



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

ASSOCIATION OF THE PROFESSORS
FROM SLAVONIC COUNTRIES

CONTEMPORARY UNIVERSITY EDUCATION

vol.3 № 3 / 2018



2018

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



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Vol.3 № 3 / 2018

SOFIA, 2018

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ASSOCIATION OF PROFESSORS FROM SLAVONIC COUNTRIES - NATURE AND ACTIVITY

Emilia Milenkova Rangelova

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Abstract: *The article reveals the essence and main activity of the Association of Professors from the Slavic countries. The aims of the Association are outlined. The subject of the scientific forums in Poland, Russia and Bulgaria was revealed. Special attention is paid to the content and practical significance of the pedagogical problems is discussed.*

Keywords: *Association of Professors from Slavonic countries, Scientific Forums, Higher Education, lecturer, students.*

The Association of Professors from the Slavonic Countries is a union of university lecturers and researchers from Bulgaria, Belarus, Moldova, Poland, Russia, Slovakia, the Czech Republic, Ukraine. „The object of activity of the Association is to defend and develop Slavic traditions in the field of science and higher education; preservation and enrichment of the cultural and historical heritage of Slavic peoples; organizing joint scientific research and applied research; organizing and holding joint forums; development of models for preparation and realization of young specialists in Slav countries” [Statute of the APSC, Article 3, Paragraph 2].

The association was established in September 2006 in the Creative home of the Sofia University „St. Kliment Ohridski” in Kiten. The Association is registered, in accordance with the Bulgarian legislation, in 2007 in Sofia.

The Association aims to preserve, continuously enrich and popularize Slavonic traditions in the field of science and higher education in the context of modern social realities [Statute of the APSC, Article 4]. The Association achieves its aims by:

- organizing international scientific and research forums in the field of education and science;

- conducting events related to the discussion and enrichment of tendencies for the development of Slavonic traditions and their preservation and development;
- issuing collections, monographs, encyclopaedias, dictionaries, and other literature [Statute of the APSC, Article 5].

Members of the Association may be natural persons and legal persons. New members are accepted by the General Assembly on the basis of a written request from the candidate. Application should be submitted to the President of the Association. The President reports the request to the first General Assembly, which confirms their acceptance [Statute of the APSC, Article 8].

Each APSC member has right to:

- participate in the management of the Association;
- elect and be elected in the management body of the Association;
- be informed about the activities of the Association [Statute of the APSC, Article 9].

The members of the Association are obliged to:

- observe the Statute of the Association;
- participate actively in the organization's activities.



Members should not carry out actions that would affect the reputation of the Association [Statute of the APSC, Article 10].

The Supreme Body of the Association is the General Assembly [Statute of the APSC, Article 13]. The General Assembly elects and dismisses the Chairperson of the Association and the Management Board, accepts new members and excludes members, decides on the opening and closing of branches, decides to participate in other organizations, decides on the transformation and termination of the association, adopts the main directions and program of the Association's activity, adopts the budget of the Association and the annual financial report, revokes the decisions of the Chairman or the Managing Board which contradict the Law, the Statute or other internal acts regulating the activity of the Association.

The decisions of the General Assembly are binding on the Chairman, the Managing Board and all members of the Association.

Three international forums are held annually by decision of the Association's Management Board. The first forum is in Poland. It is dedicated to the problems of inclusive education. It is held in April-May at the Natural-Humanities University of Siedlce. The basis for the congressional issues discussed is the university system built to work with students with special educational problems. The forum is headed by Dr Habil, Professor Tamara Zahharuk, Rector of the University.

The second forum is held in Moscow in July at the Institute of Psychology at the Russian Academy of Education. This forum discusses problems of personal and professional development of university lecturers and students. The head of the forum is the Doctor of Psychological Sciences, Professor Larissa Maximovna Mithina.

The third forum is held at the beginning of September in the Creative home of the Sofia University „St. Kliment Ohridski” – Kiten – in

the Republic of Bulgaria. This forum has the longest history – International Scientific and Practical Conferences have been held for 18 years. Current issues of higher education and science are discussed.

The conferences in the Republic of Bulgaria will discuss issues related to the prevention of aggression and deviant behavior among children. As a result of the joint research and discussions, a new component of the system of pedagogical sciences „Preventive Pedagogy” was scientifically grounded. For this purpose the monograph „Preventive pedagogy. Methodology, Theory, Practice”. The book is published in Belaruss and Bulgarian [A.P.Smantser, E.M.Rangelova, 2009, 2011]. Later on, a training tool from the Belorussian State University for Masters Courses was issued – „Foundations of the Preventive pedagogy”. This book was also published in Riga-Latvia in 2018 [A.P.Smantser, E.M.Rangelova, 2018].

On the basis of a jointly developed toolkit, a study was carried out in all member countries of the Association on the problems of the humanization of relations in modern universities. Traditional conferences in Bulgaria outlined the general and specific problems of the humanization of relations in modern universities. This allowed the development and publishing of an online monograph by the Belarussian State University on: „Humanization and Democratization of the Pedagogical Process in the Condition of University Education” [A.P.Smantser, E.M.Rangelova, 2011]. The monograph was also published in Germany [2018].

The monograph presents the theoretical and practical aspects of humanization and democratization of the pedagogical process in the conditions of university education. The methodological foundations of humanization and democratization of the specific pedagogical process in higher school are outlined. The monograph reveals the genesis of establishing



humanization in education in the history of pedagogy and pedagogical practice. It reveals the essential characteristics of the concepts of „humanization” and „democratization” in the educational process carried out at university. The principles of humanization of the pedagogical process are justified.

The Association of Professors from the Slavonic Countries has given special attention to the problems of „Pedagogical environment at the university as a space for professional and personal development of the future specialist” [2010, 2011], „Forming the citizen and the professional in the conditions of the university education” [2012, 2013], „Psychological-pedagogical problems of the development of the personality of the professional in the conditions of the university education” [2014], „Theory and practice of the psychologist – the pedagogical training of the specialist in the university” [2015, 2016].

Over the last two years, based on a unified methodology, we conduct a study of the student's image in the eyes of the university professor and the image of the university lecturer in the eyes of the student. The results of the pilot study conducted in all countries were discussed at the conference in 2017 on the topic „Interaction of the lecturer and student in the condition of university education: problems and perspectives”. In 2018, the overall results of the study were discussed at the Kiten-Bulgaria conference.

The reports of the participants in each conference, after review, are included in a collection of ISBM that has been printed prior to the start of the conference. So far, we have published 18 collections. Some of the articles in our collections are registered in the RINC.

Since 2016, the Association of the Supporters of the Slavonic Countries „has published a magazine „Contemporary university education” in English. The magazine is published once a year. It has its own ISSN-print and online, The

list is a reviewed international journal that reveals the current issues of university education in modern social realities. It outlines the specific and common characteristics and trends of university education in different countries.

The analysis of Eleven Years Activity of the Association of Professors from the Slavonic Countries shows that it successfully accomplished its mission.

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TEACHING INTERACTION - STRATEGY OF MANAGING THE PREPARATION OF A SUCCESSFUL TEACHER

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Abstract: *The article reveals the possibilities of pedagogical interaction between teacher and students for success in their professional activities; the purpose, tasks, content, set of procedures, forms, methods of its implementation in the educational process are concretized; the reasons for the low effectiveness of training in the formation of a successful teacher and the conditions for improving the effectiveness of pedagogical interaction in the professional development of students are identified.*

Keywords: *pedagogy of joy, success learning, pedagogical interaction, cooperation, co-creation, professional development, successful teacher.*

Introduction.

The increasing complexity of the requirements for modern education, the increasing role of the human factor in the democratization of society, necessitate the enrichment of a person's personal potential, the use of his abilities in transforming the surrounding reality and building tolerant relationships in professional activities.

Changing the situation in society and the professional sphere provides for new requirements for specialists in teaching. Today is increasing the role of the teacher's personal potential, his readiness for successful professional activities, and the inclusion of students in successful education, the result of which is a successful personality. Even W. Glasser noted that educational institutions, not so rarely, educate losers. He explained the reason for this result by the actions of teachers, their lack of interest in the successful training of young people and their professional success.

Due to a comprehensive study of the scientific literature, a set of approaches to improving the quality of teacher training has been substantiated. The preference of the managerial aspect of the organization of the pedagogical process and the training of qualified personnel is

given in the works of V. Afanasyev, G. Elnikova, L. Kalinina, O. Orlova, T. Shamova. Of particular interest in this regard are the developments of scientists of the Slavic countries (G. Dimitrova, L. Kondrashova, L. Mitina, E. Polyakova, E. Rangelova, A. Smantser), where the interaction of the teacher and students in the educational process is considered to be the methodological basis for the preparation of creative teachers.

The subject-active paradigm dominates in the research of the quality of training future teachers for professional activity. Its essence is based on the recognition of the active role of a person in the realization of their own abilities in professional work (K. Abulkhanova-Slavskaya, B. Ananiev, O. Brushlinsky, O. Leontyev, S. Rubinstein). Evaluation of the active position of the individual in creating their own professional life project as the basis for professional self-realization allows translating the applied aspects of the study of training future teachers to the plane of professional success and managing the professional development of their personality.

Recognizing the theoretical and practical significance of research in solving the problem of training pedagogical personnel, it should be noted that in modern pedagogical theory and practice, the problem of managing the formation of a



successful personality has not been the subject of special research. Despite the diversity of approaches to its solution, the personality of a successful teacher, professional success as a result of training university students, remained outside the scientific interests of researchers. The state of the problem in practice and the level of its solution indicate the need for a theoretical substantiation and methodological understanding of the possibility of pedagogical interaction as a factor in the development of a successful teacher in a university education.

In this regard, the goal of our research is to identify the theoretical and methodological basis for the implementation of pedagogical interaction as a management strategy for the formation of a successful teacher in the education system.

Body

The goal and objectives of higher education in the training of qualified personnel determine the new educational strategy. The main directions of the strategy are the development of a successful person who is able to achieve professional success by their own efforts; stimulation of future teachers to successful professional activities; formation of their attitudes of success, career growth and development of the need for continuous improvement of personal potential. The implementation of a new strategy in the training of successful teachers is associated with the strengthening of the role of managing the educational process, the interaction of the teacher and students in the professional enrichment of their personality.

The basis of the formation of a successful personality of a teacher is the mastery of teachers: the formation of a successful personality is possible only in terms of humane education (Y. Komensky), free from a template and stencil (J. Rousseau), taking into account individuality (I. Pestalozzi), individuality of a person (A.

Disterweg), creativity (L. Tolstoy). They are united in the fact that a successful teacher has the right to be themselves, capable of self-development, self-expression and self-affirmation in various life and professional circumstances.

The meaning of reforming education on democratic principles is the „human dimension”, the transformation of people involved in the educational process. C. Rogers believes that „the well-being, and more often the life of billions of people on our planet, more and more begins to depend not on things, but on people” [Rogers K., 2002, p.5]. The efforts of teachers, in his opinion, should be directed to ensure that students are successful in learning, and then succeed in life.

More specifically, A. Belkin approached the development of the problem of forming a successful personality. He considers pedagogy of joy to be the basis of learning success. Joy is the motive of learning. The lack of joy of learning is explained by the lack of joy in teaching, when the teacher sees the meaning of his activity in the final result, and not in the process of achieving it. The teachers, turning into gray artisans, do not achieve professional success and do not provide the joy of learning and the success of students in learning [Belkin AS, 2000].

The formation of a successful teacher in the university education system provides for the reorientation of the settings of a higher school teacher, among which priority is given to the ability to openly express their thoughts, transmit their thoughts and feelings in interpersonal interaction with participants in the educational process, confidence in the abilities and capabilities of each person, their vision of the inner world and behavior of each person.

The nature of university education is determined by the specifics of pedagogical activity, which unites the system of relations „teacher - students” on the principles of pedagogical interaction, cooperation and co-creation.



Pedagogical interaction as a means of forming a successful person provides for such relationships where all participants in the educational process are active, free to choose a strategy for solving cognitive tasks and gaining professional experience.

The position of the teacher in the pedagogical interaction with students is the position of a mentor, organizer and leader of the professional development of students. The position of students is characterized by activity, independence, desire for self-government, self-development and self-affirmation in the professional sphere. The interaction in the system of „teacher - students” is the basis for the organization of cooperation and co-creation, communication and tolerant relationships between the participants in the educational process. V. Kan-Kalik and N. Nikandrov argue that „a genuine pedagogical process arises at the moment when a situation of pedagogical interaction and a situation of pedagogical transformation of a person is created. If there is no real interaction and real transformation, then there is no pedagogical process itself [Kan-Kalik, V.A. ; Nikandrov, N.D, 1990].

Formation of a successful teacher in the educational process of higher education is possible if the interaction of the teacher and the students is aimed at solving the attractive cognitive task in the course of a dialogue, problem talk, controversy, discussion, when all participants in the educational process jointly think, reflect, prove the validity of the stated provisions, make conclusions and assess different opinions. In the course of pedagogical interaction, the transformation of educational information, acquired knowledge into values, personal meanings, which in the process of exchange of opinions are refined, corrected, improved, serve as the basis for gaining experience in a successful professional activity.

In pedagogical interaction as the basis for the formation of a successful teacher's personality, feedback plays a leading role. Reverse component communication ensures the productivity of interaction in the system of relations between the teacher and students, contributes to the timely receipt of information about the climate, the nature of cognitive activity and attitudes towards the educational process. „The basis of interaction between the teacher and students is the consideration of subject experience, which positively influences the choice of rational means, forms, methods and ways of work, which will allow everyone to realize their capabilities and abilities, to realize them with maximum efficiency in acquiring and deepening subject experience” [Kondrashov, N.N., 2017].

The teacher's ability to convey an emotional attitude to subject knowledge, to manage students' own mental and emotional state in the process of pedagogical interaction determines the effectiveness of the formation of professional success. Pedagogical interaction allows to realize two aspects of the educational process: mastering the system of professional knowledge and skills necessary for successful professional activity and stimulating the formation of the soul, moral standards and principles, and experience of professional ethical behavior. The unity of these aspects ensures the formation of a successful teacher's personality.

In order to study the state of the phenomenon under study in teaching practice, a survey was conducted among students of the Cherkassy National Bohdan Khmelnytsky University. The questionnaire included five blocks: psychological climate, relationship between the teacher and students, organization of training; methodological support of the educational process; psychological support and pedagogical assistance.

Most of the students surveyed in the first place put the psychological climate of the academic



group (92% of 200 people). Of these, 51.13% pointed to conflict situations in the relations „teacher - students”, „student - group”, „student - student”, which negatively affects the state of mind and attitude of students towards learning activities; 47.37% noted problems with the organization of the educational process; 74.43% – the presence of stress during school; in 41.35% of respondents they are associated with difficulties in studying academic disciplines; 54.31% indicated the poverty of the methodological equipment of the educational process, the lack of computer tools, the lack of the Internet; 38.12% of students often face moral and psychological difficulties, 48.19% of them need psychological support and assistance from teachers and students in overcoming these difficulties. The students explained the inefficiency of the pedagogical interaction in professional development by excessive psychological stress in relations with the teacher (34.74%), unfavorable atmosphere in the audience (78.91%), the lack of timely psychological support and help from teachers in overcoming the difficulties encountered (41.81 %).

One of the main reasons explaining the ineffectiveness of becoming a successful teacher is the lack of readiness of high school teachers for pedagogical interaction with students in the educational process; ignoring their right to freedom of choice of methods and techniques of cognitive activity; inability to model a situation of success for each student.

The removal of weaknesses in university practice has led to the development of a program of experiential education and the experimental verification of its effectiveness.

In the pilot program were allocated reserves for the formation of a successful personality:

- updating the content of student preparation;
- a variety of forms and methods of its implementation;

- development of the workshop „Becoming a successful person in the system of university education”;
- analysis and assessment of students' achievements in shaping the image of a successful teacher.

The work was carried out in two directions:

1) mastering the basic component of the state standard laid down in the curricula and programs of disciplines corresponding to those chosen by the students of the faculty of the university; 2) the development of motivational, emotional-volitional, creative-reflective spheres of the personality of the future teacher through the implementation of an individual strategy of their professional formation.

During the preparation of students, great importance was attached to the diversity of educational technologies, forms of control, modernization of the methodological support of the educational process, enrichment of the forms of pedagogical interaction in the teacher-students system, the availability of feedback, and the intensification of work on students' self-education. The pilot program provided training sessions, workshops, trainings, protection of creative projects. The „round tables” on the topic „How to ensure the success of training?” were effective in developing successful students, as well as the psychological training to develop the qualities of a successful person, the disputes on the topics: „What are the secrets of the professional success of a modern teacher?”, „Is a successful person born or becoming?”.

In the process of implementing the program of experiential learning, an important role was played by managerial monitoring, with the help of which the influence of the managerial actions of the teacher on the students' success was monitored. In the course of its conduct, attention was focused on the following vents: determination of the type of training, organization of cognitive activity; a variety of means of pedagogical



interaction, cooperation and co-creation in the system „teacher - students”; selection of learning technologies, success tracking algorithm.

In the classroom, future teachers performed assignments to develop, for example, parameters of a person-centered management system, the indicators of which were: learning as an open system and personal development; individual choice and responsibility; research and diagnostic basis of educational activities; dialogue and tolerance in the culture of professional communication; health and partnerships. Students were very interested in the forms of work: problem-playing games, discussions, brainstorming, presentations, business games aimed at developing skills and improving their professional behavior.

The basis for the preparation of students was the development of skills, as the ability to be reflexive, to think analytically, to be ready to respond to different situations in the professional sphere [Elliot I., 1993, p.53]; as technically observable behaviors that can be perfected with the help of training [Xartley D., 1944, p. 132]. Each type of professional activity was realized using a set of specific skills in three areas: performance, cognitive and emotional.

Experienced training united three blocks of preparation: a set of professional skills; perceptions of professional activity and perception of oneself as a successful professional.

To implement these training blocks, a set of procedures was used: 1) to create a favorable learning climate; 2) development of a mechanism for joint planning of educational activities; 3) diagnostics of professional and individual psychological characteristics and needs of students; 4) formulation of goals and clarification of tasks that determine the content of educational work; 5) implementation of the outlined

plan of academic work; 6) a statement of the achieved level of mastering educational material and analyzing the causes of success and failure; 7) re-diagnose of needs and choice of direction of further work [Knowles M.S., 1984, p. 177].

A set of procedures was implemented using technologies that were used at workshops, trainings, master classes in compliance with the principles of expediency, activity and independence of students' actions. In the monitoring mode, the following directions were monitored: „Evaluation of students' academic achievements”; „Expert assessment of the development of professional qualities of future teachers”; „Adaptation of graduates to independent professional activity”. Stimulation of professional development was provided by psychological and pedagogical support of interaction in the system „teacher - students”.

The effectiveness of pedagogical interaction in the formation of a successful teacher is confirmed by the data of a survey approved at the International Conference on the Issue in Study (Kiten, Bulgaria, 2018). The students' answers confirmed that: the interaction intensified their position in the educational process (56.2%); helps to overcome learning difficulties (91.2%); make sure of the possibility of professional success (68.9%); show perseverance in achieving the goals of professional development (24.8%) [Kondrashova L., 2018].

To test the effectiveness of the developed program of forming a successful teacher by means of pedagogical interaction, at the final stage of the formative experiment a diagnostic slice was conducted.

The results of the diagnostic section of students of the control and experimental groups are given in Table. one.



Table 1

**The results of the diagnostic slice of students at the initial and final stage
of the study in percent**

Level of training	Preparing a successful teacher			
	First stage		Final stage	
	CG (94 persons.)	EG (96 persons.)	CG (94 persons.)	EG (96 persons.)
high	13,8	12,9	16,4	25,1
medium	34,3	30,6	39,8	50,0
low	51,9	56,5	43,8	24,9

At the initial stage of the experiment, the number of students with low and medium level of preparation before successful activity was significantly higher than the high level. The high level of preparation was 13.8% in the control group and 12.9% in the experimental group, respectively – an average level of 34.3% and 30.6%; low level of 51.9% and 56.5%.

The value of the statistical criterion χ^2 at the initial stage of the experiment is $\chi^2_{\text{emp}} = 0.524$, which is less than the critical value $\chi^2_{\text{crit}} = 5.991$, while the control and experimental groups have no statistically significant differences in preparation for their professional activities.

The system of experimental training, implemented in experimental groups, provided a positive trend in the level of students' preparation for successful activity. In the experimental groups, the high level increased by 12.2%, the average by 19.4%, the number of students with a low level of preparedness for successful professional activity significantly decreased from 56.5% to 24.9%.

In the control group, there were also changes in the level of preparation of students for professional activity under the influence of objective factors of the overall development of their personality. The number of students with a low level of training decreased by 8.1%, with an average level increased by 5.5%, a high level increased by 2.6%.

The value of the Pearson statistical criterion for the training levels of students in the control and experimental groups at the end of the experimental training exceeds the critical value (5.991) and is $\chi^2 = 3,300$. The results suggest the effectiveness of the training program for a successful teacher by means of the pedagogical interaction of the teacher and students in the educational process.

In the course of the experimental work, the format of management of pedagogical interaction in the system of university education was found - an individual strategy of becoming a successful teacher.

Conclusion

Pedagogical interaction is manifested in the cooperation of the teacher with students and is implemented in compliance with the requirements for the organization of preparation for a successful professional activity:

- theoretical material involves the identification of the subject experience of students;
- educational information is aimed not only at expanding the volume, structuring, integrating, generalizing subject knowledge, but also at transforming the existing experience of students;



- interaction of the teacher's experience with the content of academic disciplines and the provision of opportunities for self-development, self-expression, self-affirmation of students in the educational process;
- encouraging students to choose various ways of processing educational information and mastering the techniques for successfully completing training activities;
- planning, organization, implementation of student training, monitoring and evaluation of acquired knowledge and skills fix not only the predicted result, but also the process of learning, changes and learning achievements, which contribute to the acquisition of successful experience;
- the formation of a successful teacher is provided by the restructuring, reflection, evaluation of the educational process as a subject activity.

The focus of managerial functions and actions of a teacher on the interests, attitudes of students and how to respond to them is a prerequisite for effective interaction and management of the formation of a successful teacher in the university education system.

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THE METHODOLOGY OF HEALTHCARE TRAINING – PROFESSIONAL PARTNERSHIP AND INTERACTION BETWEEN HEALTHCARE TEACHERS AND STUDENTS-HEALTHCARE PROFESSIONALS

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Abstract: *The methodology of healthcare training as a professional partnership and the interaction between healthcare teachers and future healthcare professionals requires the implementation of complex approaches to enhance the modern requirements in the education of students in the higher school. Professional partnership can be realized in different forms, methods and techniques for organization and practical realization of the activity, which forms the person of the future healthcare professional. The methodology contributes to the clear and precise setting of the purpose of the pedagogical interaction, the precise identification of the means, forms, methods and techniques, which will help to achieve the stated goal.*

The purpose of the scientific communication is to reveal and outline the professional partnership and interaction between healthcare teachers and future healthcare professionals using the healthcare training methodology of the higher school.

The analysis of the results made it possible to conclude that the application of the methodology allows the formation of professional competences; Strengthening cooperation between lecturers, students and members of the medical team; encouraging the development and implementation of innovative healthcare practices. The advantage is that the methodology provides information on all the healthcare features, the working environment and the conditions under which the practical training of future specialists is being prepared and implemented.

Keywords: *methodology of health education training, professional partnership, interaction, higher education institution, healthcare professors, students - healthcare professionals.*

Introduction

Achievements in medical science and practice call for the renewal of the theory of healthcare and disease. There are new requirements for the training of healthcare professionals with higher education. The new challenges determine the need for the training of specialists able to think globally, but in accordance with specific conditions, to be ready to manage their own development, to take responsibility for their own destiny, to live and work with others [Vodenicharov, Ts., M Mitova and S. Mladenova, 2008]. The methodology of healthcare training as a professional partnership and interaction

between healthcare teachers and future healthcare professionals is ready to provide them with all this. Their level of satisfaction depends on the growing needs of the population for quality healthcare. Healthcare instructors are tasked with updating their content and introducing modern training technologies, all of which is presented in the methodology.

The purpose of the scientific communication is to reveal and outline the professional partnership and interaction between healthcare teachers and future healthcare professionals using the healthcare training methodology of the Higher School.



The tasks of the study are: to reveal the role of the professional partnership between healthcare teachers and future specialists by applying the methodology in the training process; to study the pedagogical interaction between lecturers and students in the teaching process of the higher education institution preparing healthcare professionals; to analyze the implemented modern training technologies providing protection of the patients from the impact of the trained healthcare professionals; to establish the degree of satisfaction of the students with the opportunities offered by the methodology, for a higher level of knowledge, skills and competence.

Methods used in the survey: survey, program interview, purposefully included observation and pedagogical experiment. **Subject of the research** is the professional partnership and interaction between the healthcare professors and the future healthcare specialists of the specialty „nursing” and „midwifery” at the Medical University-Varna under the guidance of the healthcare training methodology. **The object of the study** is the process and conditions in which the professional partnership and interaction between the healthcare professors and the future healthcare professionals are a condition and a factor for the formation of professional competencies in the higher education institution by applying the methodology of healthcare education training.

Professional partnership can be realized in different forms, methods and techniques for organizing and practical realization of the activity, which forms the person of the future healthcare professional. The methodology of healthcare education helps to clearly and accurately set the goal of pedagogical interaction, the exact definition of the means, forms, methods and techniques that will help to achieve the goal.

Main part

The training of healthcare professionals is a particular type of cognitive activity. The methodology of training as a professional partnership and interaction between healthcare educators and future healthcare professionals is a process of dynamic interaction between all participants in it who are constantly creating and learning. It allows to be created a link between the teacher, the learning content and the student. It can also be interpreted as constructing the activity of trained healthcare professionals. Through the methodology, healthcare teachers guide the students' performance and the duration of students' efforts to learn important professional values [Vodenicharov, Ts, M. Mitova and S. Mladenova, 2008].

The pedagogical aspects of the healthcare education training methodology applied in the higher school include planning, organization and conduct of the teaching process at the higher education institution preparing healthcare professionals. Modern training technologies have a unified methodical approach and contribute to the higher degree of activity, autonomy and responsibility of the professional decisions taken [Mitova, M., S. Mladenova, 2008]. It defines the objectives of teaching and forming professional competencies in the students required in their profession. The teacher with his activity is one of the main factors for the preparation of future specialists [Mitova, M., S. Mladenova, 2008].

The healthcare training methodology as a professional partnership and the interaction between teachers and future specialists is a complex unity between the teachers' and the students' activity, in which they teach and acquire professional knowledge, skills and competences; a professional healthcare experience is being mastered.

Vocational knowledge, skills and competences are formed on the basis of the partnership and interaction lecturer-student as a result of the



reflective-transforming and regulatory activity of the students' psyche. The methodology optimizes the learning process in the higher school [Vodenicharov, T., M. Mitova and S. Mladenova, 2008].

The professional partnership and interaction between teachers and future specialists, using the methodology of healthcare education is an organizational and functional unity between the leadership/teaching of healthcare teachers and the students' learning activity through which is achieved the management of the external and internal activity of the future specialists. Certain knowledge, skills and professional competencies are formed in them [Andreev M., 2010].

The applied approaches in the healthcare training methodology stimulate the training of the students and require higher cognitive and professional activity, supporting the motivational-volitional domain and the formation of flexible intellectual skills and habits for solving their professional problems [Rangelova E., 2009].

The professional partnership and interaction between teachers and future specialists, based on the challenge of the methodology of healthcare education at the Higher Medical School, aims to form medical specialists with a rich medical culture, knowing and respecting the universal values; to develop the intellectual capabilities and communicative abilities of the future specialist, his/her individuality and autonomy; to build professionals with high moral and ethical values, ready to take responsibility; to show commitment to the global problems of humanity and medicine; to place the individual's healthcare needs at the center of the applied healthcare; to ensure the necessary level of professional training of the medical specialist allowing continuous education and self-education [Rangelova E., 2009].

According to V. Shivacheva „..... pedagogical interaction is useful when it contributes to experimentally established facts, thus facilitating

the rationalization of fundamental notions, laws, principles, theories ...” [Shivacheva, V., 2017]

E. Rangelova emphasizes, „.... that the orientation towards the development of the students' personality requires the teacher to have professional and pedagogical competence, to be a humane person with their own individual style, tact, culture ...” [E. Rangelova, 2016].

A.P. Smantser writes „.... that disclosure of pedagogical interaction requires an analysis of its components ...” [A. P. Smantser, 2016].

The healthcare professionals' training is influenced by the modern medical scientific knowledge, by the continuous increase in the requirements for the healthcare professors to implement activating training technologies, and by the increasing level of the population's healthcare needs. The emerging changes in man's conditions and lifestyle result in an increase in the morbidity rate as well as an adjustment in the attitudes towards healthcare as a value. The dissatisfaction of healthcare students with their insufficient knowledge, skills and professional competences to make decisions in a particular situation in order to meet the needs of the person – whether healthy or ill, puts the teachers in need of improvement of their practical training. There is an obvious tendency to reduce teaching through traditional forms, methods and tools, whereas the use of pedagogical technologies that stimulate the active position of students, proposed in the healthcare training methodology, is increased. They help to establish the subjective position of the trainee specialists, raise their cognitive and professional interests, support the formation of their intellectual skills and habits for problem-solving, and motivate self-improvement. [Vodenicharov, Ts., M. Mitova and S. Mladenova, 2008].

The methodology of healthcare education offers models of communication between students and patients and their relatives, which



requires the observance of ethical behavior and the principles of autonomy, confidentiality, safety, goodwill, utility and equality. On this basis, the burden on communicating to any future healthcare professional is reduced. The student may apply a given manipulation/care to the patient only after obtaining their informed consent. [Vodenicharov, T., M. Mitova and S. Mladenova, 2008].

All the specifics of the working environment, the stationary environment and the conditions under which the training of future medical specialists is being prepared and carried out require a specific methodology of healthcare training. This methodology is provided by healthcare teachers [Mitova, M., S. Mladenova, 2008].

Analyzing the results of the conducted survey, it can be seen that for 98% of respondents the process of healthcare education in the higher education institution is a bipartite cognitive process. 97% of trainee healthcare professionals, with the help of stepping-up learning technologies in their healthcare training methodology, are addressing their predetermined goals. 100% of healthcare professors say that the presence of the patient in the learning process gives its specific characteristic. A high percentage of respondents believe that the patient with their attitude to their own health and illness either supports or hinders the pedagogical ideas and attitudes of the healthcare professor. They summarize that each patient is a person with a character, needs, interests and abilities that determine his behavior in the context of the medical-diagnostic and educational process.

The purposeful monitoring included showed that, in the context of dynamic quantitative and qualitative changes in the population's healthcare needs, the need for highly qualified healthcare professionals trained in higher education steeply increased. Positive and thoughtful students and academics who took part in the survey have said that students are able to acquire not only scientific

knowledge and to learn about new technologies using their methodology, but to acquire knowledge, skills and competencies that meet the requirements of social and healthcare policy as well as the quality standards for healthcare.

The analysis of the results of the programmed interview conducted led to the conclusion of the process and conditions in which the professional partnership and interaction between the healthcare professors and the future healthcare professionals are a condition and a factor for the formation of their professional competences in the higher school applying the training methodology on healthcare. 100% of the lecturers are convinced that in the process of teaching, they pass their competencies to the students, taking into account their proposed teaching methodology. Thanks to the developed algorithms in the methodology, the students assimilate without error, any healthcare technique. As for the students, they summarize that the role and place of the healthcare training methodology is 100% responsible for the formation of professional competencies in each student-future healthcare professional. It organizes and manages the learning process. The lecturers say that it provides dynamic and systematic learning and cognitive activity at the higher education institution training healthcare professionals.

The purposeful monitoring included showed that in the process of training through the methodology, a high level of professional consciousness (98%) and self-awareness (97%) is formed in the future specialists, as well as moral and volitional qualities (92%) and a value system that allows the student to adapt to new professional conditions (95%) and to realize their creative and professional potential (91%) in a real inpatient and outpatient environment.

All respondents (100%) share that, through the training in healthcare are acquired skills and competences (100%), that professionally significant personal qualities are formed (100%), necessary for the future professional activity of each specialist.



Respondents found that the learning content offered to students in their healthcare training methodology had its specific characteristics. Every student subject to this teaching technology goes through many transitions, from the simpler level of knowledge, skills and competencies, to the more complex. This transition leads to more sophisticated, better-quality healthcare that is modified, transformed and enriched by direct contact with the patient in a hospital setting. The interaction between a healthcare professor and a student-healthcare professional has led to the overcoming of a number of difficulties. 95% of the students explain that they use the methodology to overcome the significant memory overload. With everything learned from the methodology, they are able to protect themselves from extra burden in their daily encounters with patients' suffering, pain and illnesses.

Students (100%) find that the professional partnership and interaction between healthcare teachers and future healthcare professionals helps them to assimilate the great volume, complexity and new concepts of the educational material in the higher school.

Healthcare teachers (100%) using the knowledge, skills and competences, acquired by students through the methodology, identify the persistent incompleteness in the work organization of future healthcare professionals. This is a basic feature of every professional because they need unlimited formation, development and improvement.

The pedagogical experiment has proved that through the application of the methodology of healthcare training an opportunity is created to form professional competences that enhance the quality of education in the higher education institution, which prepares healthcare professionals. Some interesting results have been obtained by the respondents – 100% say that thanks to the methodology the students develop skills for clinical thinking, teamwork, planning, organization and evaluation of the professional activity. The

professional competences of future healthcare professionals include: theoretical knowledge; manipulatory skills to provide healthcare; moral values, beliefs and attitudes towards the chosen humane profession; skillful communication with the patient, the patient's relatives and the medical team; professional qualities – responsibility and discipline.

Thanks to the applied didactical materials special attention in the experimental work was paid also to the pedagogical diagnosis, the evaluation of the results of the professional partnership and the interaction between the healthcare professors and the future healthcare professionals in the training with the methodology. Diagnosis is established by measuring the knowledge level on the incoming and on the final control, and by checking the knowledge, skills and competencies with the appropriate tools. The results obtained by the evaluation prove the high degree of achievement of the learning objectives and the readiness to move towards realization in real hospital work environment.

A general trend emerged about the important role of healthcare training methodology in strengthening the cooperation between faculty, students and medical team members. The methodology uses innovative teaching methods (96.9%). They concern the rational planning and organization of healthcare for the patient in need (100%). Modern means are used to illustrate the learning process (100%) in a real hospital environment. Didactic materials for different purposes are being made – for training, self-study, control and self-control (100%). A rich set of methods and tools for control and evaluation (98.1%) are applied in the docimology practice. The methodology of healthcare training provides appropriate models for communicating with students, patients, their relatives and the medical team, in accordance with their psychological-didactic profile (100%).



The methodology of healthcare training as a professional partnership and the interaction between healthcare teachers and future healthcare professionals is the source of optimal organization and realization of the quality of the preparation of future specialists. The advantage is that the methodology provides information on all the specifics of healthcare and on the conditions under which the training of future specialists is being prepared and implemented.

Interestingly, all students share their increased willingness to learn through the methodology, as they can judge to what extent they have mastered their proposed content, thanks to the didactic materials proposed. Their preliminary self-dependent work stimulates them to be more active throughout the training period and the final result is their excellent performance on the final control on the specialized subjects (91%).

The methodology of healthcare training as a professional partnership and interaction between healthcare teachers and future healthcare professionals encourages the development and implementation of innovative healthcare practices implemented in a new learning environment. The students' appraisal of the methodology as a professional partnership and interaction between the healthcare professors and the future healthcare professionals is beneficial and includes: tolerance of the student's expression of personal position (100%); providing conditions for concentration (100%); promoting self-reliance (100%); team work (100%); equality of organization and self-organization of the training process (100%); consideration for the students' experience in applying the methodology (100%); satisfaction with the methodology (100%); assistance to a high degree in the formation of communication skills (100 %), professionally significant personal qualities

and values (100%); cultivation of accountability and discipline in educational and professional work (100%).

Conclusion

On the basis of the results of the research it can be summarized that the methodology of healthcare education reveals the role of the professional partnership between the healthcare professors and the future specialists in its application in the process of the higher education. It results in a pedagogical interaction between the teachers and the students in the educational process of the higher education institution preparing healthcare professionals. The introduced modern training technologies provide protection for the patients from the impact of the trained healthcare professionals. There is a high degree of satisfaction of the students with the opportunities offered by the methodology for a higher level of knowledge, skills and competences.

Each teacher and student, using the healthcare training methodology, is able to appreciate its value. Teachers, knowing the individual psychological features of their students, use a wide range of creative approaches and manipulative techniques to accomplish their mission – building professional competences and forming highly qualified medical specialists.

The methodology of healthcare training as a professional partnership and interaction between healthcare teachers and future healthcare professionals enhances the quality of university education. Professional knowledge, skills and competences are being acquired through it. Professionally significant personal qualities, needed by the healthcare professionals for their realization, are being formed.



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PEDAGOGICAL ASPECTS OF EXPERIMENTAL ACTIVITY IN REAL AND DIGITAL ENVIRONMENT

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Abstract: *The article analyzes the problems of experimental activity in real and digital environment in higher education. The objective is to point out the pedagogical aspects of experimental activity in real and digital environment and to analyze the qualitative parameters of its components. The study also aims to show the extent of the students' involvement in experimental work.*

Keywords: *higher education, students, experiment in real and digital environment, pedagogical aspects.*

Introduction

The motivated and active involvement of students in curricular and extra-curricular experimental 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 the overall academic preparation of students.

The objective of this report is to point out the pedagogical aspects of experimental activity in real and digital environment and to analyze the qualitative parameters of its components. The study also aims to show the extent of the students' involvement in experimental work.

Thesis, results

The thesis we defend in this report is that in the course of training the instructor is to carry out a joint experiment and scientific study with the students in the form of curricular and extracurricular activities. The idea is that the teaching of scientific knowledge and experimental activity in unity and interrelation with the active participation of students is an academic principle and paradigm for university education. The experiments correspond to the

curriculum and the priorities of scientific research, thus forming an orientation towards conduct of quality and competitive scientific research in key areas - bio and environmental technologies, new materials, information and communication technologies, educational environment [Horizont-2020]. The access to databases for refereed publications allows for monitoring of the results.

During the experiment the researcher takes part through the reproduction of the researched phenomenon, and purposefully influences the processes through trial, modelling, verification of the hypothesis, etc. Not only do the students monitor, but they make changes in the studied objects. The implementation of the experiment as a scientifically founded system, and the elaboration of schemes and algorithms to ensure achievement of results, reflect the technological paradigm of university education based on scientific research. Regardless of the specifics of the content of the studied matter a summarized flow chart is followed: experimental task – scientific problem – idea for solution – hypothesis – methods for verification of the hypothesis – interpretation of the results – conclusions.

The facts established during the experiment facilitate the rationalization of fundamental



concepts, principles, laws, theories. Students invest their own efforts and feelings in the perception of new scientific information. Keenness of observation and ability to detect and solve scientific problems are being developed. An emotional and value-based relation to the studied objects and to research activity is being built. The very opportunity to rediscover or create new scientific knowledge, and scientific and applied products, through curricular and extracurricular experimentation has a value-based meaning. Research technologies make it possible for students to realize and respect the universal values to a greater extent by applying them in practice as a moral compass during educational experimentation. Of all the factors the subjects have to comply with during the experiment, the health-environmental factor is the most important.

Every university lecturer and student have their own experience in scientific research. Therefore the paradigm of competence-oriented study is related to the competences they need to master in order to qualitatively implement the experiment – specific to solving the problems of a given scientific field, constructive, communicative, informative, socio-cultural, health-environmental, organizational and technical. This reflects the integral nature of the research competences. The function of the teacher in experimental activity is to motivate and stimulate a thoughtful and productive implementation, planning, organization, communication, coordination, control, regulation, correction, diagnosis, etc. These functions are interrelated and only effective if the university instructor is able to help students develop their personalities. Personality-oriented research activity is associated with the achievement of intensive interaction, emotional value-based communication and the creation of psychological climate, guiding students to rational choice of research strategy. E. Rangelova rightly emphasizes that orientation to the development of students' personalities requires

the teacher to possess professional and pedagogical competence, to be a humane personality with their own individual style, tact and culture [Rangelova, E., 2016].

The analysis of the pedagogical aspects of experimental activity in real and digital environment, aims at sourcing its components. The motivational component refers to the establishment of a common motivational basis to conduct experiments, urging students to demonstrate their activity and direct it towards learning and research. It is useful to stimulate students towards discovering and developing their strengths and opportunities for study, to help them and to assist with the creation of adequate conditions. The target component is related to guiding teachers and students to the experimental activity, 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 study of new experimental problems, to a potential scientific career. The content component reflects the system of knowledge, skills, competences, which the students have to master in order to implement the curricular and extracurricular experimental activity in the respective thematic areas. The operational component refers to the system „university education – experimental work” 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 climate and target-orientation. The evaluative and reflexive component is about the assessment and self-assessment of performances, the reflection of cognitive and experimental activities, thought processes and opportunities for students and faculty to explore, to combine rationally elements of programming, standards and creativity [Shivacheva, V., 2009].



The study includes faculty and students from Bulgarian universities. It has proved that various types of experimentation are present in university education, both groups of surveyed respondents showing similarity in their evaluation of its

implementation in real environment. Conversations with them confirm the broader use of demonstration experiment than of laboratory experiment (Figure 1).

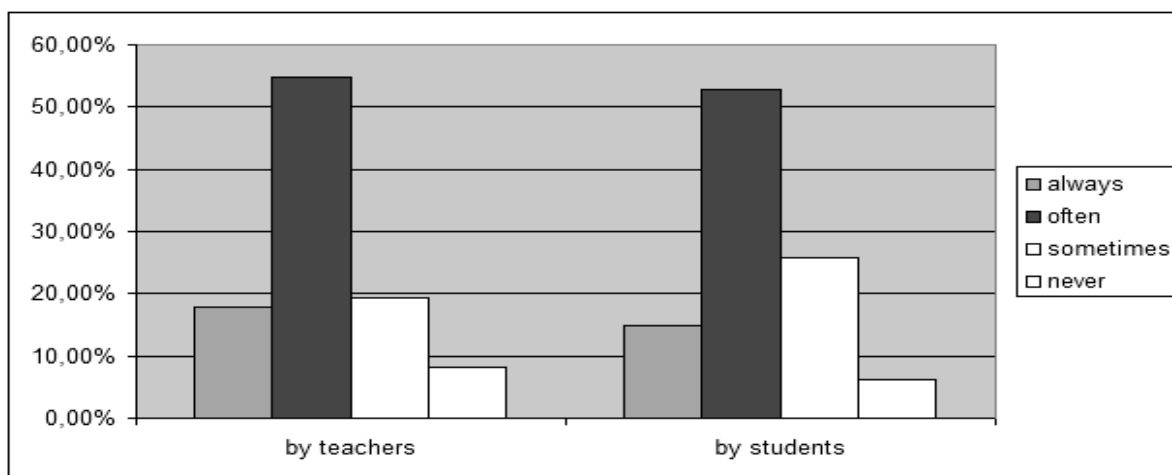


Fig. 1. Application of real experiment in learning

According to faculty and students the application of virtual experiment is still insufficient and it was found in discussions that

this happens mostly during training in science technology departments (Fig. 2).

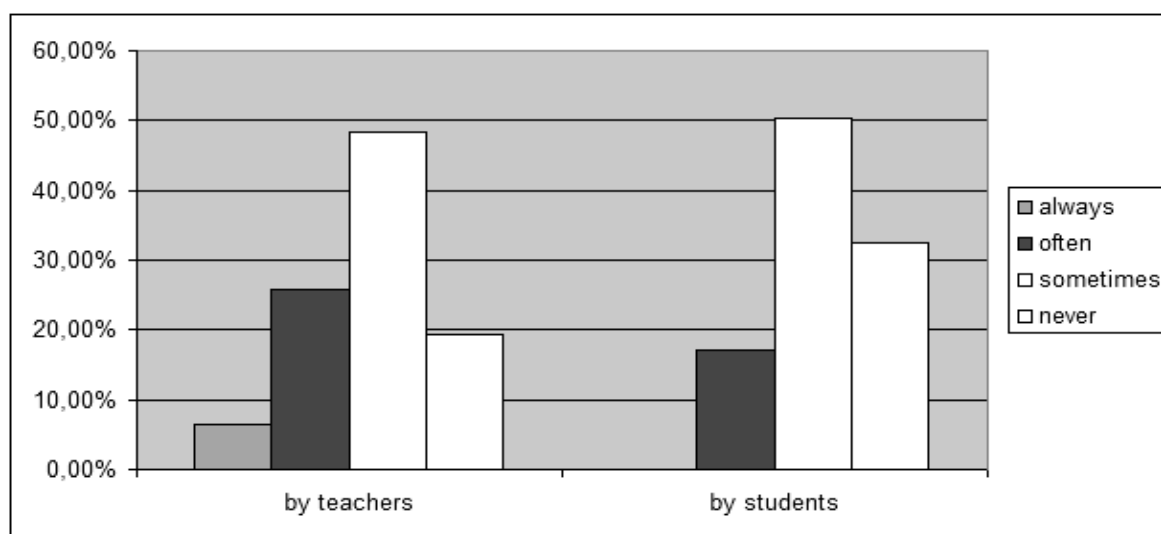


Fig. 2. Application of virtual experiment in learning



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. In the experimental groups are combined real and virtual experiments, projects, situation analyses, digital presentations of scientific research results and other interactive methods. The study is dedicated to establishing the extent to which transformative work contributes to the formation of the competences necessary for the solution of research tasks and field-specific: health-environmental, informational, communicational, organizational and technical.

To establish the relationships between the studied phenomena, a correlation analysis is applied. The established interdependencies between the experiments applied in teaching and the students' achievements confirm the legitimacy of the theoretical model we have adopted. The data show that the combination of real and virtual experiments, and interactive learning methods in experimental groups, leads to an increase in the competence level. The conducted quantitative testing of the hypotheses through statistical methods also confirms the legitimacy of the assumptions about formation of skills in the students for the conduct of experimental research.

The approved model of experimental activity and the obtained results make it possible to deduce the following pedagogical conditions, determining the quality of the parameters of its components:

- Appropriate selection of the type of the experiments, their systematic conduct while taking into account the specific competences expected to be formed in students.
- The solution of experimental problems is to facilitate the introduction of new concepts, theoretical principles, patterns, proof or disproof of hypotheses.
- Rational combination of the real and virtual experiments with traditional and innovative teaching methods, projects, teamwork, multimedia and internet.
- Developing the autonomy of students throughout the various stages of experiments, data collection, processing and analysis; integration of new and previous experience in research and presentation of results.
- Collaboration, mutual respect, positive emotional experiences, creation of situations of success, mobility, satisfaction with successfully performed experiment, self-assessment.
- Professional pedagogical competence of the teacher to design and implement experiments, to motivate, encourage and stimulate.
- Preliminary preparation and provision of resources for the experiments, participation in student research sessions, conferences and publication of results.

Conclusion

It is useful to highlight that the implementation of experiment in university contributes to a greater extent to the creative development of the main participants in the educational process: faculty and students, their adaptation to the information society and lifelong learning. The orientation of teaching towards experiments necessitates the creation of adequate environment and quality change for every component of the educational process in a way that reflects the development of science, technology, innovation, and modern life values.



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TEACHING METHODS TRANSFORMATION IN THE CONTEXT OF ENTREPRENEURIAL HIGHER EDUCATIONAL ESTABLISHMENTS

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Abstract: *This paper aims at explaining the necessity of the selection of innovative teaching methods for the achievement of new educational goals. Structural changes at the university caused by socio-economic reforms are described. Radical changes in the structure of the university cause changes in the educational environment. The notion of education environment, which is used in the context of entrepreneurial university is specified and is aimed to provide conditions for new educational ideas and products. The role of the „Hackathon” competition in education as one of the modern teaching forms is described. The methodology of the selection of means and methods of teaching for the formation of target competencies is provided in the conclusion.*

Keywords: *university, engineering education, active learning method, innovator, Hackathon.*

Introduction

Educational system evolution has always indicated changes in the state structure and in the socio-economic conditions in society and modern challenges.

The University of Humboldt type didn't manage to train graduates in accordance to modern requirements of the postindustrial society. The necessity of education reform and the paradigm shift has become actual. This resulted in the search of a new model of university training. A new model of entrepreneurial university has just started to form in the Russian system of education. However, this kind of universities already exist in Europe.

The subject of the research is the methodology of identification of the most effective teaching methods for competence development needed in modern society. Methodologically the paper is based on the study of active learning methods, while theoretically it concerns the problems of educational system reforming.

The purpose of the article is to demonstrate that structural changes at a university caused by socio-economic reforms in the society inevitably change the didactics of higher education.

The research of this problem is based on the evaluation of academic literature, questionnaire surveys of Master degree program students, teachers of higher educational establishments, and monitoring of changes in the educational process at Ural Federal University.

Educational environment at entrepreneurial higher educational establishment

Consistent changes in modern engineering (technical) education are the consequences of the rapid accumulation of new knowledge and the appearance of new technologies. The paper [Petrova, O.V., 2012] points out that in contrast to classical (Humboldt) university model, in the model of the innovative university together with traditional functions of new science and educational activity originates the new function of innovation.



In place of classical university comes entrepreneurial university. This term was formulated in 1998 by B. Clark in his book „Creating entrepreneurial universities: organizational directions of transformation” where he describes main characteristics of a university of the new type [Clark, B., 2011]. B. Clark reviews different circumstances which cause the development and realization of radical initiatives of organization structure reconstruction, learning content and means of cooperation at universities.

Entrepreneurial universities in contrast to classical universities combine teaching, research and entrepreneurship from which they get profit using innovative infrastructure.

Belokrylova, O. S. and Pogosyan, N. V. state in their works that a university has to provide facilities for professors, researchers and managers for the realization of its mission in the process of knowledge production and extension of learning [Belokrylova, O. S., Pogosyan, N. V. 2015].

The most effective field for the realization of such a mission should be innovative infrastructure, which provides the implementation of professional potential and the achievement of maximum academic productivity.

Radical changes in the structure of the university cause changes in the educational environment. Educational environment is considered to be part of the social and cultural space, which unites specially organised conditions for the development of a personality and possibilities for a dialogue between the subjects of the educational process.

In the conditions of the entrepreneurial university the educational environment is adaptive: rapid changes in information technologies and generation of new jobs determine changes in the results of education and, therefore, in educational models.

The choice of methods and means of teaching, which make up some educational technology, mainly depends on the educational environment of the institution. At classical university academic

environment prevail and methods of teaching are chosen in accordance to the didactic goals of education.

This type of education allows not being distracted by the ways and possibilities of making a profit from the gained knowledge as it is not the goal of education.

At the university of the new type entrepreneurial approach to research and educational activity has to permeate the whole university staff. This is the new understanding of university mission and the new attitude of the staff towards their professional activity [Petrova, O.V., 2012].

The purpose of modern education is to develop entrepreneurship. The lecturer is represented as an expert in the scientific field in order to be more respected by students. In the works of Cheryuk, O.R. and Ginzburg, M.Y. are described students' business incubators which are a key point in the organization of youth innovative entrepreneurship at universities [Cheryuk, O.R., Ginzburg, M.Y., 2014]. The main target of this process is to organize the commercialization, including the stages of preparation, packaging and promotion of innovative business ideas developed by students, postgraduates and young scientists and specialists at a university.

An important factor of the entrepreneurial development of a higher educational establishment is innovative activity, and the existence of innovative enterprises which provide effective commercialization of science-intensive developments and technologies, as outlined by Rogacheva Ye. [Rogacheva, Ye. YU. 2014].

Therefore, differential characteristics of the educational environment of the entrepreneurial university are identified as follows:

- 1) educational programs are formed on the basis of educational and professional standards;
- 2) the educational results are oriented towards the demands of the labour market;
- 3) science centers are engaged in entrepreneurial activity;

- 4) there is a network of innovative centers with the support of high-tech organizations;
- 5) students together with professionals accomplish practical works in innovative research centers.

Innovative active learning methods

Active learning methods which require the activation of learner's thinking are widely used in university practice. There are a lot of scientific works on active learning methods, among them these of Okan G., Tovkanets A., Shamis V., Lavrenteva S., Krylova D., Napalkova M., Gulakova M., Harchenko G.

According to the authors above, active learning methods give students an opportunity to determine the immediate and ultimate goals of training, and the theoretical and practical importance of knowledge for career orientation.

It is underlined in G. Okan's works that the use of active learning methods at universities creates conditions for the development of a personality, the right of individual creative contribution, of personal initiative, and the right of freedom of self-development. The work [Papulovskaia, N. V., 2016] contains topology of specific active learning methods for activity approach.

The new generation of students is more interested in active learning methods like developmental, simulation and project ones.

Simulation methods enhance the role of intellection and motivation. These methods are classified in accordance to the role availability as none-playing (the analysis of a particular situation, simulation exercises, activity according to the instruction); and playing (role-playing exercises, business games). Developmental methods strengthen intellectual culture and the culture of self-development.

The results of the survey of the second year Master degree students, future teachers of the

university, confirm the popularity of the developing teaching methods (Fig.1).

Project activity is a priority for specialists, whose future professional activity includes a lot of team projects, in particular, it concerns architects, designers, builders, engineers, managers and others.

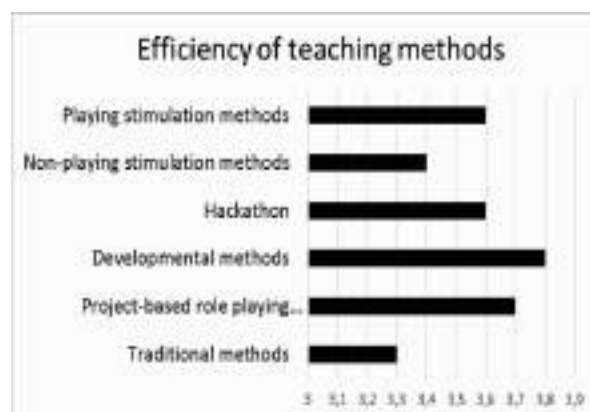


Fig. 1. Survey results

Modern pedagogical practice executes training of students whose profession will be related to project activities. The efficiency of the method of projects on every stage of the educational process is proven by many researchers, among them N. Pahomova, E. Polatt, G. Selevko, D. Chernilevsky, E. Osokina and others.

The works of these and many other authors demonstrate that the use of the method of projects in the educational process organises the teaching process so that students find themselves in a situation as close as possible to the conditions of their future profession, therefore it is practice-oriented.

Taking into account all the advantages of the method of projects, European scientists come to the conclusion that students should not be limited only by this method, since training cannot be built only on the basis of limited experience of students. In the method of projects, the student should synthesize and introduce knowledge, skills and experience into the context of real situations,



and this is possible only through systematic training, according to M. Dvořáková [Dvořáková, M., 2009].

Currently, there is a transformation of teaching methods. Such changes arise in connection with the new challenges of the education system.

The process of education should provide an understanding of the structure of the world in which a person will live and act, based not only on fundamental knowledge, but also on the skills of their practical application.

Entrepreneurial University implements a model of education aimed at training innovators and creates conditions for the genesis of innovative ideas and products for various sectors of the economy.

Training of innovators requires special teaching methods. An innovator is a person who is able to make changes in the life of society, who is a source of innovation and is ready to do a lot for the sake of the realization of his idea. The model of tetrahedron of knowledge is described by D. Sultanova and G. Burylina [Sultanova, D., Burylina, G., 2015]. This model consists of educational, scientific and innovative functions of the university: „The innovator, as the main result of the university activity, is added to the structure of the „knowledge triangle” and a „knowledge tetrahedron” is formed, in the top of which is the Innovator. Each of the triangle sides lies at the base of the tetrahedron and corresponds to the activities that reflect the relationship of science, education and innovation in the University.”

Business is interested in a quality product of the education system and is ready to meet the requirements of universities in students' training. One of the popular projects organised by the entrepreneur environment is Hackathon [Irkova, U, Finkov, M.V., 2017]. Hackathon is a type of competition, initially focused on software and hardware developers. The competition is a team

game, during which specialists from different professional fields (it can be programmers, network administrators, designers, managers, economists, etc.) work together to solve a specific problem. Hackathon usually lasts from some days up to a week. Every Hackathon is focused on a specific professional field, for example, programming languages, operating systems, data transfer technologies, software interface, social networks, etc. The purpose of the Hackathon is to find new ideas and solutions in applied science researches.

The Hackathon is held with the guidance of university professors, experts in the field of business and professionals in different fields. The results of the competition are ready-made start-ups that can be offered to business. Participants in the Hackathon learn new technologies, sales techniques of complex intellectual products to the target consumer and present business projects. A participant in the Hackathon becomes the owner of a competitive intellectual product.

The competition environment mobilizes the research potential as well as the cognitive and creative abilities of the participants. A prospective employee and his ideas are the main business gain for the competition organizers. A student motivated to study and research activities, projects, capable of making a profit and successful rating of the university is the main result of the competition for the universities.

From the survey conducted among the participants in the Hackathon „Open data of Russian Federation” can be concluded that there is a growing interest in learning, new technologies and motivation for future professional activities.

The Hackathon is not an obligatory part of the educational process at university, it has a limited coverage of students and is a periodic event. However, simulation project activities can be implemented into the educational process on its basis.



Connection of teaching results with methods and means of education

Modern education is aimed at the formation of competencies, i.e. the results of teaching should be the ability to apply knowledge, skills and personal qualities for successful professional activity. It is necessary to know the core activity and the expected results of this activity to develop a teaching model.

The „Internet things” training course identifies the learning outcomes (LO) of a future engineer developing smart devices. The methods and means of teaching to achieve the stated results are arranged in Table 1. The methodology of teaching „Internet things” technologies should mostly consist of practical and developing methods of teaching as it is demonstrated in Table 1.

Table 1

Matching of learning outcomes with methods and means of teaching

<i>Learning Outcome</i>	<i>Method of Teaching</i>	<i>Means of Teaching</i>
Ability to perform subject area analysis and select technologies	Lecture, a seminar-discussion, case analysis, the method of problem-based learning, training	Information resources, educational courses
Ability to design a radio electronic device	Method of projects, organizational activity games, simulation	Design tools
Ability to produce a prototype device	practical work	Specialized laboratory
Ability to develop low-level code	practical work	Laboratory stand
Ability to test hardware and software implementation of an Internet device	practical work, instrumental and logical training	Specialized laboratory
The ability to integrate personal developments with ready-made technologies	practical work, method of projects, contextual learning, simulation and game modeling	Information resources, educational courses
Ability to develop technical documentation	dialogical methods of teaching, work with resources	Information resources



Conclusion

Natural change of teaching methods takes place at entrepreneurial universities oriented towards innovative products. The implementation of new methods allows ensuring the readiness of students to live and work in new industrial revolution circumstances, to reveal their latent abilities, and to develop entrepreneurial culture.

It is necessary to pay attention to teaching methods adaptation to the peculiarity of the educational environment oriented towards commercialization of scientific results and partnership with business.

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TEACHER AS SEEN BY STUDENTS OF CLASSICAL UNIVERSITY IN THE REPUBLIC OF BELARUS

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Abstract: *The article is about students' opinions of university teachers, particularities of perception of university teacher's personality by students, the results of empirical research on the image of modern university teacher (commitment to scientific research, educational, methodical and other activities), humane attitude toward students.*

Keywords: *teacher, student, specialist, humane attitude, survey, value judgments, philosopher, professional, methodologist, educator, artist, scholar, communication atmosphere, freedom of judgment, active position, personal qualities.*

Introduction

Nowadays relations between teachers and students in the system of higher education in the Republic of Belarus, styles and methods of these relations change due to modern transformations in education including establishment of humanistic and democratic trends. Success of educational process depends mostly on the relations between teacher and student: when a student starts to participate in subject relations he/she perceives the ways of communication as a norm, as his/her individual choice and treats the teacher accordingly. Relations in the „teacher-student” system are considered to be a series of mutual influences of subjects participating in mutual activities on the basis of general goals in professional education. These relations between a teacher and a student affect the formation of future specialist's value system and personal qualities such as humanity, empathy, friendliness, persistence, etc. It is important to bear in mind that the process of teacher-student relations includes a conflict of different goals, interests, positions, motives, personal experience that cause dialectical changes in those relations. The problem of teacher-student relations has always been of interest to many specialists in

psychology, sociology and history but now it is more relevant than ever, as the educational process is aimed at humanistic relations between the subjects of this process.

Research conducted in Pedagogy revealed the relations between teacher and students, including statistical data on students' opinions about teachers and teachers' opinions about students (E.G. Vasilieva, T.V. Yudina, R.D. Gadzhiev [2, 3], etc.) which were influenced by the use of active forms of classes, computer technologies, etc. [1]. Thus, the problem of teacher-student relations, usage of various forms of teaching is relevant now and it can be one of the indicators of education quality at a given university.

Purpose of research. To reveal students' opinions about professional and personal qualities of university teachers on the basis of empirical material analysis and to create a generalized portrait of a typical university teacher based on the acquired data.

Research base. Belarusian State University (Applied Mathematics Department, Philology Department, Chemistry Department). 180 questionnaires filled out by students of these departments were received and analyzed,



including 98 value judgements on relations between teachers and students.

Methodology and methods of pedagogical research. The methodological basis of our study is holistic review of pedagogical reality phenomena, humanistic, axiological, personality-developing approaches.

Main part

Modern university teacher is a person educated in general and in pedagogy, an accomplished professional in a certain field. Teacher's professionalism and personal qualities determine students' attitude towards him. According to a well-known scientist of Lomonosov Moscow State University A.P. Minakov, a university teacher should be a scientist, a philosopher, an artist, an educator, a person altogether [5].

Based on those five qualities by A.P. Minakov, we revealed students' image of a university teacher.

According to the research, the majority of surveyed students think that a teacher needs to possess a lot of knowledge in his/her field; must be a highly qualified specialist in his/her field of science; combine teaching and research activities; publish scientific articles; иметь ученую степень; have a scientific degree; be able to explain complex material; be a professional in his/her field, understand it and be able to explain it to students; be highly competent in his/her field; любить свою профессию; love his/her profession; be able to systematize educational material; use his/her research in teaching; to be a competent lecturer; include new information in lectures; be friendly with students; understand students' concerns and problems; support students in difficult situations; help students by giving advice in difficult situations; have his/her

own points of view on different subjects; use information from the history of science; rely on modern methodological bases of science; be strict but objective; be sympathetic towards students; educate students with the help of intelligence, kindness and justice; be a psychologist; understand the inner state of a student by the expression of eyes, intonation, gestures; be well-educated; be interested in art; speak foreign languages; be communicative, keep up the conversation with students; be able to manage cognitive activities of students; be humane towards students and other people; be a person, not a formalist.

Teacher's qualities mentioned above were ranked according to the frequency of their mentioning by students. The final results are shown in Table 1.

According to Table 1, the majority of students consider being highly qualified, having professional knowledge and skills (58%) as well as educating students well (62%) to be the most important qualities for a teacher. These judgments are ranked first and second. Personal qualities of a teacher are ranked third. Teacher as a scientist is ranked fourth. All the rest judgements are ranked lower.

The research showed that teacher's characteristics and reputation influence students' perception greatly. Also, teacher's professional, psychological, pedagogical and political activities influence students' perception.

Therefore, in a university teacher students see a successful scientist, a professional in his/her field, a person independent in judgments and actions – a philosopher, a methodologist, a good psychologist, an educator, an artist, an erudite and a well-educated person. For students a teacher is a subject of relations, experiences, an educator, a guide to profession.



**Table 1. Generalized representation of university teacher`s activities by students
(% and rank)**

Categories	Contents	%	Rank
Scientist	To have a scientific degree; to publish scientific articles; to combine teaching and research activities; to use his/her research in teaching;	16,0	4
Professional	To be a highly qualified specialist in his/her field; to be able to explain complex material; to be highly competent in his/her field; to be able to systematize educational material; to be a competent lecturer; to include new information in lectures; to encourage students to be intellectually active; to be flexible in judgement; to like the profession;	62,0	1
Philosopher	To rely on modern methodological bases of science; to have his/her own point of view on different subjects; to use the history of science;	12,0	7
Methodologist	To be able to explain complex material; to be able to find a way out of difficult situations; to be able to take non-standard decisions in tough situations; to be able to manage cognitive activities of students;	15,0	5
Psychologist	to understand the inner state of students by their face expression, intonation and gestures; to be able to observe and supervise;	13,0	6
Educator	To respect students; have a sense of humor; to be friendly with students; to understand students` concerns and problems; to support students in difficult situations; to help students by giving advice in difficult situations; to be strict but objective; to be sympathetic towards students; to educate students intelligently, kindly and justly;	58,0	2
Artist	To be good at public speaking; to have artistic qualities; to attract students by literate speech, facial expressions and gestures; to be communicative;	10,0	8
Erudite	To be well-educated; to be interested in art; to speak foreign languages;	8,0	9
Person	To be humane towards students and other people; to be a person, not a formalist; to be able to communicate with students informally.	20,0	3



The results of teacher's evaluation by students according to the ability to create the right atmosphere in the classroom and teacher's

freedom of expression are given in Table 2, where they were rated by „always”, „often”, „sometimes”, and „never”.

Table 2. The results of students' assessment of teacher's desire to create a pleasant atmosphere in classroom (in %)

Contents	<u>always</u>	<u>often</u>	<u>sometimes</u>	<u>never</u>
Teachers try to:				
- create a pleasant atmosphere	12,0	40,0	44,0	4,0
- give students a chance to ask questions	28,0	44,0	24,0	4,0
- to allow free expression	20,0	48,0	28,0	4,0
- motivate students to express their active position	20,0	40,0	40,0	0

According to the information in table 2, almost half of surveyed students believe that teachers often create a pleasant atmosphere in classroom (40.0%), give students an opportunity to ask questions (44.0%), allow free expression (48%), motivate students to express their active position (40,0%).

Other students believe that this only happens „at times”.

It was interesting to learn students' opinion on ways of triggering students' cognitive activities. The analysis of the results of teacher's actions on students' motivation are shown in table 3.

Table 3. Evaluation of different ways to activate the learning process (in %)

Teachers motivate students in the following ways:	<u>always</u>	<u>often</u>	<u>sometimes</u>	<u>never</u>
using multimedia tools	16,0	52,0	32,0	0
using examples from real life	16,0	40,0	44,0	0
linking problems to the future professions of students	16,0	48,0	32,0	4,0

According to information in table 3, 16% of surveyed students think that teachers always use multimedia tools, examples from life, link the problem to students' future profession; 40-52% think teachers use those motivation tools often; approximately one third of surveyed students think that those tools are used sometimes; only

4% of surveyed students stated that linking the problem to the future profession never takes place.

It is also important to identify students' opinions on humane relations between teachers and students. The result of this problem assessment is shown in Table 4.

**Table 4. The results of teachers' humane relations towards students evaluation (in %)**

Contents	Evaluation			
	<u><i>always</i></u>	<u><i>often</i></u>	<u><i>sometimes</i></u>	<u><i>never</i></u>
Teachers try to create humane (warm, friendly, based on mutual respect) relations with students with the help of:				
- lecture/seminar goals	12,0	24,0	44,0	20,0
- lecture/seminar contents	16,0	24,0	52,0	8,0
- methods of teaching	28,0	28,0	44,0	0
- evaluation	8,0	24,0	68,0	8,0
- humanistic ideas of content	16,0	28,0	52,0	4,0
- student's responsibility	24,0	32,0	40,0	4,0

According to the survey results, up to 68% of teachers focus only from time to time on humane relations. 24-32% of surveyed students think that humanism often takes place in goals, contents, methods of teaching. Unfortunately, some students

have chosen to answer „never” to some humanistic definitions above.

The study revealed teachers' attitude to different categories of students. These results are presented in Table 5.

Table 5. Teachers' attitude to different categories of students (in %)

Assessment of teachers' attitude to the following categories of students:	1	2	3	4	5
- disabled	0	4,0	68,0	16,0	0
- minorities	0	4,0	78,0	20,0	0
- ethnic majority	0	12,0	80,0	8,0	0
- different religions	0	12,0	80,0	8,0	0
- from cities	0	4,0	84,0	12,0	
- from villages	0	4,0	20,0	16,0	0
- of different sexual orientation	4,0	28,0	64,0	0	4,0
- low-income	0	0	100,0	0	0
- rich	0	0	100,0	0	0
- working	8,0	16,0	60,0	16,0	0
- non-working	4,0	4,0	84,0	4,0	0

Note. Types of assessments: 1 – very negative attitude, discrimination; 2 – negative, but not demonstratively discriminating; 3 – no differences, 4 – positive attitude; 5 – emphatically positive



According to Table 5, most teachers have no difference in attitude to various categories of students. Teachers' attitude is not influenced by disability, ethnic background, religion, income, etc. 4-29% have a positive attitude to the majority of students' categories, no one has a very negative attitude. It is unclear why there is negative attitude to working (8%) and non-working (4%) students. Some answers show that sometimes negative attitude to some categories of students takes place but this attitude is not discriminative.

Conclusion

Thus, the university teacher image is formed depending on many subjective factors of students' perception, their system of values and attitudes, and includes several qualities: personal qualities characterizing the teacher as a person; professional qualities including both professionalism in a specific field of science and ability to teach; social and psychological qualities including the ability to take into account students' psychological and personal characteristics; communicative qualities including willingness to interact with students in the educational process; philosophical, methodological and artistic qualities, etc.

According to the conducted surveys, a certain conceptual scheme can be formed. It reflects perceptual stereotypes' change within the framework of the „teacher-student” system.

In the research were evaluated the following teachers' abilities and qualities: to create pleasant

atmosphere in classroom, to give students an opportunity to ask questions, to provide freedom of expression.

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READINESS OF UNIVERSITY TEACHERS TO WORK WITH STUDENTS WITH DISABILITIES

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Abstract: *The article presents a study of the readiness of University teachers to work with students with disabilities. The readiness of the University teacher to work in the system of inclusive education is considered by the authors as a complex integrative professional and personal education, consisting of three interrelated components: cognitive, affective and behavioral, and is one of the conditions for the success of teaching students with disabilities in high school. In other words, the effective professional activity of a University teacher is facilitated by their knowledge of the students' personality and health features, and by their positive attitude, acceptance and experience. In the framework of the study, 119 university teachers from Russia, Belarus and Poland were surveyed. The results allowed to determine the degree of readiness of University teachers to work with students with disabilities and, as a result, demonstrated the need for correction or development of each of the three components of this readiness.*

Keywords: *people with disabilities, readiness of university teachers to work with students with disabilities; cognitive, emotional and behavioral components of readiness to work with people with disabilities.*

Nowadays, there are a significant number of people with disabilities. According to statistics from the World Health Organization (WHO) more than 1 billion people with disabilities lived in the world in 2015, which was 15% of the total population [Disability – causes, types, groups, 12/11/2016].

People with disabilities should be fully integrated into society at all levels. They are absolutely equal members of society and have special needs which society has to take into account.

The modern system of education tends to assume the functions of socializing people with disabilities regardless of their physical abilities. People begin to realize that psychophysical disorders do not block one's ability to learn, feel, and acquire social experience.

Inclusion is becoming widespread in connection with this realization. It is a form of education that ensures equal access for all students, taking into account the diversity of special educational needs and individual opportunities [Federal Law „Education in the Russian Federation” of 12.29.2012].

In inclusive form of education all students, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other differences, are trained along with their peers in educational organizations taking into account special educational needs of students and supporting them if necessary [Guidelines for teachers of MGPI, 2017].

Inclusive education today is rightfully considered as one of the priorities of the state social policy of most countries and is implemented variously in all levels of education.



Article 24 of the UN Convention on the Rights of People with Disabilities, adopted by General Assembly resolution 61/106 of December 13/2006, states that in order to guarantee the right to education, states have to provide inclusive education at all levels, aiming at:

- a) the full development of human potential and sense of dignity and self-worth, and strengthening of respect for human rights, fundamental freedoms and human diversity;
- b) the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c) enabling people with disabilities to participate effectively in free society; (Russia ratified this convention in 2012) [Convention on the Rights of People with Disabilities].

For the successful implementation of inclusive education in higher education we need a thorough analysis of emerging issues from both students and teachers. It is important that professional community of higher education institutions is ready for changes in this area.

The readiness of a university teacher for inclusive education is considered as a complex of integrative professional and personal education. We consider it as consisting of three interrelated components: cognitive, affective and behavioral [Asmakovets E., Koziej S, 2017].

The cognitive component is a system of knowledge about people with disabilities (limitations, individual characteristics and personal qualities), about the specifics of the interaction with them, the self-image of the teachers who train such students, awareness of technologies, methods and forms of education optimal for them.

The emotional component represents the teachers' attitude towards students with disabilities.

The teachers' readiness to accept such students is what allows „to accept the very idea of inclusive education and, at the same time, recognize the value of each student ...” [Korolev Y.A., 2016, p.80]. The emotional component is an incentive and plays an important role in determining behavioral direction and ways to implement it, in particular in regard to people with disabilities.

Behavioral component of teacher's readiness to work with students with disabilities is a behavior strategy choice based on situation, partners and their capabilities assessment; it is the experience of interaction with such students.

We believe that knowing the student's personality and health characteristics, positive attitude, acceptance and communication, contributes to the effective professional activity of the university teacher.

We conducted a study of higher educational institutions teachers' readiness for inclusive education. Within this study 119 university professors from Russia (67 people), Belarus (27 people) and Poland (25 people) were surveyed. Among the respondents, 108 people are women, 11 people are men. The study was conducted online from January to February 2018. There were three types of questions: open (suggesting an independent response), closed (one or several options) and semi-closed (giving the opportunity to evade choosing alternatives by answering in one's own way). The experts were inclusive education specialists from universities of Russia, Belarus and Poland.

Teachers' professional experience in higher education was from 1 year to 46 years. The average experience in the sample was 18.9 years ($Md = 19$, $\delta = 10.39$). Age was from 28 to 75 years. The average age of respondents was 46.9 years old ($Md = 46$, $\delta = 9.44$).

The study allowed to determine the degree of university teachers' readiness to work with students with disabilities.

Cognitive component. According to the majority of teachers in Russia, Belarus and Poland, inclusion of people with disabilities in educational process is hampered primarily by the lack of necessary infrastructure, secondly by the lack of adapted programs, and thirdly by the psychological readiness of people with disabilities to study at university with other students (Fig. 1). It should be noted that the use of Fisher ϕ -test did not reveal any significant differences in teachers' assessment by country.

Thus, teachers of three countries believe that the most important condition for teaching

students with disabilities is not the psychological readiness of teachers and students, but the necessary infrastructure (ramps, lifts, specially equipped classrooms, etc.). We can assume that such answers show either teachers' disbelief in their abilities and capabilities, or their unwillingness to be responsible for the organization of training, so they shift it to university administration. Or, throughout their interactions with such students, they understand that it is the absence of a special infrastructure that causes great difficulty in teaching.

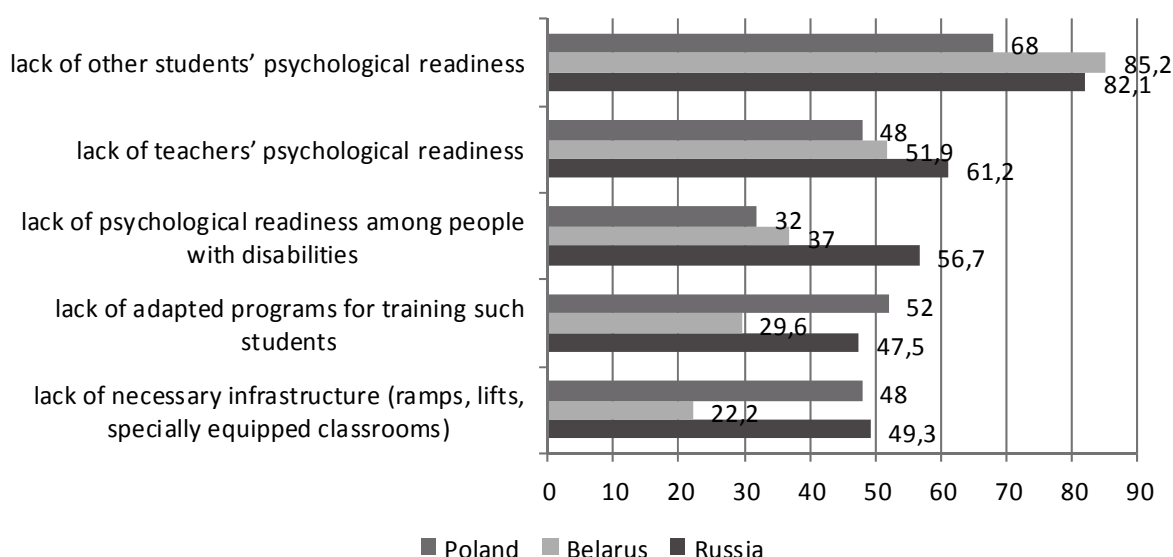


Fig. 1. Conditions preventing the inclusion of people with disabilities in the educational process, %

The majority of respondents believe that all students with disabilities who are able to be included in classroom learning process without special support can master university curriculum (Fig. 2). 5% of respondents noticed that „having the necessary intellect for mastering the program

is the only condition. Hearing, sight, and walking are not”, „all except mental disabled and people with personality disorders”, hence „anyone who is able to achieve educational goals using various forms of support”.

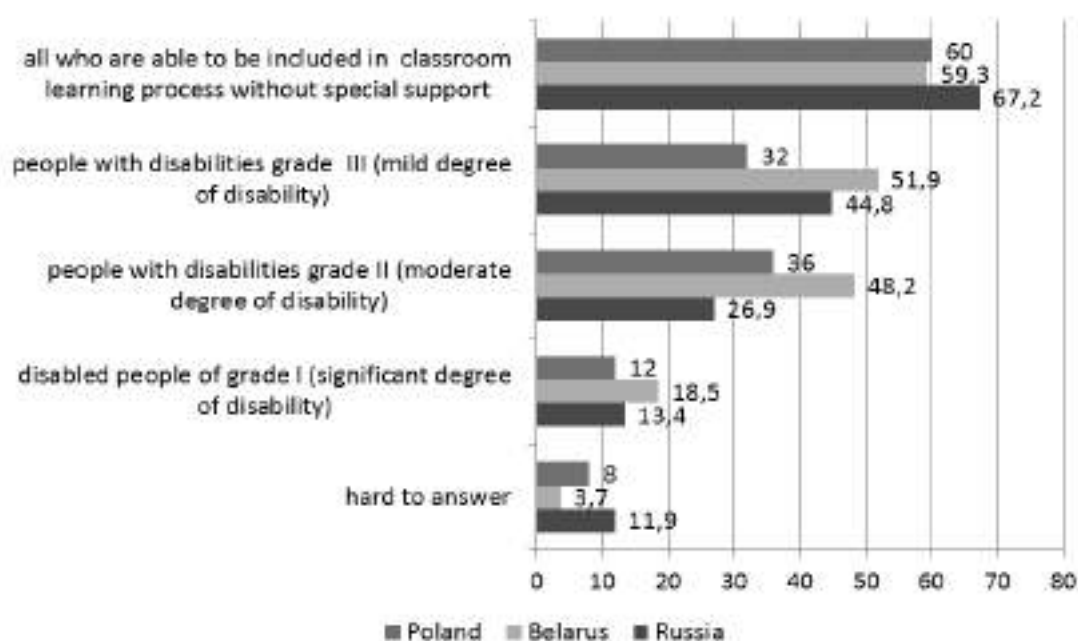


Fig. 2. Representatives of a group who are able to master the curriculum at the university, %

We did not reveal any significant differences in teachers' assessment. According to them, the greater the severity of functional impairment in the body, the less the disabled students are able to master university curriculum. Perhaps the

unwillingness to face difficulties in the process of working with students with disabilities or past experience of such work influenced respondents' answers.

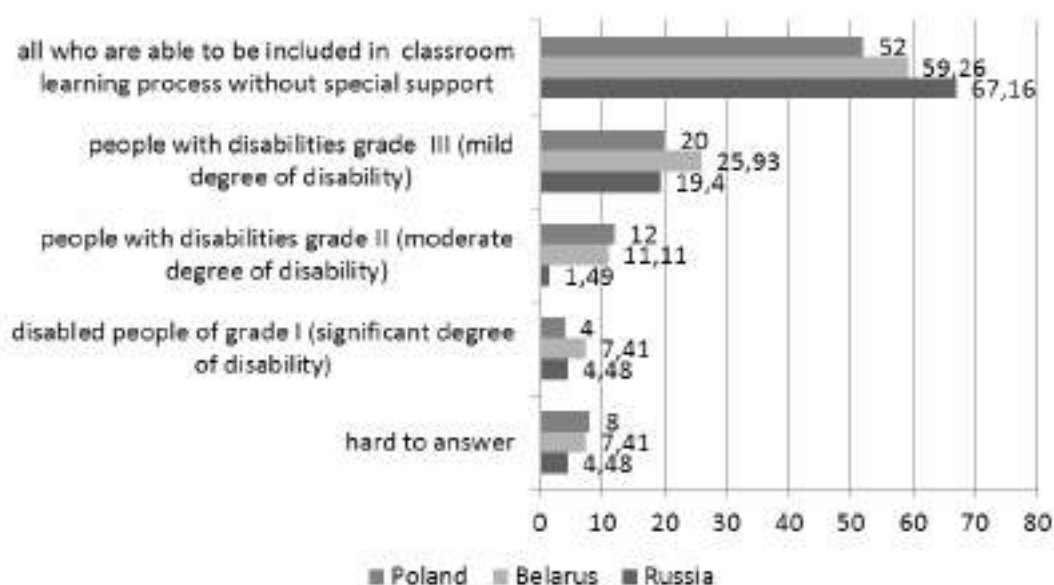


Fig. 3. Representatives of disability groups who are able to study at a university, being included in the classroom training process with other students, %



The conclusion is confirmed by the teachers' answers to the question: „Representatives of which disability groups are able to study at the university, being included in classroom learning process with other students?” Respondents doubt about such students' abilities to master the university curriculum (Fig. 3). Although teachers do not completely exclude the possibility of university curriculum mastering by people with different degrees of disability, they believe that the greater the degree of disability, the less likely is such students to be able to master the curriculum. Once more, significant differences in teachers' responses were not revealed.

Optimal form of education for students of group III (mild grade of disability), as the majority of teachers consider, is full inclusion in the student group, for students of group II (moderate grade) and group I (significant grade) of disability it is better a mixed form (Table 1). Teachers noted that distance learning is not considered an optimal form for teaching students with disabilities.

Some teachers noticed that the choice of optimal form of education for students with different grades of disability depends on „the severity of the disease”, „the disease that causes the disability, the level of disability compensation”, „nature of disability and preparedness of both teachers and students”. „Individual training is optimal for any student” for example „Group of disability may be different and for each of them there is optimal form of education”.

Despite similar trends in teachers' answers from Russia, Poland and Belarus, among Russian respondents there are 2.5 times less teachers who believe that for this category of students the best form of education is full inclusion in a student group (inclusive education), in comparison with Polish teachers. In contrast with Russian colleagues, none Polish respondent believes that distance learning using modern technical means is optimal for students of the second group of disabilities.

Table 1

Optimal forms of education for students of different disability groups

Groups of disability	countries	Forms of education		
		Full inclusion in a student group (inclusive education) <i>quantity (%)</i>	Distance learning using modern technical means <i>quantity (%)</i>	Mixed form: individual schedule which let combine group and distance learning <i>quantity (%)</i>
III grade of disability	Russia	56,7	7,5	32,8
	Belarus	66,7	3,7	29,6
	Poland	96,0	0	4,0
II grade of disability	Russia	17,9	6,0	74,6
	Belarus	25,9	7,4	63,0
	Poland	44,0	0	56,0
I grade of disability	Russia	3,0	29,9	62,7
	Belarus	11,1	18,5	66,7
	Poland	20,0	4,0	76,0



Significant differences were revealed in the prevalence of opinions on the full inclusion of students of the third grade of disability respondents from Russia and Poland ($\varphi = 3.97$, with $p = 0.000$), Belarus and Poland ($\varphi = 2.66$, with $p = 0.003$). Among Polish teachers, there are significantly more people who believe that only full inclusion in the student group is the optimal form for teaching students of the third grade of disability.

Thus, despite the opinion expressed by some teachers that „the choice of optimal form of education should depend not on the grade of disability, but on the nature of the disease”, that „the activity and desire of students with

disabilities play an important role in mastering university curriculum and special educational environment conditions”, the majority of respondents believe that the greater the degree of disability, the less likely is for the inclusive education to be the optimum form of education for such students, i.e. full inclusion of people with disabilities in a student group.

According to the interviewed teachers, most of the students with disabilities will encounter difficulties with the types of learning activities where the student should be as independent as possible, active in communication, and responsible for the result of the learning activities (i.e. internship, public speaking, etc.) (Fig. 4).

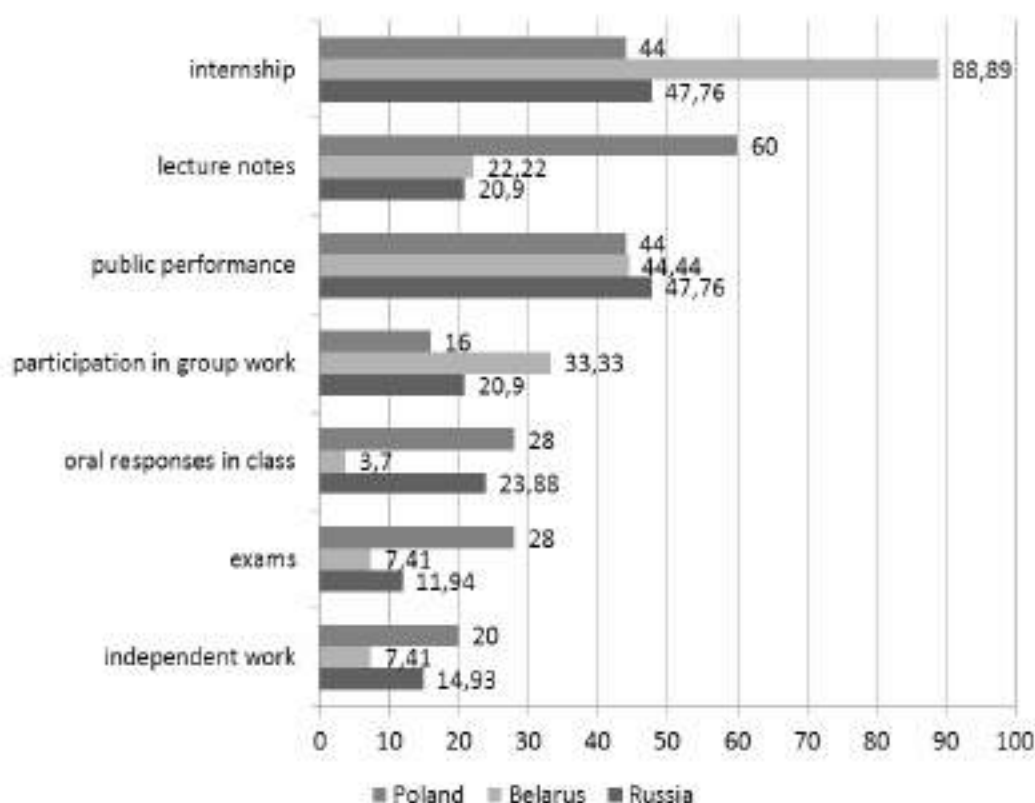


Fig. 4. Types of educational work at the university which will cause the greatest difficulty with disabled students, %

We identified significant differences in respondents' answers. In contrast with Russian ($\varphi = 2.21$, with $p = 0.014$) and Belarusian ($\varphi = 1.64$, with $p = 0.05$) colleagues, among Polish teachers

there are significantly more teachers who believe that note-taking lectures cause the greatest difficulty for students with disabilities. This is due to the greater availability of studies at the



university for students with impaired motor function in Poland, so Polish teachers have more practice in working with such students and, therefore, more knowledge of the problems and the difficulties in their training.

Compared with the Russian ($\varphi=3.46$, with $p \leq 0,000$) and Polish teachers ($\varphi=2.77$, with $p \leq 0.002$), among Belarusian respondents there are significantly more people who are sure that going through internship will cause the greatest difficulty for such students.

Thus, despite the fact that every fifth teacher noted that the learning difficulty of students with disabilities depends on the „nature of restrictions”, „type of disability”, „characteristics of the disease”, „diagnosis”, „individual characteristics”, „personality”, teachers are confident that students with disabilities are not independent, and for them the types of learning activities where you can work in a group, perform tasks with other students, where the responsibility for completing

the task and independence for a student with disabilities is minimal etc., are less complicated.

Among students with disabilities, teachers identify some who are difficult to work with. The greatest difficulty in the work of university professors are caused by students with mental disorders, rather than students with visual, hearing or motor impairment (Table 2). 40.3% of all respondents named only one such category – students with mental disorders. E.V. Samsonova and V.V. Melnikova's study showed that only 3% of the surveyed teachers are ready to work with students who have mental disorders, due to the difficulty of interaction [Samsonova E.V., Melnikova V.V., 2016]. We see similar trends in the assessment of the difficulty of teachers from various countries in working with different categories of students with disabilities. Significant intergroup differences between the assessments of teachers are not revealed.

Table 2

Categories difficult to work with

Categories	Russia quantity (%)	Belarus quantity (%)	Poland quantity (%)
Mental disorders	88,1	88,9	76,0
Sight disorders	32,8	25,9	36,0
Hearing disorders	35,8	22,2	36,0
Motor disorders	32,8	3,7	12,0
Easy to work with all categories	0	0	8,0

It should be noted that some teachers notice some difficulty in working „with students with cerebral palsy” and „with students with physical disabilities”. There are also such statements: „It's difficult with everyone because they are very

much out of the learning process”; „There are various problems with all of them”; „It's hard to work with any student. There are problems of different nature”. The respondents believe that problems in working with students with



disabilities depend on „individual student development,” „only on the student’s personal qualities,” and „great individual identity.” In working with students „with mental disorders ... it all depends on many factors, primarily on the personal characteristics of the student and the teacher, as well as on the specialty subject”; „Each category has its own specificity that needs to be mastered”, „in each individual case is required additional knowledge (Braille, sign language, etc.)”; „Difficulties are different everywhere! There may be no difficulty at all”.

The results indicate that teachers do not have sufficient knowledge about the characteristics of

the students with disabilities or do not believe that they can successfully study at a university; they do not consider them to be sufficiently independent and capable of such training.

In order to fully meet the educational needs of students with disabilities, teachers have to know the requirements for organizing educational activities for people with disabilities and to familiarize themselves with the adapted educational curriculum, as well as to participate in advanced professional education programs devoted to the problems of working with students with disabilities (Fig. 5).

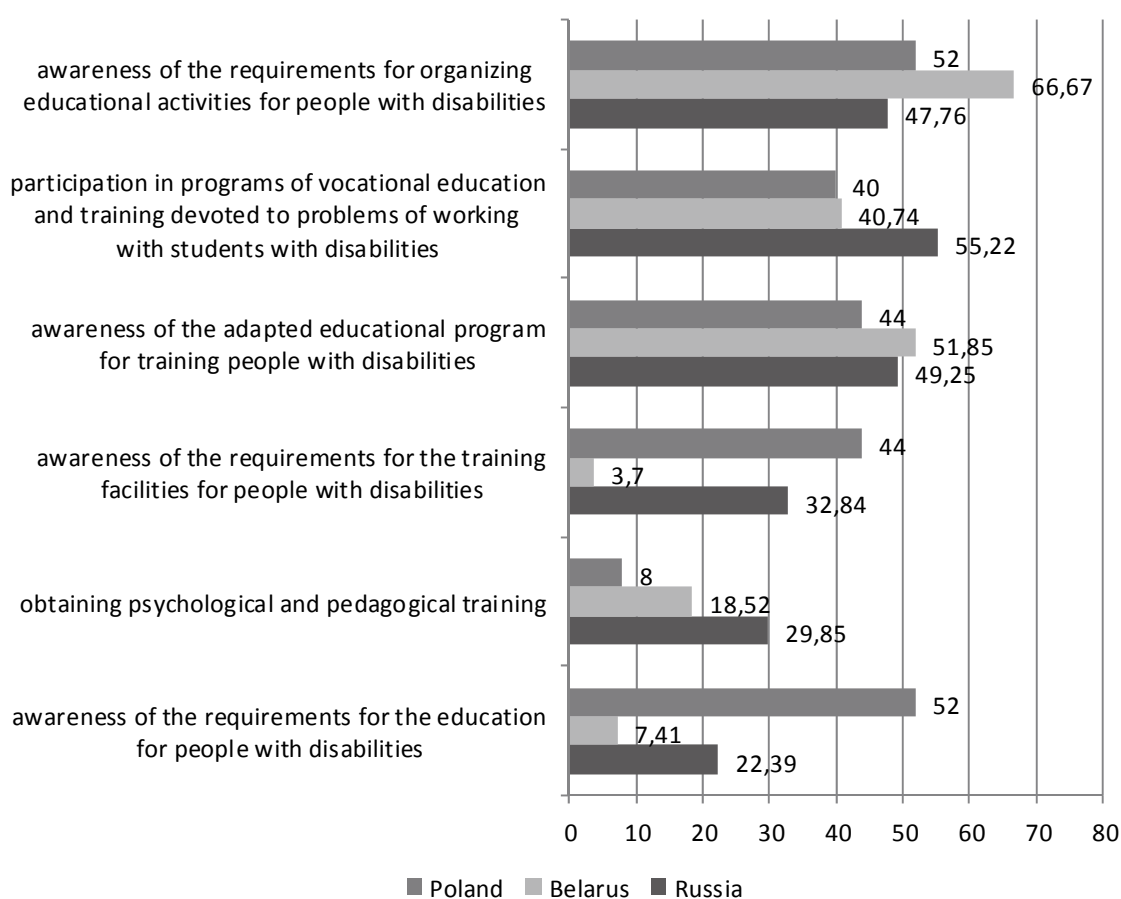


Fig. 5. Additional knowledge necessary for university teachers to best meet the educational needs of the students with disabilities, %



Among Polish teachers there are significantly more people who need to know the requirements for educating people with disabilities ($\varphi = 1.66$, with $p = 0.049$) than among Belarusian teachers.

Some teachers noted that they need information about „the learning opportunities for students with disabilities offered by the school”, „the possibilities for their further professional socialization”, „the organization of the learning process focused on people with disabilities”, „the rules and procedures for providing assistance to such people in case of emergency”. They believe that they should „know the educational requirements for people with disabilities” and „be able to design individual teaching methods for all categories of students”. At the same time it is believed that „every teacher is able to find the information they need or specialists who can help if they are interested in successful educational process”.

Thus, in the opinion of respondents, they need to know more about training organization and the requirements and methods for teaching students with disabilities, rather than psychological and pedagogical training. Most teachers either believe that they have sufficient psychological and pedagogical training to work with students with disabilities, or consider the training to meet educational needs of students with disabilities to be insignificant, thus disclaiming responsibility for the success of the educational process and transferring it to the technical, methodological and informational support.

This conclusion is confirmed by the analysis of the answers of the question „What additional requirements for educational activities have to be met in connection with the admission of students with disabilities?”

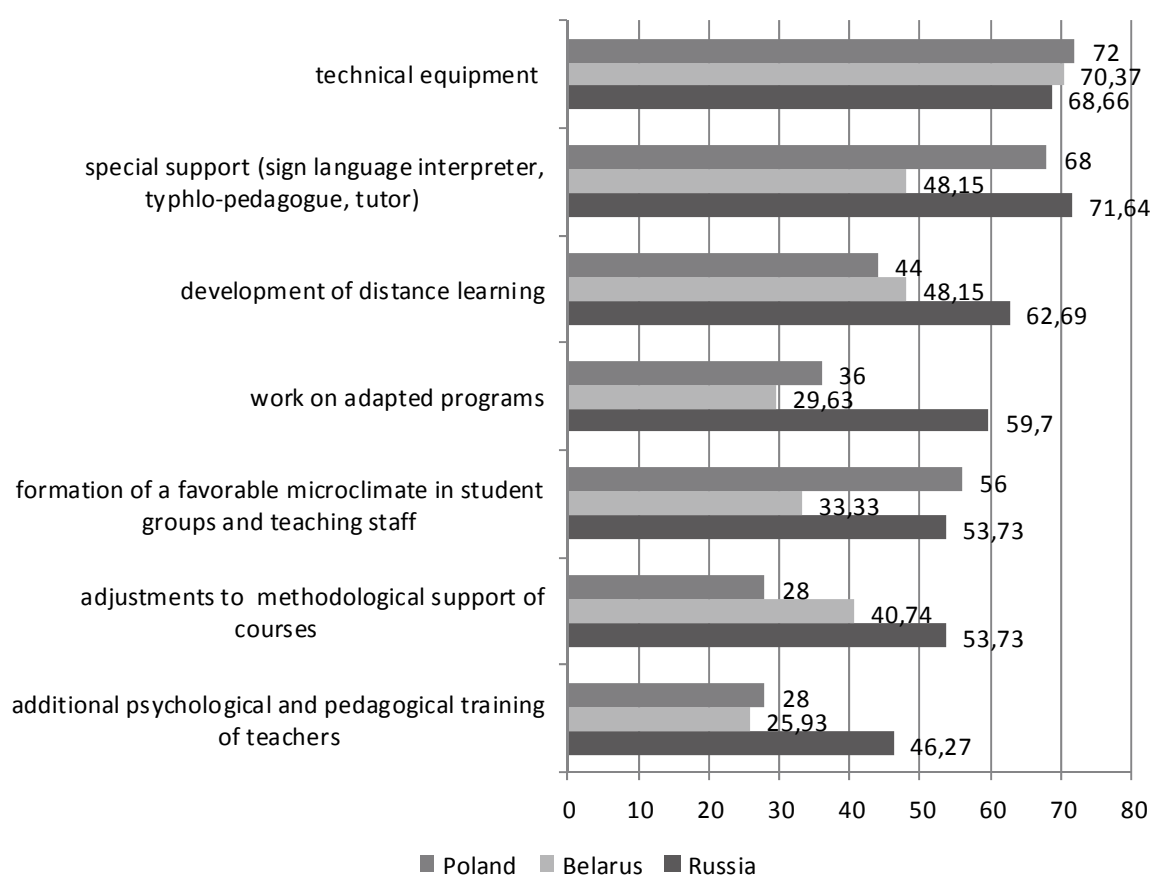


Fig. 6. Additional requirements for educational activities in connection with the admission of students with disabilities, %



In teachers' opinion, due to the increasing number of students with disabilities at university, it is necessary, firstly, to equip the classrooms (accessibility of educational environment, specialized equipment and computers), to increase the number of specialists teaching students with disabilities (sign language interpreters, typhlo-pedagogues, tutors), to actively develop distance learning. Secondly, it is important to pay attention to the formation of a favorable microclimate in student groups and teaching staff. Thirdly, it is necessary to use adapted programs, to make adjustments to the methodological support, to conduct additional psychological and pedagogical trainings of teachers (Fig. 6).

That is to say, teachers assign a major role to technical and methodological equipment and support in organizing training for students with disabilities. It is important that respondents understand the need for other specialists to participate in the process, to teach students with disabilities (sign language interpreters, typhlo-pedagogues, tutors, etc.) and at the same time underestimate their own role in teaching such students.

Few teachers noted that it is important to „master the individualized training methods”, to have „psychological training courses for people with disabilities at university”, „the development of individual specializations adapted for people with disabilities”. Respondents suggested reducing the amount of classroom work for a teacher (lectures and consultations), using the additional number of hours to consult students with disabilities. They also noted the importance of „creating an image of an accessible university for people with disabilities so that all students and the staff can understand that this is a special university and there are specific rules for working there”.

There was also an opinion that „not every person, healthy or with disabilities, should study at university because in this case it will be out of

the question to have decent level and results, we will only make a hobby out of learning”; „There is no need to involve a wide range of young people with disabilities because it is not possible in all specialties”.

92.4% of respondents believe that there is a need to develop individual training plans for students with disabilities, 70.6% of the sample indicate that these plans should take into account every student's health. And among the Belarusian respondents a greater number of teachers concur with that ($\varphi = 1.67$, with $p = 0.047$).

We can conclude that teachers understand that teaching students with disabilities should differ from training other students. Particularly it is important to take into account their health and personal characteristics. Therefore, they consider it necessary to develop individual training plans for such students.

Summing up the study of the cognitive component of university teachers' readiness to work with students with disabilities, it should be noted that teachers do understand the importance of organizing the learning process at university for students with disabilities. There are some technical, informational and methodical aspects. Respondents have insufficient knowledge of such students' personal characteristics, their limitations, technology and teaching methods, therefore they underestimate their own role in the effectiveness of this process, considering psychological and pedagogical training of teaching staff as the least important.

Emotional component. Most teachers positively estimate the growth of number of young people with disabilities who study at a higher educational institution (Fig. 7). Moreover, there are significantly more Polish ($\varphi=1.64$, with $p = 0.05$) and Belarusian ($\varphi = 2.14$, with $p = 0.016$) respondents who have such opinion than Russian ones. We think that this is due to the better technical, informational and methodological support in the universities of these countries.

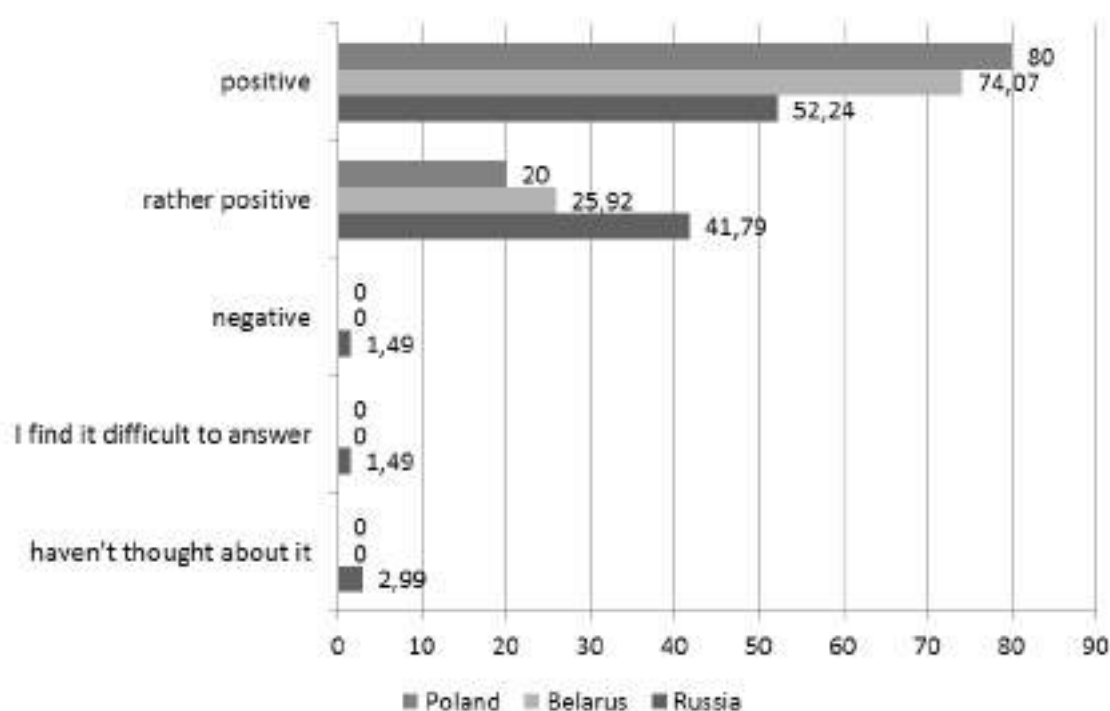


Fig. 7. University teachers' attitude towards the increasing number of students with disabilities, %

Many respondents believe that faculty's attitude towards students with disabilities should be of a special kind – one that emphasizes the need to create an individual trajectory for such students, taking into account their particularities. Significant differences in the views of teachers from different countries have been identified. For example: „Rather, yes. As such students will need a special environment (equipment, conditions, etc.). Accordingly, it is necessary to adjust lectures and practical work. But in terms of business relations it is not. Since, disabled or not, they are students, they should assume their own responsibility”.

The special teachers' attitude towards students with disabilities should be manifested primarily by them providing the possibility of additional counseling during the educational process. A smaller part of respondents believe that special attitude towards students with disabilities should be shown through loyal attitude when evaluating the results of such students' educational activities, through reducing the requirements for them and helping them during exams (Fig. 8). There were no significant differences by country in teachers' answers.

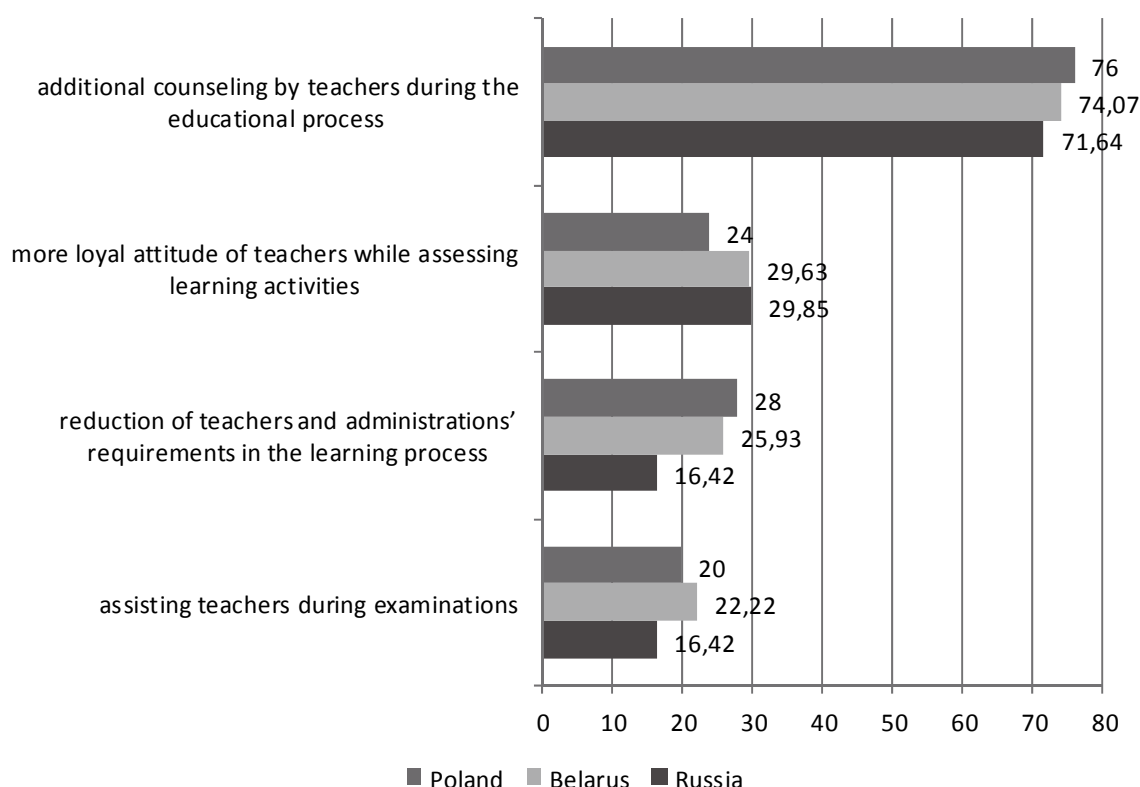


Fig. 8. Indications of teachers' special attitude towards people with disabilities at university, %

Teachers note that special attention to students with disabilities should be manifested in „individual approach”, „taking into account their special needs and ways of mastering knowledge”, „flexibility, individual contact”, „extra hours for subject implementation”, „additional time to work with such students, correction of lectures and educational tasks”, „development of special assignments to examine students with disabilities”, „necessary equipment”, „choice of adequate methods and means of training”, „tolerant attitude, respect for their rights and interests”, „competent support in achieving all learning outcomes”.

Thus, for the majority of the respondents, more loyal attitude of teachers in assessing the results of learning activities, reducing teachers and administration's requirements in learning process, and assisting in examinations, are not appropriate as they are a manifestation of special attitude. However, the teachers note the importance of using individual approach to

students with disabilities, which takes into account their individual characteristics, in teaching methods and in methodological support.

Summing up the study of the emotional component of university teachers' readiness to work with students with disabilities, it should be noted that generally they have positive attitude towards the increasing number of students with disabilities. They consider that the faculty attitude towards students with disabilities should have special nature focused on the creation of individual approach to such students and taking into account their individual characteristics.

Behavioral component. The majority of teachers have some experience in working with students with disabilities (62.7% of Russian, 85.2% of Belarusian and 100% of Polish respondents). Moreover, among the Polish respondents there are significantly more such teachers than among the Russian ($\varphi = 5.21$, with $p \leq 0.001$) and Belarusian ($\varphi = 2.75$, with $p = 0.002$) ones. There



are significantly more teachers with such work experience among Belarusian respondents than among Russian respondents ($\varphi = 2.02$, with $p = 0.022$). Thus, Russian respondents have less experience working with students with disabilities than Polish and Belarusian ones. This is due to the earlier introduction of inclusive education in Poland and Belarus than in Russia.

More than half of the interviewed teachers faced difficulty in working with students with disabilities (70.2% of Russian, 55.6% of Belarusian and 60% of Polish respondents). According to the respondents, the difficulty depends on the causes of the disability, on the personal characteristics of the students, on the educational process opportunities, on the teachers' readiness to work with such students (knowledge, attitude, and experience) and on their relatives and guardians, as well as on the willingness of the classmates to study with such students.

Teachers experienced in working with students with disabilities noted more specific

difficulties than teachers without such experience. For example, visually impaired students have difficulty moving and taking notes; hearing-impaired students and students lacking the faculty of speech have difficulty in learning without a sign language interpretation; students with impaired motor function have difficulty in moving; for students with mental disorders it is difficult to study without specialized medical personnel help.

All teachers are ready to help people with disabilities needing support and aid with studies, more than half respondents are ready to do this unconditionally, for the rest of respondents it is only if requested by the students (Table 3). Among Russian respondents, there is an opinion „I would like to avoid it, if possible”. Russian, Belarusian and Polish respondents showed no significant differences in their answers, i.e. the trends of readiness for additional assistance among teachers from different countries are similar.

Table 3

Teachers' readiness to help students with disabilities

Teachers' answers	Russia <i>quantity (%)</i>	Belarus <i>quantity (%)</i>	Poland <i>quantity (%)</i>
Unconditionally yes	53,7	51,8	64,0
Yes, if requested by students	41,8	48,2	36,0
I would like to avoid it, if possible	4,5	0	0
No, I won't	0	0	0

Most of the teachers are ready to work in groups that include students with disabilities, if necessary modifications in the classrooms, and technical and medical support, are provided (Fig. 9). Every fourth respondent believes that it is not necessary to create any special conditions and demonstrates willingness to work; every fifth respondent is ready to work with such students only on condition of additional payment (the answer was chosen by more than 20% of

Belarusian and Russian teachers and not a single Polish respondent). The majority of teachers do not need additional psychological and pedagogical training. However, the use of the Fisher φ -test did not reveal any significant differences in the answers.

Thus, according to the majority of respondents, they need organizational, technical and medical support, to work with students with disabilities, and they do not need additional



psychological and pedagogical training. We believe that this is another confirmation of the desire of teachers not to take full responsibility in working with students with disabilities or lack of

confidence in their own abilities to work with groups, where students with disabilities are trained, without organizational, technical and medical support.

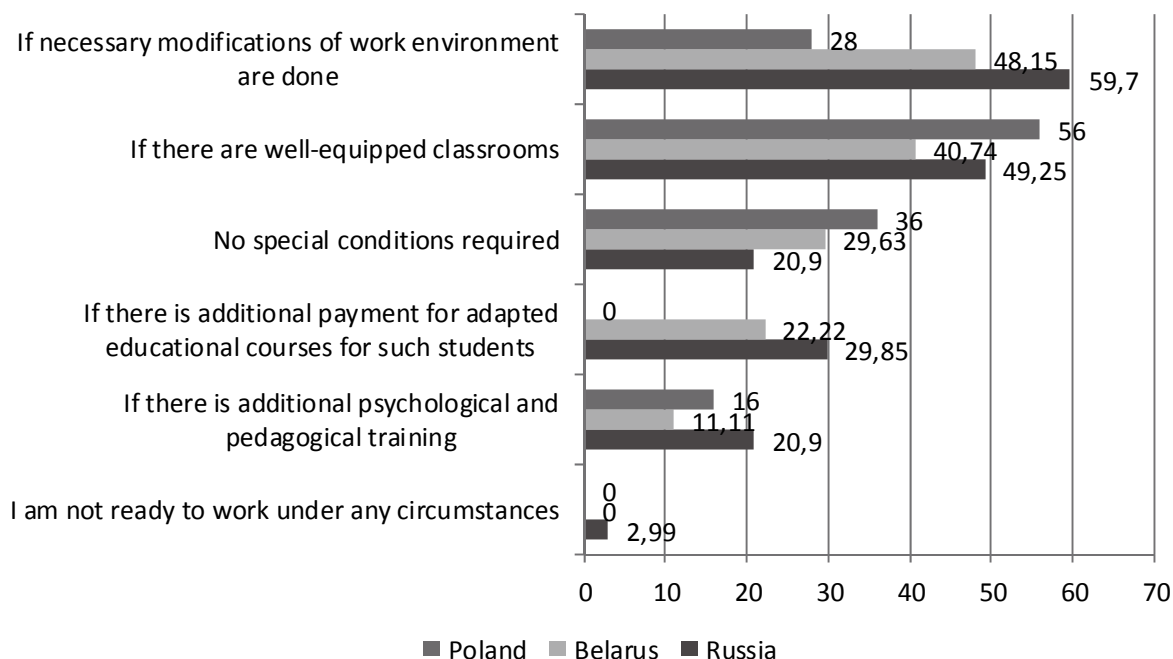


Fig. 9. Conditions under which teachers are ready to work in groups that include students with disabilities, %

It is of high importance for teachers working with students with disabilities to receive special training. That was noted by 83.2% of all respondents. But such training was given to only a few Russian and Belarusian teachers, and to none of the Polish teachers participating in the study (22.4% of Russian, 22.2% of Belarusian and 0% of Polish respondents).

Summing up the study of the behavioral component of the university teachers' readiness to work with students with disabilities, it should be noted that the majority of the respondents had some experience in working with students with disabilities, during which they had difficulties with personal characteristics, behavior, and

limitations of such students. In this case, the wider the experience of such interaction, the more specific difficulties were identified by the teachers.

Those respondents who had not had experience working with students with disabilities also noted the possibility of such difficulties without specifying them. The teachers are ready to help such students and to work with them in case of organizational, technical, medical support. Few teachers are ready to work in the current conditions. Despite the fact that the majority of respondents understand the importance of the special training for work with students with disabilities, few of them have actually received such training.



Conclusion

The data obtained in the study reveals the following features of the university teachers' readiness to work with students with disabilities.

Cognitive component. Teachers understand the importance of organizing the learning process at the university for students with disabilities, highlighting technical, informational and methodological support. The psycho-pedagogical training of the faculty is thought to be less important. Therefore, knowledge of the personal characteristics of students with disabilities, their limitations, technologies and methods of teaching such students, are insufficient.

Emotional component. In general, teachers have a positive attitude towards the increasing number of students with disabilities at university. It is believed that the faculty's attitude toward students with disabilities should be special and focused on individual approach to such students, while taking into account their characteristics.

Behavioral component. Most teachers have experience working with students with disabilities, during which they had difficulties related to personal characteristics, behavior, and limitations of students with disabilities. The teachers are ready for additional help and work with such students if organizational, technical and medical support is provided. Despite the fact that the majority of respondents understand the importance of faculty's special training to work with students with disabilities, few teachers have received such training.

Specificities of university teachers' readiness to work with students with disabilities in different countries were identified. Due to the fact that introduction of inclusive education at all levels began in Poland and Belarus earlier than in Russia, representatives of these countries are more willing to work with such students because of the available technical, informational and

methodological support. Regardless of that fact, respondents in all countries identified similar trends in the development of readiness components: teachers have insufficient knowledge in training people with disabilities, and therefore underestimate their role in the effectiveness of the process.

Thus, all three components of the university teachers' readiness to work with students with disabilities require correction or development. First of all, we need to have knowledge of the peculiarities of the disabilities, of the personal characteristics of people with disabilities, of the specifics of interaction with them, as the root cause of teachers' unreadiness to work with this category of students is ignorance. The next stage is interaction, work with such students and development of the emotional component of readiness at the same time (teachers' attitude towards students with disabilities, towards working and interacting with them).

Despite the difficulty and problems that, in teachers' opinion, arise during the process of training students with disabilities at higher education institutions, the majority of teachers (78.2% of respondents) still optimistically assess the prospects of inclusive education in higher education system. This in our opinion, is an important condition for university teachers' readiness to work with students with disabilities.

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PSYCHOLOGICAL PROGRAM OF PROFESSIONAL EVOLUTION OF STUDENTS AND TEACHERS IN THE CONTEXT OF PERSONAL AND PROFESSIONAL DEVELOPMENT OF POLYSUBJECT COMMUNITY

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Abstract: *The article reveals the results of theoretical and empirical research of psychological conditions of professional evolution/involution of subjects of higher education. The structure and stages of correctional and developmental psychological programs conducted with teachers and students are described, the results of comparative diagnostics before and after developmental activities are presented.*

Keywords: *personal and professional development, polysubject community „teacher-student”, professional evolution/involution, correctional and developing psychological programs.*

Introduction

Optimization of the system of continuous professional education, especially at the stage of professional training, is one of the leading priorities of the modern social policy of the state.

The result and a significant product of professional development of the individual is a professional who is able to solve all the variety of professional and metaprofessional tasks within a specific sphere of application of forces. In the development and implementation of a professional is interested each individual and the society as a whole. Professionalization is a form of self-realization, self-expression, satisfaction of material and spiritual needs. For society, the importance of professionalization is also evident in the fact that it ensures the reproduction of human resources necessary for the creation of material and spiritual values. The high practical relevance and importance of the problem of professionalization for man and society at all times made it the object of the most careful study in various sciences, including psychology. In modern conditions of qualitative, quantitative and systemic changes in the social and economic situation, classical theories come into conflict with reality and thus

make it difficult to solve practical and theoretical problems. In particular, the problem of psychological conditions of professional evolution/involution of subjects of modern higher education needs to be clarified and specified.

Main part

Professional evolution of personality includes stages, periods and steps between which hierarchical and heterarchical relations are built. These patterns are systematized in the form of a dynamic system that allows you to imagine the whole process of professional development of the individual, in the unity of all its stages and factors, as a significant component or part of the human way of life.

The reform of the higher education system implies the need for a strategic choice between the models of education: traditional and innovative, each of which is characterized by a special educational environment. In psychological and pedagogical studies [Hanusova J., Prokop J., 2016; Kovalev G. A., 1987; E.M. Rangelova, 2016; A. P. Smantser, 2017; Zaharuk T., 2016; Yasvin V. A., 2001, etc.] deals with simulation and design of various components of the educational environment.



In the model of the educational environment developed By L.M. Mitina (2014), a necessary condition for the development of the student's personality is the creation of a special form of interaction between the subjects of higher education (teacher-student) – polysubject community, contributing to its joint, simultaneous, continuous personal and professional development.

In this regard, there is a need to expand the methodological, theoretical and empirical field of research of personal and professional development of subjects of higher education, due to the internal logic of the development of science and ensuring the readiness of professionals for the challenges and risks of global changes.

In line with the system of personal development approach (L.M. Mitina) has been developed a concept, which considers: as an object of development – the integral characteristics of the individual (focus, competence, flexibility); as a fundamental condition of development – the transition to a higher level of professional self-consciousness; as a psychological mechanism – the transformation of the subject's own life in the subject of its actual transformation; as the driving forces – the contradictory unity of I-acting, I-reflected and I-creative; as a result of development – creative self-realization in the profession, achieving uniqueness of the individual.

The concept identifies two alternative models (strategies) of professional work: the model of adaptive functioning and the model of professional development of the individual. These models differ from each other by the level of development of professional self-consciousness and integral personal characteristics (orientation, competence, flexibility), which are the psychological basis necessary for personal and professional development of both already established professionals and future students.

At present, there are practically no scientific developments in the field of forming a model of professional activity in the vector of development

and self-development, self-improvement, providing a truly creative execution of professional work, the development of a specialist (future specialist) by means of the profession. Improving the level of professional development should be based on a complex combination of personality traits (integral characteristics), where each element not only complements the other, but also has a synergistic effect.

The concept and technology of professional development of the individual allow us to build innovative projects and programs of higher education at a qualitatively new level – in the conditions of political interaction [Mitina L.M., 2016].

An extremely important condition for effective polysubject interaction at the University is the commitment of all subjects of the educational environment to the model of professional development. Understanding, acceptance, application in practice of the concept and technology of professional development of the personality causes formation of the self-developing community „teacher-student”.

One of the main obstacles to the creation of a polysubject community „teacher-student”, the main condition that prevents the effective interaction of subjects of higher education at the University, are professional deformation and psycho-emotional burnout of university teachers, towards which were directed our programs.

The emotional tension of professional work contributes to the development of professional deformations. Often repeated negative emotional states with the growth of work experience reduce the frustration tolerance of the specialist, which can lead to the development of professional destruction.

Professional deformations of teachers' personality are systemic changes in the essential (integral) characteristics of a professional's personality, which lead to simplification of the system of professional activity, professional communication, the



image of the profession and oneself in it, simplifying both the personality and the environment it organizes around itself. The negative qualities formed in the course of pedagogical activity, change the profile of the teacher's personality and lead to disintegration of their personal and professional development, reduce productivity and efficiency of interaction with the participants of the educational process [Mitin G.V., 2017; Galina Z.N., 2012].

Psychologically competent overcoming of professional deformations contributes to the formation of professionally successful, self-developing personality, providing humanization of pedagogical interaction, which in the conditions of modernization of education is of great importance.

The main task of preventive and corrective work to overcome professional deformations and psycho-emotional burnout of the university subjects is to initiate a process of rethinking various aspects of professional activity (implicit representations and forms of behavior). More fully aware of „themselves in the profession”, a person is able to better understand themselves and others. Correction of professional deformation acts as an opportunity for better understanding:

- a) their capabilities and limitations in personal and professional development;
- b) conditions and environmental factors determining the professional activity.

Difficulties in overcoming professional deformations are explained not so much by the fact that the specialist has greater experience when mature aged, but by the fact that it requires restructuring of the internal and external system of relations, worldview and behaviorally reliable transformations. This affects everyone with whom the specialist is systematically connected and responds with resistance no less strong than the internal resistance of the personality itself. That is why the initial focus on the vector of professional development is the most successful

life strategy of the individual, for both teachers and students of the University.

Timely psychological assistance to the subjects of education in the awareness, prevention and correction of professional trends contributes to the transition of teachers and students to a new level of personal and professional development.

In this regard, it becomes urgent to develop comprehensive programs for professional development of university teachers, as well as work on psychological support and prevention of professional deformations of teachers in the system of a holistic pedagogical process.

Unfortunately, in most universities developing programs with teachers are quasi-inexistent, and with students – often only formal. Cases of general educational work in conjunction with teachers and with students is a rare and not systematic. Therefore, one of the objectives of this study was the development and implementation of programs for personal and professional development of the polysubject „teacher-student”.

The basis of the developed correctional and developmental psychological programs was the technology of professional development and constructive change of personality behavior [Mitina L.M., 2014], which includes four stages of behavior change: training, awareness, reassessment, action and transforming motivational, cognitive, affective and behavioral spheres of personality.

Implementation of the programs was carried out within the framework of theoretical and empirical research consisting of 3 stages:

1st stage – diagnostic examination of the subjects of the educational space of the University.

2nd stage – implementation of correctional and developmental programs.

3rd stage – re-diagnostic examination.

The study involved 57 teachers and 212 students of the University.



The diagnostic program comprised a range of mutually rectifying and complementing procedures: interviews, observations, analyses of self-reports, author's questionnaires, as well as the following methods: self-actualization test (CAT, adapted by L.Y. Gozman, etc.), methods for diagnostics of the level of emotional burnout (V.V. Boyko), the method of „Diagnostics of the motivational structure of personality” (V.E. Milman), the scale of „Dialogic interpersonal relationships” (S.V. Duchnowski), test of life orientations (D.A. Leontiev); „Reflective questionnaire of the level of self-trust” (T.P. Skripkina).

The implementation of correctional and developmental work with teachers was carried out consistently at several stages.

The first stage of „*Preparation*” included a preliminary discussion with potential participants in order to explain to them the goals, objectives and content of the work to be done.

The implementation of this stage also included the first meeting of the participants of the training group with the use of exercises aimed at acquaintance, removal of psycho-emotional tension, establishment of trust relations and inclusion in the content of the training seminar.

At the second stage, „*Awareness*” occurred mainly cognitive changes – the study of teachers of the University of their own professional choice; actualization of the importance of timely determination of signs of professional deformations, stagnation, emotional burnout; awareness of the causes of their occurrence, peculiarities of manifestation and ways of overcoming; obtaining with the help of self-diagnosis of new information about themselves, their own ways of communication, activity, personal characteristics. At this stage were used such methods of work as mini-lectures, work in small groups, discussions, and brainstorming.

The third stage of „*Reassessment*” was accompanied by teachers' understanding of their own undesirable behavior, their own contribution to the emergence of certain difficulties, the

identification of deformation trends in their professional activities, awareness of the achieved stages of their professional development. At this stage were used role-playing games and training sessions.

Our training program consisted of three interrelated blocks, each of which included a variety of exercises using psychological techniques and role-playing games.

- The first block is „*I, as a person and a professional*”, aimed at the teacher's awareness of their personal and professional characteristics, and at optimization of self-attitude. It included exercises on self-knowledge and self-perception, reflection of own thoughts and experiences, verbalization of feelings.
- The second block of „*Professional deformation*” focuses on teachers' awareness of the causes, manifestations and ways of overcoming professional deformation, stagnation and emotional burnout. At this stage took place the realization and revaluation of their own stereotypes, the usual means of communication, identification of deformation trends in their professional activities. The main attention was paid to the development of psychological capabilities of the individual, their communication skills, awareness of the usual ways of communication, analysis of errors in interpersonal interaction.
- The third block is „*Personal and professional development*”, aimed at identifying the potential of teachers, resources of their personal and professional development, development of skills of self-analysis, as well as ways to release their creative potential. The block included exercises and tasks in which teachers worked with individual strategies for professional development to minimize ineffective behavior and actively tested new roles and ways of behavior in professional activities, based on the changed self-concept.



As a result of the training, teachers were able to assess their professional lifestyle, their behavior and reactions and relate them to the impact they have on students. Consequently, the participants identified the most productive models of behavior in pedagogical situations, which can be used in independent professional activities.

At the phase „*Action*”, teachers had the opportunity to consolidate new models of behavior (new behavioral patterns) in professional activities and in interaction with students and colleagues, to install the developing model of professionalization, to identify the potential and resources of their professional development, to develop self-analysis skills, as well as to release their creative potential.

At this stage, the results of the work were discussed and the results of the training seminar were summed up.

The resulting material was analyzed and reflected upon by teachers in the course of individual psychological consultations, which took a significant part of the developmental work. The conversation was built in three key areas: *goals* (personal, professional development: what success the teacher would like to achieve); *resources* (strengths of the teacher); *means to achieve the goal* (what to do? what to work on? how to reach their potential?). The consultations took the form of a discussion. In addition, during the interview, teachers were acquainted with their psychological portraits and the identified signs of emotional burnout. They were given the opportunity to deeper and more fully understand their own professional meanings, goals, potential and resources. Long-term plans for professional development of the teacher were also discussed and shaped.

It should be noted that some teachers by their individual characteristics are more capable of change and development, and any external „push” in the direction of this development is enough for them, and for others the process of development and change of consciousness is associated with great difficulties.

Correct acquaintance with the detailed psychological characteristics of each teacher helped to strengthen the ability of the teacher to acquire self-knowledge, to understand their problems and find their own way to overcome them.

One of the important and final stages of the implementation of development programs with the main subjects of higher education was the organization and conduct of joint (polysubject) work of teachers with students in the form of round tables and non-formal meetings.

This program was implemented as follows:

Students (III-V courses) were invited to participate in non-formal round tables and to choose teachers with whom they would like to meet and discuss various issues related to their future professional activities.

As a result, 12 joint round tables of informal nature with students of different courses were held. Students prepared in advance questions for the teachers. At these meetings were discussed problems of choice of profession, issues of personal and professional development, problems of emotional response, and deformation effects on the professional development of the individual.

Thus, during the implementation of the technology of professional development of the individual, conditions were created aiming at the development of integral characteristics of personality and self-consciousness of students and teachers in the conditions of polysubject interaction.

Qualitative analysis of the questionnaires offered to the participants at the end of the work showed that the implementation of such polysubject interaction of the teaching and student communities by establishing trust between them, and by creating an atmosphere of cooperation and mutual understanding on the basis of common values and goals, had a significant impact on both students and teachers. Participants stressed the effectiveness of the interviews and the fact that that very person-oriented communication is what they are short of during the learning process.



At the end of the developmental work (lasting for 11 months) was carried out a second express diagnosis of teachers who took part in it.

The results of comparative diagnostics revealed general positive trends in the dynamics of the indicators. Table 1 shows the most significant changes in the average group performance of the teachers.

Table 1

Comparative analysis of the average group indicators of personal characteristics of teachers before and after the developing work

Indicators	The average score for the group of developing work	Average score for the group after developing work	Wilcoxon T-test
Support	9,47	3* (p=0,020880)	16,5** (p=0,001583)
Value orientation	13,47	15,79	0*** (p=0,000132)
Flexibility	13,37	14,05	15* (p=0,018567)
Sensitivity to oneself	5,89	6,74	20,5* (p=0,024869)
Self-acceptance	13,47	15,37	0*** (p=0,000293)
Overall rate of meaningfulness of life	113,89	115,53	8,5** (p=0,005742)
Creative activity	30,74	32,47	17** (p=0,002853)
Public utility	24,21	25,16	31* (p=0,031250)
Ease of communication	89,74	91,32	15,5** (p=0,003882)
Self-confidence in communication with students	3,84	4,53	0** (p=0,007686)
Dissatisfaction with oneself	5,58	4,00	2,5** (p=0,004193)
Inadequate emotional response	12,68	11,74	0** (p=0,005062)
Reduction of professional responsibilities	11,32	9,84	3,5** (p=0,005356)
Personal detachment	7,21	6,42	0** (p=0,003346)
Emotional detachment	10,37	9,47	3* (p=0,020880)

The significance levels are indicated in the table:

*** – maximum significant difference (error probability $p < 0.001$)

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

* – significant difference (error probability $p < 0.05$).

As a result of the correctional and developmental work took place statistically significant positive changes in various psychological variables that determine teachers' personal and professional development. In addition, the statistical level of emotional burnout decreased significantly.

A comparative analysis of the stages of diagnosis has convincingly shown the necessity

and the principal possibility of constructive changes in the behavior of teachers, which has its content in the reconstruction of old and the emergence of new forms of behavior. Analysis of the results allows us to conclude that the use of technology can transform adaptive behavior into behavior aimed at creative self-realization of the individual in the profession, and helps teachers to



realize their role in creating an educational space in which personally as well as professionally would develop both teachers and students. Teachers have learned to assess the emerging pedagogical situation, to assess and understand their goals. Such integral characteristics as competence, flexibility, focus and self-awareness have increased. This technology and the psychological programs developed on its basis allow for the creation of optimal conditions for building special forms of developing interaction between teachers and students, during which the teacher will actively develop as a person and a professional.

The study showed that the polysubject community is the psychological basis of the innovative educational environment of the University, which activates the motivational and value resources for the development of teachers and students, causing personal and professional evolution of subjects of higher education.

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BULGARIAN TRAINERS IN INFORMAL EDUCATION IN THE FIRST HALF OF 20TH CENTURY

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Abstract: *This historical and pedagogic study sets out to derive some trends that were typical for the development of trainers in basic structures within Bulgaria's informal education in the first half of 20th century. This study is the first attempt to go into a research of the half-century long development of trainers in the two most powerful institutions dedicated to education and upbringing outside the State educational system, i.e. the Church and the community centres (Bulgarian: 'Chitalishta', Cyrillic: „чмталшшт“).*

Keywords: *informal education, training, trainers, period: first half of 20th century.*

Foreword

What drives this study is that while this issue is important today because it is related to the strategy of the State education policy to ensure conditions for lifelong learning, there is also absence of a stand-alone historic and pedagogic study of the development of Bulgarian trainers in the structures of informal education [Natsionalnata strategiia za uchene prez celiya zhivot].

The goal of this study is to outline the trends specific for the development of trainers in the two most large-scale and widespread out-of-school structures for informal education: the Bulgarian Orthodox Church (hereinafter referred to as 'the Church') and the community centres. Its chronological range spans the first half of 20th century when both institutions, i.e., the ecclesiastical and that of the community centres, marked some of the strongest periods in their educational and instructive activity.

The reconstruction of the historical process and educational practices relied on an ample **source** base including records, facts and data on events, processes and personalities in ecclesiastical, community centres and libraries' activity and education. Historical sources include archive documents, official documents on Bulgarian school, community centre and ecclesiastical legislation,

daily, weekly or monthly press, statistical handbooks, etc.

The choice of methodology for this study is in direct relation with its nature, which includes both history and pedagogy. Scientifically and technically, it includes some methodological approaches and techniques: theoretical reconstruction, documentary and biographic research, interpretation methodology combined with topical history, and chronological approach.

Trainers in Church's structures dedicated to informal education -Methodological centre

Church and informal education Synergy between the State, the Church, the formal and the informal education in Bulgaria shows one-way spiritual and moral formation of the person with active citizenship in the pre-war period (1912-1918) and one-way national education during the wars and after them. A broad social consensus is a characteristic of the Bulgarian educational tradition and an expression of the continuity in the relationship between the Orthodox Church and the educational system. At the same time, the factor of the World War (1914-1918) was related to the change of the role the Orthodox, the Catholic and the Protestant Churches played in education. By enhancing the ecumenical movement,



the social Catholicism and the Orthodox Christianity, World War I puts an end to many expectations about the place of the Christian Church in the formal education.

The gradual reduction of the positions of the Bulgarian church in the State education system were accompanied by enhancement of its place and role in informal education through Church (Sunday) schools, Parish Orthodox brotherhoods, children's, schoolchildren's and university students' Orthodox societies, Church camps and the Union of Orthodox Women in Bulgaria.

Church's structures Parish Orthodox Brotherhoods emerged in the 1910s. The first society among them was the Orthodox Theological Society called *Christian Conscience* and established on 23.01.1905 in Sofia; its religious and educational activities were based on Christian values – brotherhood, dignity, human duty, etc. [The Church Journal, 1905]. Leaders and trainers of that society were the Rector of the Sofia Theological Seminary „*St. Ivan Rilski*“, Archimandrite Clement, the professor at the Seminary, D. Bozhkov, the priest N. Krapchanski and secular teacher T. Vasilev. That same year saw the emergence of the Orthodox Christian societies in Aytos, Karnobat and Burgas, and in 1907, the one in Nova Zagora, and it only took about 28 years for the number of Parish Orthodox Brotherhoods to expand to as many as 257 (165 urban and 92 rural), with more than 56,000 members.

The objectives of the moral upbringing and educational activities provided and promoted by the brotherhoods focused on spreading popular literature of religious and scientific content, on conducting theological discussions, lectures and moralising stories, on providing support to schoolchildren from poor families and to social strata needing care, on developing and implementation of programmes for religious education (catechism) and religious upbringing (Christian ethics and morality), on opening of

Christian classes, Sunday schools and educational institutions [Orthodox Christian Brotherhoods, 1931]. Their editing activity was represented by the monthly magazine called „*Christian Woman*” (1924), which acquired the status of a theoretical organ of the Union of Orthodox Parish Brotherhoods with 15 thousand circulation, along with journals entitled *Brotherly Word* and *Spiritual Field*, with circulations of 10 thousand and 20 thousand, respectively.

Educational and charitable activities of those structures were inextricably linked. They mainly targeted teenagers and young people at schools, which was why in 1922, together with the Holy Synod, they initiated the establishment of the *Christianised Youth Fund*. That fund was the first step towards the Church's massive attention to the school youth. The second step involved the establishment of children's, schoolchildren's and university students' Orthodox associations.

Children's, schoolchildren's and university students' Orthodox societies. The full support shown by the Ministry of Education for the process of formation of those structures run by the Church was owed to the philosophy of the Agrarian Government and their leader, Alexander Stamboliyski, who perceived the spiritual awareness and upbringing as a moral regulation of human relations at both micro and macro level.

The process was dynamic. In 1923 alone, nine schoolchildren's Christian Orthodox societies were established in both Sofia and Plovdiv, counting over 1400 schoolchildren, a number, which by 1942 grew to 53 societies with 9561 members. At their congress, which took place in 1924 at the Sofia Seminary *St. Ivan Rilski*, the schoolchildren's societies established the Union of Schoolchildren's Christian Orthodox Societies in Bulgaria. Their Statute was approved by the Holy Synod and set as a goal the study of the Bible for the acquisition of Christian world view and character, physical health and purity, for the sake of awakening of religious feeling and



upbringing of love and affection for their native Orthodox Church and their Fatherland. That goal found its logical and notional continuation in the approval of the Statute of the University Students' Orthodox societies by the Ministry of education identifying such key tasks as mastering the studied sciences, diligence, perseverance and professional advancement [District No 14652/20 of the MNP of April 1931]. The Day of Christian Youth was decided to be the Feast of the Presentation of the Blessed Virgin Mary celebrated on 21 November, according to the Orthodox calendar, and the theoretical organ was meant to be the magazine „The Call”.

Ecclesiastical children camps. The 1930s and the early 1940s saw the emergence of ecclesiastical children camps (called '*letovishta*', i.e. summer camps), created to provide spiritual and physical education and upbringing to children and were set up by monasteries in different eparchies. Such camps emerged at the Plakovo Monastery St. Elijah, which provided shelter to many children from poor families and yielded good spiritual and educational results, at the Kapinovsky Monastery St. Nicolas, Tarnovo County, where about 80 children received spiritual and physical education in healthy natural environment during the summer holidays. The children's summer camps at the Plovdiv eparchy in the early 1940s built at the Kalofer Monastery and accommodating about 100 children; the monasteries in the surroundings of Asenovgrad – St. Petka, St. Kiriak and St. Vrachove, with capacity of around 40 to 50 children as well as the summer camps at the monasteries within a variety of eparchies highlighted a new trend.

That was a trend of increasing spiritual and enlightening activity carried out by the Church and focusing the upbringing, training and social care for different age and social categories: from preschool and schoolchildren to solitary old people and people with disabilities. The spiritual awareness raising at the summer camps,

brotherhoods and societies was well aided by the **Enlightenment Union**, which was the short form to call the Union of activists on the department at the Ministry of Education established in Sofia in 1936. It carried out cultural, educational and moral instructive activities aimed at „assisting the Ministry of Education to better provide and properly develop the educational, cultural and awareness-raising work in Bulgaria, to develop in its members a spirit of devotion to the nation, to the national Church and to the national unity” [CSD, u. 264k, op. 2, a. f. 20, item 13]. The enlightenment unions establishments gained momentum: their distribution was as dense as one per each school district and worked to form among their members affection and devotion to the State, the Church and the nation, to enhance their professional, moral and cultural levels, their career growth, and to improve their members' labour and financial condition. Union's interaction with the **Union of Orthodox Women in Bulgaria** was also unidirectional. The Union took care for the Orthodox and religious upbringing and protection of the Bulgarian girls and women in their personal and family life and in their professional career. The newly established structure was in harmony with both the increasingly spreading feminist movement in Bulgaria and overseas and with its cultural, awareness-raising, religious, educational, and charitable functions.

Trainers The main reason for the successful development of the parish Orthodox Christian brotherhoods and societies, especially at schools and universities, was their provision with well-prepared **trainers: priests, theologians and teachers**. The inclusion of teachers in their capacity of trainers was supported by the Ministry of Education, joined by the education societies within the structure of the Enlightenment Union operating at each school district since the second half of the 1930s.

The training of **clergy, theologians and teachers** who were supposed to work in Orthodox



societies was carried out at special courses with methodological and apologetic orientation. For this purpose, the Plovdiv Metropolia organised courses for trainers led by the vicar at the nearby Muldava Monastery and Kuklenski Monastery. The course lecturers, who were professors from the Theological Faculty in Sofia and from the Plovdiv Seminary St. Cyril and St. Methodius, taught using two curricula, *Methods of Religious Education* and *Fundamentals of Orthodox Christianity*, set out in apologetic light.

The emphasis on training the instructors to high quality standards was bound to the aspiration of the Church to expand religious and moral education among the learners organised in children's, schoolchildren's and university students' Orthodox societies as in most cases the religious training of those students within the State educational system was conducted quite formally due to anti-religious attitude among part of religion teachers. A favourable prerequisite in this respect was the tangible growth in the development of higher and secondary religious education. If „in 1905, 607 out of all priests had elementary school education (including those who had the so called *cellar school education*) and only two had theological university degrees, in 1924, the number of priests having elementary school education was 322 and those with university degree were 27, and in 1938, the number of those with elementary school education was not specified, while the number of those with higher education level was 114” [Stanoev, B., 1992]. Within a period of just 33 years, the clergy educational structure underwent significant changes: the lowest level of education (elementary school education) was written off, with secondary theological education becoming the prevailing level of education, while the number of clerics with higher theological education grew as many as 57 times.

The staff strengthening within the ecclesiastical institutions directly affected its educational and

moral instructive activity carried out among different segments of population who were members of children's, schoolchildren's and university students' Christian societies and Orthodox Christian brotherhoods, which were united in 1923 to form the Union of Orthodox Christian Brotherhoods, covering 770 local structures with over 39,000 members in 1938.

Methodological centre. In theoretical and methodological terms, the Orthodox Christian societies and brotherhoods were supported by the methodological centre established at the Holy Synod and headed by the orthodox preacher Stoyan Petkov in the 1920s, and by the Theological Academy professor Boris Marinov in the 1930s. At the same time, the special **textbooks** issued for conducting classes in Christian religious upbringing in children, teen and youth's associations, were written **by highly qualified theologians knowing and applying the principles (Christology, religious and moral orientation, ritualism, etc.) and methods** of Christian education in their theoretical and practical activities.

An example of this was the teaching textbook published in 1934 and entitled *Talks on children's Orthodox Christian societies in elementary schools* written by Prof. B. Marinov and consisting of 16 lectures on a common theme: „On our obligations to ourselves, to the household members and to other people, to our Fatherland, to the domestic animals and birds”, composed in accordance with the programme as laid down in the Manual for the heads of these societies issued by the Holy Synod in 1932. The aim of the talks coincided with that of the Statute of Children Orthodox Christian societies, namely: „to inspire in children love and affection to our national Orthodox Church and to Fatherland from an early age; to strengthen and boost children's mental and bodily health; sobriety in any respect, purity in life, assiduousness in their school work, compassion to people and commiseration to



animals, obedience to parents and teachers and respect for older people" [Marinov, B., 1934].

A **second teaching guide** was issued by the St. Synod that same year and was entitled *Lectures on schoolchildren's Orthodox Christian Societies in secondary school establishments*. It consisted of 12 talks and was „dedicated first of all to the teacher acting as a leader of a schoolchildren's Orthodox Christian Society. This is why these talks are longer (an abundance of content is provided) and the footnotes contain many scientific facts" [Marinov, B., 1934]. It contained talks on faith, God and people's duties to Him.

School teachers, university teachers and scientists as trainers at the „Popular universities" organised by community centres

„Popular universities" organised by community centres; public readings. The unique presence of Community centres in the educational field for more than 160 years is determined by their main function – together with the school, these are to raise the level of popular education and self-education, being an amateur organisation of mass education, generally available and unlimited in time, educating their users informally, irrespective of age, gender, ethnicity and religion and based on the principle of free choice of educational content. In other words, that was an organisation, which was successfully called „the second" or „the other" Bulgarian school or else, „the school for the people". Popular universities established at the community centres in the 1920s were similar to the Danish Popular University and educational practices, along with public readings organised at a national level after the then modern European model, taking into account the experience and the traditions, were unique forms of non-formal mass education provided to the public in Bulgaria [Shishmanov, Iv. D. (1924)].

Trainers at the „Popular universities" organised by community centres. The practical

dimensions of personnel decisions adopted by the Second Congress of the Union of Community Centres (1914) were associated with setting up a **Central Lecture Group Of District And County Lecture Staffs** as well as with thematic public readings and lecture cycles provided by the „Popular universities": socio-political, economic and legal; professional and business; historical; culture, literature and art; medical; pedagogical and applied technical [Shishmanov, Iv. D. 1912]. For the effective functioning of the lecture staffs, the Third Congress of the Community Centres Union (1915) authorised the Board of directors to base community centre education on the principle of integration and cooperation with the Board of directors of the agricultural cooperatives and the Union of Women's Educational Societies by developing and adopting a common programme for joint educational activities locally.

For the implementation of the first educational programmes promoted by „Popular universities", which contained 313 lecturers, the Community Centres Union engaged 50 lecturers, all of whom were experienced university teachers and scientists specialising in the topics on the agenda. The trend to popularise scientific knowledge through the active role of scientists in „Popular universities" continued throughout the 1920s, 1930s and early 1940s. While teaching scientific knowledge accessible to the public engaged the **nation's intellectual elite**, forming the group of lecturers at the Community Centres Union, regionally that same function was adopted by the **local intellectual elite**. In the opinion of the Head of the Popular University at the *Zora (Dawn)* Community Centre in the city of Sliven, Stella Ruscheva, Popular universities have long been the scene where „our leading intellectual forces give their lectures and talks, and so do **local intellectual talents, teachers, militaries, doctors, lawyers** and others. Thus, every city becomes home to more and more lecturers forming its intellectual milieu, 'infecting' the



townsfolk by showing them the noble path to mental and spiritual elevation. Many towns had an established schedule for giving stage to lecturers and that was of huge importance: public was getting used to attending such lectures on a regular basis, getting into the habit of listening (which is far from easy!) and encouraged lecturers to give more talks stimulating new people to become lecturers" [Ruscheva, St., 1937].

A trend was spreading toward a significant increase in the number of teachers acting as lecturers in county and district lecturers' staffs. Data show that at the end of the reference period, 90% of Bulgarian teachers were active in community centres combining teaching in two different educational environments, i.e. the one at school and the one at the community centre [National Statistical Institute, 2009]. The education provided by the „Popular universities" was never involving certification processes resulting in obtaining a degree or a diploma, but was about the free choice of educational content and trainers.

Trainers at community centre libraries

Community centre libraries Community centre libraries were either static or mobile and tended to be the most public-oriented and public-accessible in the country. According to their intended purpose, and in compliance with community centres' statutes, they were relevant to wide dissemination of useful knowledge for raising the mental development of citizens through books and periodicals, for stimulating self-education in the needed field [Statute of the Community centre Union in Bulgaria].

Statistical data from the successive reports of the Supreme Union of Community Centres (SUCC) show in practice that three age categories received education and practised self-education at the community centres' libraries, along with the schoolchildren, who, starting from 1942, were provided school supplies by the newly set up

department established to that end. These age groups are as follows: children aged 14 or less, teenagers aged 14-18, and adults aged 18+. The distribution is in favour of the latter category. For instance, in 1934, „persons who have used libraries are distributed as follows: children aged 14 or less: 86,814; teenagers aged 14-18: 168,888; adults: 172,618, making a total of 428,320 [14]. The ratio of community centre library users by ages was: children: 20,3 %; teenagers: 39,4 %; adults: 40,3%, or 1:1, 9:2.

While permanent self-education and learning of those different age categories at community centre libraries was not only associated with school education as a form of *sui generis* continuation of the above and as a general trend, it also featured a mass range of different segments of the broad public (regardless of their political, social ethnic, religious or professional differences) and their entirely free choice of knowledge, according to each individual's own interests. The conversion of libraries and reading rooms into a powerful factor in raising the nation's culture and unity in the first half of the twentieth century had their specific requirements for the **professional qualifications of the Community centre librarians as primary educators.**

Trainers at community centre libraries. The relationship of a community centre library with school education has its own personnel-related aspect. In quantitative terms, it is reflected in the high share of Bulgarian teachers that reconciled their primary job-related pedagogical activities with their activities as community centre activists. This aspect of the relationship is relevant to the status of the Community centre librarian. Such a librarian is characterised by the following features:

- **a special librarian** at the free and open-to-public reading room and a community centre library established in each urban and rural municipality, appointed by the Board of directors of the Community centre. Libraries



containing more than 5000 volumes were required to have **librarians** with corresponding qualifications, and those with fewer than 5000 volumes did not have such a requirement;

- the salary of librarians was regularised according to their educational qualifications and specialisations (librarian's courses or Library Science degree at the Sofia State University or abroad);
- librarians employed by community centres could not be dismissed without a reasoned report by the Inspector General at the Community Centres Union [Community centre news, 1925];
- Community centre librarians „could have either secondary or higher education levels” depending on the „size of the library.” While in the first case, this special librarian's qualifications were to be acquired „attending temporary library courses periodically provided by the State, the second case involved the university where it was high time to introduce Library Science as a compulsory subject for students wanting to dedicate themselves to the career of a librarian” [The tenth library course, 1939];
- qualifications and professional skills of librarians depended on the functions and purposes of the Community centre education and on the population strata. A „librarian may, especially in the small community centre libraries, replace a wide range of lecturers by just providing guidance to self-educating generations, quench their thirst for higher theoretical and practical knowledge, discover and promote talents and give them recommendations for the sake of their further improvement” [The tenth library course, 1939]. This is why courses for librarians were constantly organised.

Training courses for community centre librarians. The courses started in 1923 thanks to

the financial support of the Ministry of Education and the support of Minister S. Omarchevski, and became a constant form of providing qualifications to community centre librarians [Decree of the Council of Ministers № 1651 / 15.05.1923]. Their development marked an upward trend by the following indicators: number of participants and trained librarians, educational programmes, lecturers and levels of implementation. While „by the end of the 1930s the courses organised by the SUCC, which used to be the only form of training of librarians in the country, the number of graduates was around 550, and their authority figures were Swinton and Hlebarov”, in 1939/1940 alone, the number of trained librarians was 217 [Presidents-patriots, 2011]. The first authority figure was Stoyan Argirov (1870-1939) who was the Chairman of the Supreme Union of Community Centres (1923-1927) and director of the first, second and third training courses for librarians, the second was Yacho Hlebarov (1887-1951) who was the President of the Supreme Union of Community Centres (1931-1939) and director of the preparatory courses for librarians from 1928 to 1939.

Along with the recurring subjects in the curriculum since the dawn of the training of community centres librarians: *Community Centre Work, Community Centre Legislation, Bulgarian Literature, European Literature, Children's Literature and Library Science*, new subjects were added such as: *Theatrical Work, Museum Work, Bibliography of Bulgarian Books, Ideology of Community Centre Movement, Popular Universities, Tasks and Objectives of Self-education, Types of Catalogues and Cataloguing Technique* [Report on the Status and Activities of BCHK, 1041]. The new subjects reflect both the increased needs of broad-based qualifications of such personnel and the distribution of competences between the community centre librarians and directors, which explains the concurrent development of the two courses



having different orientations and held during the Christmas holidays in Plovdiv: directors and librarians' classes [Central State Archives].

Conclusion

The following basic conclusions were outlined in the course of this study:

First, trainers within the structures of the Church dedicated to informal education, i.e. the Parish Orthodox Brotherhoods, children's, schoolchildren's and university students' Orthodox societies, Church camps and the Union of Orthodox Women were all **priests, theologians and teachers**. The trend towards an increase in their number and enhancing their methodological background had several dimensions: increasing the number of clerics with higher theological education; involvement of teachers acting as trainers and supported by the Ministry of Education and its agency, namely the Enlightenment Union; targeted educational content of the training courses curricula entitled „Methods of religious education” and „Fundamentals of Orthodox Christianity” with highly trained lecturers - professors from the Theological Faculty in Sofia and from the Plovdiv Seminary; highly qualified theologians in the **methodological centre** established by the Holy Synod.

Second, trainers at the „Popular universities” were **teachers, university lecturers and scientists** organised at national and regional level in the Central Lecture Group, and in district and county lecturer staffs respectively. A trend was unfolding leading to the increase in the number of lecturers who were teachers within the regional lecturer staffs combining teaching in two different educational environments, the school and the Community centre. Moreover, „Popular universities” organised by community centres included **militaries, doctors and lawyers** acting as local trainers.

Third, community centre librarians made the bulk of trainers in community centre libraries.

A trend emerged towards gradual improvement of community centre librarians' social status and their professional qualifications, mainly through librarian courses periodically organised by the Supreme Union of Community Centres. Mastering theoretical knowledge and practical skills during the courses shaped the large-scale qualification profiles of such personnel needed to meet the necessities of self-education amongst different age categories from the local population. While community centre librarians guided self-education in the desired fields, they also discovered and promoted talents and oriented users to a choice of knowledge, information and skills, building and enriching the worldview of young people.

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MODERN RUSSIAN LEGISLATION DEDICATED TO THE IMPROVEMENT OF TEACHER TRAINING

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Abstract: *The tasks prepared by the state, society, parents and students for modern school can be solved only by creative teachers, who work in a new way. Therefore, the publications devoted to the problems of improving teacher training are so relevant. In modern Russia, new requirements to the teacher and pedagogical education are reflected in the system of laws and government documents. The article is devoted to the analysis of the modern Russian legislation on schools and pedagogical education. The main attention is paid to the introduction of a new educational standard in Russian schools and new professional competencies of teachers that have appeared in this connection. Training of future teachers is implemented in accordance with the professional standard „Pedagogue”. The paragraphs of the documents reflecting the requirements for advanced training and the assessment of the effectiveness of the professional activities of teachers are specially highlighted. The problem of new forms of teacher certification has not been solved completely. This means, that in the nearest future Russian educational legislation will be supplemented with new documents.*

Keywords: *legislation, regulatory framework, school, pedagogical education, teacher, content of education, competencies, professional work, individual approach, forms and methods of teaching, quality of education.*

The Russian Federation inherited the Soviet system of teacher training that was built under the conditions of a regulated labor market that provided the mandatory distribution of graduates, specified the number of students, and restricted the mobility of applicants. This system was based on the unified training programs and regulated training content. The disappearance of the former conditions in the functioning of the system of teacher training and the appearance of new conditions (the introduction of the two-level bachelor-master training), the possibility of education with reimbursement of expenses, and the Unified State Examination (EGE) were accompanied by some adequate structural and content changes [Shaidenko, N.A., Kipurova, S.N., 2018].

For many years, the system of teacher training was based on the network of specialized higher

education institutions and secondary vocational training institutions quite evenly distributed on the territory of the country. At present, the training is implemented in almost all the constituent entities of the Russian Federation. Moreover, the pedagogical education programs are implemented not only at pedagogical universities. The number of pedagogical universities has been reduced recently. At the same time, the number of higher education institutions of other specializations that train teachers is increasing.

Together with the scientific development of the problems of pedagogy of higher education, there was a simultaneous improvement of the activities of higher education institutions.

Training students for professional work has changed a lot due to new functions of the specialist, improvement of the infrastructure of



higher education institutions, introduction of active methods of education, enhancement of the individual approach to the development of creative abilities in young men and women. All that has made significant changes in the content and objectives, forms and means of training and education of students 14.

New requirements for school education defined by new federal state education standards implied adequate changes in the scope and quality of teacher training, in the entire system of pedagogical education.

Under the conditions of the development of post-crisis Russia, further modernization of the system of general education acquired a fundamentally different meaning, and for the first time in Russian practice, it began to perform not a narrow sectoral task, but a strategical social task to identify and fix significant modern needs of the person, family, society and state in the sphere of education.

The national initiative „Our New School” (prepared in accordance with the instructions of the President of the Russian Federation 5) has become the main strategic reference point for the development of the system of general education and training of new teachers for this system.

Training teachers according to the single scale of universal human values, taking into account national peculiarities, has become the main stem around which modernization and innovative processes of pedagogical education in modern educational space were carried out.

The national educational initiative „**Our New School**” states:

„3. Teaching staff improvement

It is necessary to introduce the system of moral and material incentives to support teachers. The main thing is to attract young and talented people to the teaching profession.

The system of moral support is presented by the already established contests of teachers („Teacher of the Year”, „To Bring up a Person”,

„I Give My Heart to Children”, etc.), a large-scale and efficient mechanism of the best teachers’ support within the priority national project „Education”. This practice will expand at the level of the constituent entities of the Russian Federation. The system of material support is not only a further increase of the payroll funds, but also creation of such a mechanism of remuneration that will stimulate the best teachers regardless of their work experience, and thus will attract young teachers to school. According to the experience of the regional pilot projects, the salary can and should depend on the quality and outcomes of the pedagogical activity assessed with the help of school councils, and the set of modern financial and economic mechanisms in fact leads to the increase in the remuneration of teachers. The work on the introduction of new systems of remuneration should be completed in all the constituent entities of the Russian Federation in the next three years.

The certification of pedagogical and administrative staff, periodical confirmation of the teacher's qualification and its compliance with the school objectives, should become another incentive. Qualification requirements and qualification characteristics of teachers have been fundamentally updated, and professional pedagogical competencies take central place. There should be no bureaucratic obstacles for teachers, including young teachers, who wish to confirm their high level of qualification ahead of schedule.

The system of pedagogical education should be significantly modernized. Pedagogical universities should be gradually transformed either into large basic teacher training centers or into faculties of classical universities.

Teachers and school principals improve their qualifications at least once every five years. The corresponding programs should be flexibly changed in accordance with the interests of teachers and thus with the educational needs of children. It is necessary to funds per capita the advanced training of school staff, so that teachers



can choose both programs and educational institutions, not only among advanced training institutions, but also, for example, pedagogical, classical universities. It is necessary to create databanks of the organizations offering relevant educational programs in regions. At the same time, school principals and the best teachers should have the opportunity to study in other regions in order to profit from the innovative experience of their neighbors.

The experience of the best teachers should be spread in the system of pedagogical education, retraining and advanced training. The pedagogical practice of students of specialized higher educational institutions and the internships for the already working teachers should be held at schools that have successfully implemented their innovative programs, first of all, within the priority national project „Education”.

A separate task is to attract teachers who do not have basic pedagogical education to school. Having had psychological and pedagogical training, having mastered new educational technologies, they will be able to demonstrate their rich professional experience to children, first of all, to high school students who have already chosen their specialization”.

The events held in relation to the announcement of 2010 as the Year of the Teacher in Russia enhanced the prestige of the profession [SHajdenko N.A., YAcenko V.N., Kuchieva L.A., Pasechnik V.V EHkspress, 2010].

In the concept of the modernization of Russian education for the period up to 2010 serious attention was also paid to staff issues:

„2.5. Providing the system of education with highly qualified personnel, their support by the state and society

The state considers the improvement of the material situation and social status of the education professionals as one of the priority tasks of the educational policy.

The improvement of the professional level of teachers and the formation of the pedagogical staff relevant to the demands of modern life is a necessary condition for the modernization of the system of education in Russia.

Within the subprogram „Pedagogical Personnel of Russia” of the Federal Program for Development of Education, there are measures to overcome negative tendencies in staffing the education, to improve the social status and professionalism of the teaching staff. They comprise the following main areas:

1. Raising the status of the teaching staff.

All teaching staff should profit from their right to:

- participation through professional pedagogical communities (associations, unions, etc.) in the education management, in the development of principles and directions of the education policy;
- free access to professional information related to education;
- free use of state, municipal and academic libraries;
- priority in providing with housing, in case they need improved housing conditions, which should be in accordance with the legislation of the Russian Federation.

2. Reinforcement of the state support and labor incentives for pedagogical staff and education management:

- financing the remuneration of the employees of the general educational institutions from the federal budget of the Russian Federation; at the same time due to the introduction of regulatory funding, an obligatory above-tariff fund should be fixed, which will allow an educational institution to establish flexible allowances and additional payments in order to stimulate the quality of work and attract personnel that is in high demand on the labor market;



- transition to system of remuneration for the pedagogical staff, taking into account the specifics of the educational industry, on the basis of the modernization of the Unified Wage Scale; bringing the average salary of teachers to the average industry level by 2026;
- introduction of allowances for young specialists for the first three years of their pedagogical activity, allowances for continuous work in educational institutions, as well as allowances that stimulate high results of pedagogical activities;
- solution, in accordance with the established procedure, to the issue of the possibility to postpone the recruitment to the Armed Forces for such graduates of the institutions of higher and secondary vocational education, who have got a teaching profession, for the period of their full-time work on the full-time positions of a teacher, tutor, master of industrial training in the institutions of general and primary vocational education with state accreditation, in orphanages, and boarding schools;
- improvement of the pension system for various categories of pedagogical employees;
- improvement of the system for medical and social insurance for education employees;
- creation of a sectoral mortgage lending system for housing;
- consolidation of the privileges of the pedagogical staff in rural areas in the sphere of housing and utilities, by legal and regulatory acts of the Russian Federation.

3. Improvement of the professionalism of the teaching staff:

- development and experimental testing of the reform patterns of the pedagogical staff training system – its organization, structure, content, principles of interrelation with the educational practice and innovation processes

in education; increasing the volume and improving the quality of pedagogical staff training for the system of primary and secondary vocational education;

- reorganization of the system of institutions for advanced training of education professionals, their funding on a competitive basis and introduction of a personalized financing for the advanced training of a teacher on the basis of their own choice of a place in the additional professional education;
- advanced training or retraining sponsored by the state, within the amounts prescribed by the state at least once every five years;
- organization and implementation of the total education in information technology for managerial and pedagogical staff;
- reorganization of the methodological department of educational authorities and formation of its activities on the principles of network organization and marketing;
- creation of an effective system for training, advanced training and certification of heads of educational authorities and educational institutions, introduction of a single procedure for their replacement”.

The regulatory basis for the modernization of the Russian pedagogical education in recent years is presented by:

The appeal of the President of the Russian Federation for strengthening of the practical training of personnel, for independent assessment of the qualification, for bringing the Federal State Educational Standard of Higher Education into compliance with the requirements of professional standards.

„The comprehensive program to improve the professional level of pedagogical personnel of general education institutions.”

The federal target program of the development of education for 2016-2020.



The objectives of the comprehensive project are as follows:

1. Development of a competence pattern („portrait”) of the modern teacher, capable to meet the requirements of the professional standard, of the federal state educational standards, of the main challenges of the 21st century in their professional activity.

2. Ensuring the variability of the trajectories of training teachers.

3. Implementation of the „active approach” methodology in the pedagogical staff training.

4. Design of educational programs based on the development of professionally oriented modules, allowing to solve the main professional tasks of the teacher.

5. Strengthening of the practical training of future teachers through the use of network interaction with the institutions of general education („school-university partnership” pattern).

6. The institutionalization of new approaches:

- development of a pattern of continuous pedagogical education and generalized competency model of the graduate;
- creation of legal framework: updating of the federal state educational standards of higher education, development of basic exemplary educational programs in the main areas of pedagogical education in accordance with the professional standards for pedagogical personnel.

7. Modernization of the methods for pedagogical education: creation of a library of the professional modules and of open online courses.

8. Enlarging the scope of the project's results:

- attraction of a significant part of higher education institutions to the testing of modernized educational programs;
- advanced training of managers of educational programs and faculty;
- providing wide access to the outcomes of the project to higher educational institutions of the Russian Federation.

9. Ensuring the creation of pilot sites to test the targeted teacher training pattern within the educational field „Education and Pedagogical Sciences”.

10. The assessment of the quality of the developed educational programs based on an independent assessment of the professional competencies of the students worked out in accordance with the requirements of the professional standards.

A comprehensive project for the modernization of pedagogical education was carried out in 2014-2015 (Stage 1) and 2016-2017 (Stage 2).

Structural and comprehensive project comprised 33 projects implemented during 2014-2017 and covering the modernization of all the main areas of teacher training in three fields and all the levels of education (bachelor, master, postgraduate).

The implemented projects were united by the common goals and objectives of the program for the modernization of pedagogical education:

- design of separate, professionally oriented modules (in accordance with the professional standards and Federal State Standards of General Education);
- network interaction between universities in the process of testing of the developed modules, as well as between higher educational institutions and comprehensive organizations (school-university partnership).

The advanced training of the faculty of the universities participants of the project, was also carried out as part of the implementation of the first stage of the integrated project. In 2015 were defined the tools to assess the competence degree of future teachers.

The content of the second stage projects was aimed at the development and testing of the main professional educational programs in accordance with the Federal State Educational Standards and on the basis of the „active approach” methodology, to the design of the modular educational programs developed during the first stage.



In the second stage of the integrated project implementation, the advanced training of the faculty of the universities participants of the project was carried out, and an independent assessment of the professional competencies of students enrolled in both tested educational programs and existing current training programs was implemented as well.

The Comprehensive Program for Improvement of the Professional Level of the Pedagogical Personnel of the Organizations of General Education set the task to improve the professional level of teachers of comprehensive organizations, aimed at their mastering modern educational technologies and methods of teaching and education, i.e. the task of professional development.

Today, the target, personified activity of various structures, is required to increase the level of professional development of teachers, to eliminate specific deficiencies of competence and problems in professional activities.

A clear definition of goals for the professional development of the teacher at all the stages of the regional system of continuous pedagogical education makes it possible to get rid of the current vagueness of the criteria for assessing the degree of implementation of their functions at each level. Moreover, there is a possibility to specify the purposes of the professional and pedagogical training in the main units of the regional system of teacher education.

Since 2018, by the Decree of the Government of the Russian Federation dated December 26, 2017 No 1642, the state program „Education Development” has been transferred to the project management.

A new version of the state program defines the following main goals: quality of education, accessibility to education, online education.

The implementation period of the state program is 2018-2028. Executive officer is the Ministry of Education and Science of Russia.

The following priority projects will be implemented within the state program: „Universities

as Centers of the Innovation Creation Space”, „Modern Digital Educational Environment of the Russian Federation”, „Development of the Export Potential of the Russian System of Education”, „Creation of Modern Educational Environment for Schoolchildren”, „Affordable Additional Education for Children”.

The aims of the state program are:

- to improve Russian schoolchildren's results based on the international comparative research of the quality of general education (PIRLS, TIMSS, PISA);
- to increase the number of people trained according to the educational programs of secondary vocational education and able to find a job during one calendar year following the year of their graduation (by 2025 – 59%);
- to increase the number of the leading Russian universities entering for at least two consecutive years in the list of the world's top 100 universities (by 2025 – at least 10);
- to ensure the availability of preschool education, to eliminate the wait list for the enrollment of children in preschool educational organizations;
- to create conditions meeting the Federal State educational standards in all organizations of general education;
- to ensure at least 37% of the employed population aged 25 to 65 to have advanced or professional training annually;
- to cover by means of additional education programs at least 75% of children aged 5 to 18, by 2020-2025;
- to increase the number of people trained online.

The assessment of the effectiveness of the state program will be carried out every year and will be based on the use of a system of indexes and indicators”.



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ASSOCIATION OF THE PROFESSORS FROM SLAVONIC COUNTRIES

CONTEMPORARY UNIVERSITY EDUCATION

Vol.3 № 3 / 2018

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ISSN 2367-8232 (Print)

ISSN 2534-9643 (Online)

ASSOCIATION OF THE PROFESSORS FROM SLAVONIC COUNTRIES
CONTEMPORARY UNIVERSITY EDUCATION
Science and Practical journal

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