting, nice and warm voice, acting skills and other talents are also a great bonus {5}.

The teacher plays a very important social and ethical role. Unfortunately, it often happens that many teachers are not able to meet these requirements, but continue to work at universities because of their scientific achievements. University students are a special group of students which require proper formation of already acquired characteristics. The



group can and knows how to severely evaluate their lecturers' competence. Most often discussed are three groups of teachers' competence:

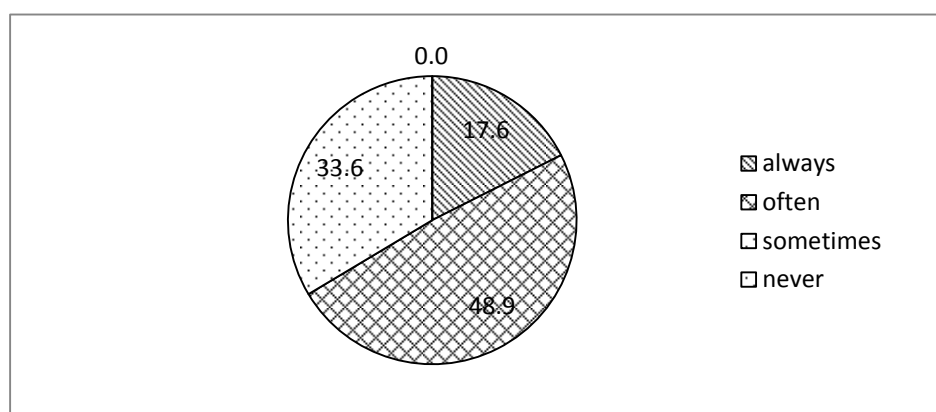
- tangible competence – the teacher is a specialist and objective consultant.
- pedagogical and methodological competences – they determine the techniques of the teacher and students. The teacher is a teaching consultant.
- educational competence – includes communication, the ability of making contacts, etc. The teacher has a vital educational role.

According to R. I. Arends, an effective teacher is the one who apart from having tangible competencies, has high educational qualifications. Four abilities are listed:

- manages a supply of knowledge,
- has the most appropriate solutions to educational activities,
- shows attitude and skills, which are needed for constant reflection and solving problems,
- is aware of learning as a constant process {6}.

Research has shown that the qualifications have an impact on the contact between the lecturer and the student.

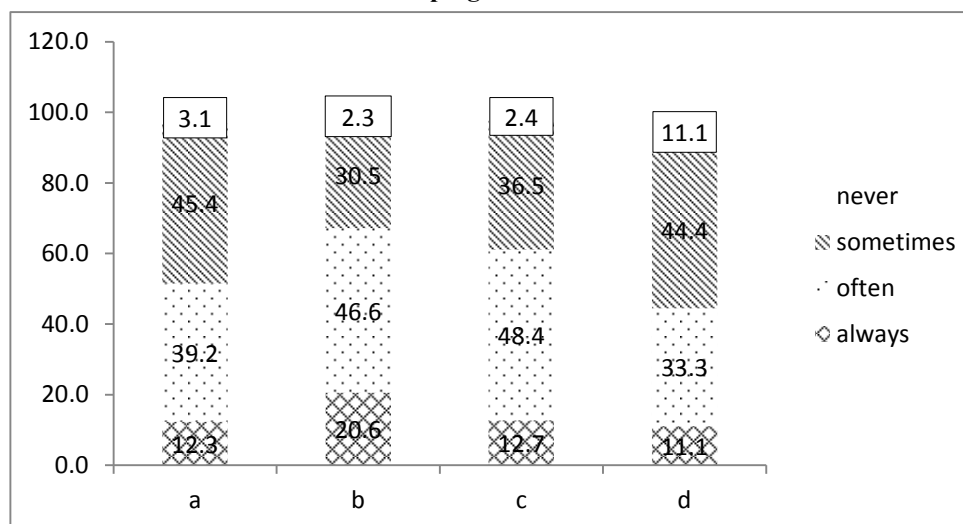
Chart 2. Existence of contact between the lecturer and the student



Nowadays ever-changing world poses in front of the school and teachers new challenges. Today's teacher is a professional, prepared educationally, psychologically, objectively and methodically. He is a source of knowledge, ethical values, social and life

experience. Performs his main goal of stimulating students' activity and support their comprehensive development {7}. Studies have shown that lecturers from our university develop students' selected qualities and they support their development.

Chart 3. Developing attributes of students



a) respect for the needs of others, b) responsibility, c) initiative, d) other

People working in other occupations must show professionalism in their work, the teacher must, beyond this, show a unique character and personality {8}.

J. W. Dawid described the ideal teacher-educator, using his high standards: dutifulness, sense of responsibility, commitment to excellence, moral courage, inner truthfulness, readiness to overcome all difficulties and readiness for sacrifices. All the features that make up the image of a teacher are defined by Dawid as „love of souls”, which is the driving force and essence of teachers. Educational power defines teachers as human beings. Bad people cannot become good teachers - they are the opposite of them. They may indeed teach something, but cannot develop students' interests; create joy in the process of knowledge; instil an attitude of trust in others, faith in his good intentions, develop a force that should shape their future life {9}.

T. Kotarbinski lists qualities of a reliable teacher – the tendency to help, kindness, good heart, fairness, sensitivity to the needs, giving reliable support, courage and bravery in the provision of care {10}.

M. Kreutz draws attention not only to the teacher's character which involves love of people, confidence, courage in action, inner peace, self-confidence, uncompromising straightforwardness, but also to his physical properties – appearance, tone of voice, some acting skills {11}.

T. Malinowski lists some traits of the teacher. These are:

- middle-age,
- lively temperament,
- outstanding personality,
- constant training,
- balance, composure, calmness,
- high moral values,
- gentle disposition,
- determination,
- understanding,
- love for children,
- sensitivity to injustice,
- conscientiousness and dutifulness,
- education,
- passion for pedagogical work,
- rich life and professional experience {12}.

Other characteristics essential for the teacher's personality:

- Personal qualities – physical vigour, health, care of appearance, culture of daily life and work;
- Qualities of the mind – a high level of general knowledge, a high level of knowledge of the subject taught, comprehensive education, the characteristics of cognitive processes – attention, memory, perception, observation skills, ability to make logical operations, broad interests, clarity and intelligibility of speech;
- Disposition – balance, joy of life, sense of humour, kind attitude, pedagogical optimism;
- Will – perseverance, determination, ability to overcome difficulties, stability of behaviour, putting clear requirements;
- Ideological and moral attitude – general culture, courage in delivering ideas, patriotism, sacrifice and selflessness, truthfulness, scientific view of the world;
- Character – conscientiousness, dutifulness, honesty, discipline, justice, sincerity, patience, friendship, warmth, subtlety;
- Pedagogical attitude – commitment, passion for pedagogical work, enthusiasm, pedagogical tact, awareness of deficiencies, being prone to social interaction and cooperation, ambition in professional improvement;
- Pedagogical abilities – pedagogical talent, perceptiveness, the ability to make and maintain contacts, suggestive ability, having impact on the other, technical and organizational skills {13}.

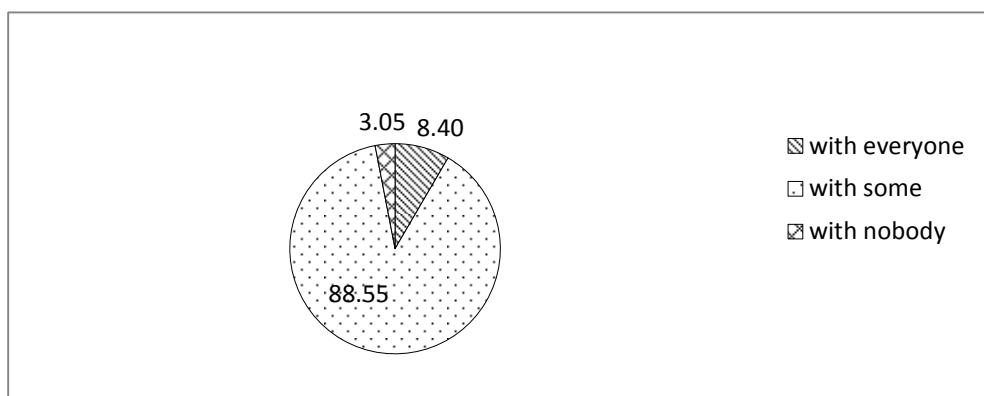
Pedagogical talent by some theorists is considered as the main component of teacher's personality. S. Szuman uses the concept of talent, interchangeably with the term capability, assuming that „talent (ability) is an extraordinary efficiency and functional capacity in a given area, which consists of physical and psychological series, that during any activity or profession closely interact with each other”. Thereby, he states that talent is not a disposition or trait but their combination, the effectiveness of these features depends on their cooperation. According to Szuman,



an outstanding and talented teacher can be the only one who has the appropriate personality, because „the teacher is not a heartless container of knowledge, an intermediary, a vessel in which knowledge is mechanically accumulated and deposited to be mechanically dispensed into (for now) even smaller vessels, which are the minds of his students. The real educator and teacher is not simply a mediator between

knowledge and student, between the curriculum and its realization, between social standards and educational objectives and their achievement, the teacher is as well an autonomous unit of education, who teaches others and educates always with his style, his mannerism and his personality {14}”. Therefore, students should take pleasure from contact with lecturers.

Chart 4. Existence of pleasure in relation with academic teachers



Studies have shown that the overwhelming majority of teachers gives to the students pleasure of contacts with them.

However, it should be taken into account that not every capable and good teacher certainly has the pedagogical talent. To become a great teacher is required to have professional competence, which is acquired during studies and work {15}. Professional competence has the following characteristics:

- love and sympathy for the students, manifested in a tendency to provide an assistance and meet demands;
- patience;
- understanding the child's psyche and needs;
- focus on systematic care for the pupils;
- tactfulness, means the ability to commune with people that does not lead to conflict and hurting of others;
- pedagogical tact, associated with tact – the ability to conduct with a child, to influence his psyche;
- enthusiasm, means the ability to infect students with positive emotions,
- the ability of assertive request and to enforce certain things, which helps to maintain discipline;

- artistic ability, including creative imagination, which is to enable the formation of the student in accordance with his capabilities {16}.

Conclusion:

As you can see from the views mentioned above; it is required from a teacher to have a lot of personality traits, and most of all to have talent, which consists of psycho-physical, emotional, intellectual, administrative, organizational, social and professional dispositions, which were acquired during his studies and later during work. Therefore, it is worth considering the selection of lecturers at universities because the university students are a special group of students. Building a career as an academic teacher is associated with hard work, but in time perspective brings a lot of satisfaction.

References

1. Z. Kosyrz, Personality educators, Warsaw. 2005, p. 32 (in Poland).
2. Z. Kosyrz, Personality educators, Warsaw. 2005, p. 37 (in Poland).
3. E. Skonieczka, Authority of the teacher - crisis or a new quality of school life // „Life school”, 2006, No. 8, p. 44-46 (in Poland).

4. M. Prugar, About personality of the teacher a few words. // „Life school”, 2001, No. 2, p.81-82 (in Poland).
5. M. and R. Radwiłowicz. The teacher of initial classes. Warsaw, 1981, p.38-39 (in Poland).
6. W. Strykowski, J. Strykowska, J. Pielachowski. The competence school teacher today. Poznan 2013, p.21-24 (in Poland).
7. C. Banach. The Teacher, in Encyclopedia pedagogical twenty-first century. Volume III, T. Pilch, Ed. Academic „Zak”, Warsaw 2008, p.548-549 (Poland).
8. B. Nawroczyński. Pedagogical talent, in Encyclopedia pedagogical Pomykało. Foundation for Innovatio. Warsaw 1993, p.824 (in Poland).
9. J. Wl. David. The soul teachers.// Association of Polish Teachers of Common Schools, Warsaw 1927 (in Poland).
10. T. Kotarbiński, Meditations on the life of decent.// „Common Knowledge”. Warsaw, 1976, p. 68-70 (in Poland).
11. M. Kreutz. Personality of the teacher-educator. Warsaw 1959, p.121(in Poland).
12. T. Malinowski. „Teacher and society”.// PWN. Warsaw 1968, p.17. (in Poland)
13. S. Korczyński. „Image of the teacher”. // University of Opole. Opole 2002, p.49-60 (in Poland).
14. S. Szuman. „Pedagogical talent”. //The personality of the teacher, perch. Warsaw 1959, p.80-90 (in Poland).
15. B. Nawroczyński. „Pedagogical talent”.// Encyclopedia pedagogical Pomykało. Warsaw 1993, p. 823-824 (in Poland).
16. S. Baley. „Mental properties of the teacher-educator”. // The personality of the teacher”. Warsaw 1959, p.196-205 (in Poland).



THE ISSUE OF STUDENTS' PREPARATION FOR DESIGNING PSYCHOLOGICALLY SAFE HETEROGENEOUS EDUCATIONAL ENVIRONMENT: AXIOLOGICAL CONTEXT¹

Irina Aleksandrovna Yugfeld ²

Tula, Russia

Abstract: *The article analyzes ways of appropriation by students of the phenomenon of psychological safety as an important professional value. The particular significance of psychological safety for heterogeneous groups is shown. While studying psychological disciplines, students examine stages, conditions, factors of effective designing of a heterogeneous educational environment. The acquired experience is being transferred by future bachelors and masters into quasi-professional activity during on-the-job training.*

Keywords: *axiology, professional values, student, psychological safety, designing, heterogeneous educational environment.*

Introduction

The establishment of humanistic values in the contemporary society and the education of an independent personality realizing the interdependence of its rights and responsibilities depend, at a considerable extent, on teacher's axiological culture. It is important for a graduate's successful professional activity that the phenomenon 'psychological safety of educational environment' was encompassed in its personal axiosphere. Only regarding psychological safety as an indispensable part of the educational process, the teacher will carry out purposeful actions on its engineering. Taking priority positions in the student's system of value orientations, knowledge on dangers and risks of the educational environment will become an effective tool in the future professional activity.

Student age is the most sensitive for the acquisition of value priorities and for the adjustment of the professional axiosphere. At this age youth's understanding of their individuality, uniqueness, and dissimilarity sharpens; formation of self-consciousness as 'Self-image' happens. The University's educational process is the most important resource allowing the students to successfully appropriate the notion of 'safe educational environment' as a significant professional value.

Main part

Aim: to shape attitude of graduates towards the issue of psychological safety as to a personal and professional value, to prepare future teachers for designing heterogeneous educational environment.

Psychological safety of schoolchildren and teachers represents a specific emotional state related to experiencing well-being, comfort, and lack of anxiety and fear. The educational environment is considered to be safe if all included subjects treat it positively and if the index of their satisfaction of the interaction and communication is sufficiently high.

Traditionally, safety was considered in the context of a homogeneous educational environment; studies on heterogeneous space safety are almost absent. The safety issue dramatically sharpens under modern conditions of inclusive education in various educational institutions. The atmosphere of psychological safety is required to realize the potential of each child, to reveal the child's abilities and talents. Today a number of children with a developmental delay have significantly increased not only in a primary school but in a secondary school as well. Weakened functional state of the central nervous system diminishes their ability to work, increases fatigability, which leads to constantly growing difficulties in studying. The non-

¹ The research is carried out under the financial support of RFH, project No. 16-26-01007 a (m)

² Correspondence to: Irina A. Ugfeld, PhD, Assoc. Professor at the Tula State Lev Tolstoy Pedagogical University, e-mail: ariel.masalitin@gmail.com

understanding by teachers of the peculiarities of this schoolchildren's category leads to clearly negative attitude towards children on the part of teachers. This attitude transfers on classmates as well. Visually challenged children and schoolchildren with diminished hearing are often included in the integrated space of a class. Special tact, patience, benevolence, and mastery are required from the teacher under these conditions. It is important to encourage and to highlight the slightest achievements of each child, to build children's trust in the teacher so that no pupil is afraid to seek the teacher's help and support.

The increasing level of anxiety and insecurity of both teachers and students is one of the negative trends of the modern educational situation. Child's coercion, pressure, humiliation and insult by a teacher are parts of the school everyday life having serious consequences not only today but perhaps also in the future.

Reducing the psychological abuse level becomes the main direction in creating a psychologically safe educational environment. Analysis of the real situation in Tula schools has shown that in almost every class children with special education needs (including children from families of migrants, schoolchildren of different nationalities, cultures, confessions, children with behaviour deviations, gifted children, students with physical and mental disabilities) were integrated in the integrated space. Nowadays heterogeneity becomes a leading, determining environmental characteristic and not a secondary, additional one. Heterogeneous group structure can be regarded as a model of society in a miniature. The value of heterogeneous groups consists in the fact that only under these conditions the competences 'to learn to live together' and 'to learn to be' can be formed in the schoolchildren. In the context of the heterogeneous environment the schoolchildren can reveal their talents more successfully. However, the teacher should consider the fact that the heterogeneity can contribute to the isolation of some individuals in the group. In the heterogeneous groups, as a rule, the emotional pressure and the confrontation degree is stronger and the frequency of conflicts is higher than in homogeneous groups.

The behaviour of a teacher working in the heterogeneous educational environment is at a significant extent determined by axiological landmarks and

mentality. The pedagogical standard directs a teacher to implement the educational activity 'with consideration of children's cultural differences, age and sex and individual peculiarities'.

To what extent is the pedagogical university graduate ready for designing a psychologically safe heterogeneous educational environment? The answer to the question is related, first of all, to an axiological aspect of the beginning teacher's qualification.

During the classes on educational and social psychology students examine the key indicators of the psychologically safe school environment:

- the child's well-being in the teaching process;
- the lack of fear of teachers in schoolchildren;
- the child and teacher's trust-based relationship;
- the children's preparedness to ask teachers questions;
- the criticality, creativity, autonomy, and independence of students;
- the schoolchild's preparedness to defend their opinion, to openly express their own position;
- the high degree of children's satisfaction with the conditions of school environment;
- the low level of situational anxiety.

The effective teacher should not only know the key indicators of the psychologically safe environment but also be able to design space corresponding to the characteristics of safety. The axiological component of students' preparation to interact with schoolchildren of various nationalities, cultures, and religions requires special attention.

Designing the environment is a teacher's purposeful activity in determining the options of development and the purposeful change of the class educational space. The child's identity must be found in the centre of a heterogeneous educational environment. Therefore it is natural and logical that the first stage of teacher's project activity should be psychodiagnostics. A university graduate (together with a school psychologist) must be able to accomplish diagnostic procedures and build the design strategy, to determine the potential of development, to make a preliminary forecast on the basis of the results analysis. The next stage is associated with the choice and justification of optimal design technologies, forms, and methods. Then should be used the chosen means to increase the psychological



safety and to further implement the program. The expert-evaluative stage is the completing one.

The students are being convinced that designing a heterogeneous educational environment starts with diagnostics, finding out the initial level of children's mental and physical state, the degree of their training competence, the features of motivation, and the child's status in the group. Taking into consideration the significance of the diagnostic competences in the future teacher's preparation to design the psychologically safe environment, have been developed tasks for students on self-diagnostics, mutual diagnostics, interpretation of the results of diagnostic tools used in on-the-job training, and the analysis of the possible causes of children's deviant behaviour. In the period of pedagogical practice students applied methodologies making it possible to assess the degree of psychological security of a given school environment.

The algorithm of environment designing suggested by V. A. Yasvin appears sufficiently well-founded:

- definition of educational ideology and strategy of its implementation;
- allocation of objectives and tasks on the basis of education functions: subject pragmatist, stimulating personal development, and assuring functional literacy;
- determination of the education process content with consideration of the hierarchy of requirements of a personality;
- technology of interaction organization;
- space-disciplinary organization;
- social organization;
- expert examination of an educational environment on the basis of the following criteria: modality, breadth, intensity, awareness, stability, emotionality, generality, dominance, coherence, and mobility.

The students analyzed this algorithm during their class sessions when studying the elective course 'Designing of psychologically safe educational environment'.

In the period of pedagogical practice students applied methodologies allowing to evaluate the degree of psychological security of the school environment:

T. Leary's Interpersonal diagnosis of personality; R. Philips's school anxiety test; the questionnaire 'Psychological safety of an educational environment' for adolescents.

In preparation of graduates to design a psychologically safe environment, particularly significant were game technologies most corresponding to the specificity of

student age, oriented towards development of independence of judgement, initiative, creativity, criticality, and independence of young people.

During courses of 'General psychology', 'Social psychology', 'Educational psychology', 'Conflict Studies', 'Special psychology', game modelling was used in a diversified manner.

The use of case studies which were made on the basis of materials from pedagogical practice of bachelors stimulated the development of their emotional and axiological attitude towards the issue. Thus, for example, the following real situations were offered to the students for analysis: 'In the class with inclusive education the child with hearing disorders is an outsider, the classmates avoid him, try not to communicate with him, insult and humiliate him. What could you do in this situation? Prove your answer.'

'During a teacher-parent meeting in the 5th form with inclusive education, the mother of one of the healthy children shows up, speaking of the need to transfer a visually challenged child to a specialized institution. She is emotionally infecting the other parents with her speech'. What would you do in such a situation? Justify your answer.

'In the 7th form with inclusive education a child from the family of newcomers from Tajikistan became a victim of school violence. The teenager poorly speaks Russian and his classmates laugh at his mistakes and pronunciation, tease and mock him. The schoolchild begins to miss classes and refuses to attend school'. What could you do in this situation? Prove your answer.

Conclusion

The professional situation analysis, the carrying out of group discussions and role-playing games helped future teachers to interpret their own undesirable actions, to assess the impact of their negative emotional states and provocative reactions on children. The experience acquired by students during the study of psychological disciplines is being transposed into quasi-professional activity in the course of on-the-job training program. The initially received results give us grounds to say that graduate's preparation to design psychologically safe educational environment is a necessary, though insufficient condition of approaching the school where the child's rights, interests, abilities, appeals, and their physical and mental health are taken as a basic value.



ASSOCIATION OF THE PROFESSORS FROM SLAVONIC COUNTRIES

CONTEMPORARY UNIVERSITY EDUCATION

Editorial Board

Editor-in-Chief:

Emilia Milenkova Rangelova (Republic of Bulgaria)

Deputy Editor-in-Chief:

Anatolii Petrovich Smantser (Republic of Belarus)

Member of the Editorial Board

Larisa Maksimovna Mitina (Russia), **Inna Leonidovna Fedotenko** (Russia)

Tamara Zacharuk (Poland), **Elena Stepanovna Poliakova** (Republic of Belarus)

Ivan Tenev Dimitrov (Republic of Bulgaria), **Dora Stoilova Levterova** (Republic of Bulgaria)

Siika Georgieva Chavdarova-Kostova (Republic of Bulgaria), **Lidia Valentinovna Kondrashova** (Ukraine)

Adriana Viegerova (Czech Republic), **Juri Prokop** (Czech Republic)

Language editor

Stefan Todorov

Technical editor

Mariana Marinova

Print: „EX-PRESS” Ltd., Gabrovo

express2004@abv.bg

ISSN 2367-8232 (Print)

ISSN 2534-9643 (Online)

CONTEMPORARY UNIVERSITY EDUCATION

The scientific journal “Contemporary University Education” is published by the Association of the Professors from Slavonic Countries / APSC. The Association was founded and registered in Bulgaria. It includes renowned scholars and researchers from Bulgaria, Belarus, Moldova, Poland, Russia, Slovakia, Czech Republic and Ukraine.

The aim of the Association of the Professors from Slavonic Countries is storage, continuous enrichment and development of Slavonic traditions in science and higher education; preservation and enrichment of the cultural heritage of the Slavonic peoples; organization of joint scientific applied research; organizing and conducting joint forums; development of models for preparation and realization of young specialists in Slavonic countries.

The Association organizes international scientific forums and researches in the field of education and science. It conducts activities related to enrichment and discussion of trends in the development of Slavonic traditions and their preservation and development. It organizes the publication and promotion of joint magazines, collections, monographs, encyclopaedias, dictionaries and other literature that serves the subject of the Association.

For more than ten years APSC has been carrying out international applied science conferences on topical issues of higher education. The reports from these conferences are included in the special collections with ISBN.

“Contemporary University Education” is a peer-reviewed international journal, which reveals current problems of the university education in contemporary social realities. It outlines the specific and general patterns and trends of university education in the different countries.

Our readers are: lecturers, students, PhD students and all people who are interested in higher education.

The journal is published once a year in English.

www.apsc-bg.eu