



Pedagogical Activity Formation in Russian Students Training



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*collaborative work;
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humanitarian approach;
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pedagogical activity;*

Abstract

The article reviewed some aspects of research on pedagogical activity formation in Russian students' training. For this purpose, the Humanitarian School within the Philological Department of Biysk Pedagogical State University named after V. M. Shukshin, was organized. The identified educational effects showed the event potential of the Humanitarian School. Based on the empirical analysis, the definition of "educational event" was formed. Specific aspects of the pedagogical activity, on which educational event had to influence, were identified as subjectness, sense-value attitudes, the meaning of pedagogical activity, personal action, and self-reflection over pedagogical activity. Conditions for pedagogical activity formation in student training were specified: involvement in planning, initiation by the teacher of their actions, selection of participation position inactivity, and self-reflection over their pedagogical activity. The article proved the assumption that educational events improve the quality of student training for pedagogical activity.

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1 Introduction

Long-term requirements for the formation of a personality, society, state, and internal laws of pedagogical education development call for modernization of the pedagogical education in Russia. The Federal State Educational Standards for higher professional training and “Concept for support of pedagogical education development” legally regulate changes in higher professional-pedagogical education. In the “Concept for support of pedagogical education development,” the *purpose* of modernization specifies providing conditions, required “to bring the system of professional-pedagogical training in compliance with the latest achievements of pedagogical theory and practice, the formation of professional competence of teachers during the pedagogical education process.” A new generation of standards focuses on developing a multilevel system of higher professional education in Russia, including higher professional-pedagogical education as well. The system of higher professional education in Russia shows the transition from the unified profession-based system of specialist training to comprehensive fundamental and general cultural expertise, adjusted for students’ abilities and needs and differentiated social experience. The Federal State Educational Standards for higher professional education are based on the competence approach and are targeted at the competency-based education of students. Strategic documents point to the necessity of changes in professional training. The Federal State Educational Standards for higher professional education for the field “Pedagogical education” draw special attention to training for pedagogical activity.

The problems, objectives, and strategic areas of changes in Russian education in professional-pedagogical education, are stipulated in regulatory documents. However, without analysis of the research component, identification, and solution of problems in pedagogical education are impossible. Analysis of the subject-object area of some researches in Russian education within the last decade has shown that researches highlight two main subject-object areas of pedagogical education research. One of them is future teachers' training, viewed by the major part of researches, as training of a subject teacher. The training result is mainly a student's aptitude for different activities (professional and pedagogical, innovative, diagnostic, social, and pedagogical). The other subject-object area of researches on pedagogical education is the professional activity of a future teacher. Analysis of researches shows that both student training and professional-pedagogical activity are related to solving problems of aptitude for specific types of pedagogical activity. Mostly, the researches study training for pedagogical activity in the technocratic context and do not associate pedagogical activity with discoveries, senses, and relations.

Problem statement

Opinion polls of Russian pedagogical Universities faculty in cities of Russia like Biysk, Barnaul, Tomsk – Russia on student training for pedagogical activity shows that its objectives are stated in regulatory documents, though have the partial implementation. First, respondents relate the content of training for the pedagogical activity to mastering the theoretical basics of the subject and methods of teaching a subject by students. The teachers understand that student pedagogical activity training is mostly connected with subject-thematic training. Thus, changes in contemporary higher professional education in Russia, particularly in higher professional-pedagogical education have sharpened a range of contradictions in pedagogical student training for their pedagogical activity:

- a) Between new requirements for students training and previous approaches to its content and organization;
- b) Between existing ideas regarding training content as an aptitude for pedagogical activity, and the requirement to focus on pedagogical activity formation as content and organization of training;
- c) Between previous approaches in student training for pedagogical activity and the absence of a scientifically based concept of pedagogical activity formation.

We aim to describe specifics of pedagogical activity formation in student training and outline conditions required for it. We assume that *educational events* should be the primary condition for pedagogical activity formation in student training. The objective of the research is to study the influence of *educational events* on pedagogical activity formation in student training at the pedagogical university.

Literature review

A literature review shows that there are various definitions of *the event*. Contemporary Russian philosophers, when investigating the nature of the event, specify some of its features: *relevant organization of subjectivity, forming of sense* (Gryakalov, 2004); *sense, meaning* (Kiyashchenko & Tishchenko, 1999); *space-time, the interaction of subjects, action-activity, qualitative changes of the subject, subject and value change of being, influence on culture* (Muza, 2002; Schitsova, 2002). According to the philosopher M. Bakhtin the event characteristics are *co-being, sense as the event, profitability, and increment in being, formation, participation-active experience, and dialogues*. A Russian psychologist Barabanschikov (2002), researching the problem of perception and event ratio, notes a few event characteristics: *change of formation, development, transformation, discontinuity, sense connections, and relations*. In the psychology of development, special attention is given to the nature of the event by (Slobodchikov & Isayev, 2002): *co-being, values, and senses, subjectivity, development, completeness of connections and relations*; El'konin, (1994): *formation of a subject, transition, experience, and event as action*. Russian sociologists, studying the social nature of the event, describe its *formation, interaction, virtual unity of current, and potential* (Yenikeyev, 2003). In linguistics, the event is studied in interrelation with the text and in a general context. Shabes (1989), specifies its characteristics: *agent-action and change-transition, communication, meeting* (Genisaretsky, 2007), *personal sense significance, and a new opportunity for professional movement* (Goryunova, 2006).

Currently, in the Russian pedagogy, there are no researches on the problem of educational eventuality in student training for pedagogical activity. Our research, done within the humanitarian approach, is aimed at providing a complete and extensive consideration of the problem of pedagogical activity formation in training in Russian education.

2 Materials and Methods

We consider the methodology and methods of humanitarian research to study the educational event for pedagogical activity formation. The methodological basis for the research is the humanitarian approach, emphasizing personal involvement and a person's presence in education, identification of personal aspirations and a will to participate in their education, and consideration of the empirical reality of the practice under study (G. Prozumentova). We used the following methods of humanitarian research, developed by Prozumentova (2009), for the study of the empirical reality of educational innovations:

- a) *Method of a phenomenological description of educational innovations;*
- b) *Method of innovative experience reconstruction;*
- c) *Method of classification of the educational reality of innovations.*

Method of a phenomenological description of educational innovations is designed to investigate students' position and personal involvement in their education, innovations as a personal action, act, and educational initiative, which are "experienced" by the researchers and are considered significant.

At the first stage, the research objective was a phenomenological description of the "Humanitarian School" organization, which was held at the Philological Department of Biysk Pedagogical State University named after V.M. Shukshin (Biysk, Russia). The objective was not only to study the students' position, but also personal involvement in their education, and researching the current situation of student education in the Humanitarian School. Therefore "*the key aspect of the method of a phenomenological description of educational innovations is generating self-description texts*" (Prozumentova, 2009). Self-description texts were generated using case-study technology (Fedorinova, 2013, 2015).

The method of phenomenological description enables determining the *educational effects* (getting an insight into pedagogical activity and new interest into it), which are caused by the personal action of a pedagogical student in education, and show the areas of change, influenced by educational innovations. Such areas of education change include the genesis of points of student's involvement in their professional-pedagogical education, the update of the sense-making process in professional-pedagogical activity, the

introduction of pedagogical university students as *participants* of education. The *phenomenological description method* allowed *updating the research theme, developing the object, and subject of research*.

Method of innovative experience reconstruction. The objective of the method of innovative experience reconstruction is “to specify the *educational content and potential* of a person’s participation in education in the research” (Prozumentova, 2009). Therefore, techniques used for innovative experience reconstruction are aimed at “construction” of educational content and educational potential of innovations. The stages of experience reconstruction are:

- a) *Defining the theme* of innovations research in education;
- b) Description of the *context* of innovative experience genesis and setting the experience research objective;
- c) *Self-description* of a “biographic” situation and a personal action plot (phenomenological description);
- d) *Analytical comment*: statement of personal understanding of innovative content of actions, committed by the researcher, and their meaning;
- e) *Analytical generalization*: specification and statement of empirical *features of personal action*, showing the educational potential of personal actions.

The method allowed reconstructing the innovative experience of the Humanitarian School, define its educational content and potential.

Method of classification of the educational reality of innovations. The key aspects of the method are the identification of *empirical signs, characteristics, and dependencies*, determination of the educational reality of innovations. The method of classification implies the following:

- a) Defining of context and objectives of educational innovations research;
- b) Phenomenological description of “extreme” cases;
- c) Reconstruction of innovative experience;
- d) Specification of empirical features of the educational reality of innovations (analytical comment);
- e) Defining the empirical characteristics, sustainable features of the educational reality of innovations (analytical generalization);
- f) Specification of significant relations and dependencies, determining actual and possible empirical conditions of the object under study;
- g) Conceptualization of the content and definition of educational innovation, and educational reality of innovations.

For the empirical analysis of the innovative experience reality of the Humanitarian School, we used the method of classification. It enabled identifying empirical features, characteristics, and dependencies of the Humanitarian School as an educational event. Research organization included the following stages:

- 1) Research of the Humanitarian School as an educational event (method of phenomenological description and method of experience reconstruction);
- 2) Classification of empirical features of the Humanitarian School as an educational event (method of experience reconstruction, method of classification, and content-analysis);
- 3) Problematization (interview, questionnaire, and essay);
- 4) Conceptualization (defining the term “educational event,” methodological foundation of educational events influences on pedagogical activity formation in student training);
- 5) Research results have a descriptive nature (cases, discursive writing, and essays), processed using the content-analysis.

At the Philological Department of Biysk Pedagogical State University named after V.M. Shukshin we arranged “Humanitarian School.” We aimed to study and analyze the educational effects and potential of the Humanitarian School for training students for pedagogical activity. At the first stage, we studied the Humanitarian School as an educational event with the method of phenomenological description and method of experience reconstruction. The identified *educational effects* showed the *event* potential of the Humanitarian School.

At the second stage, we empirically determined specifics of the Humanitarian School as an educational event based on the experience reconstruction of students and schoolchildren participated in the Humanitarian

School (method of experience reconstruction, method of classification, and content-analysis). The *features of the educational event* were *generalized and typified*:

- a) Discovering “self” as a personality, one’s attitude to profession and education;
- b) Discovering “self” by children and adults as participants of collaborative activity and this activity resources;
- c) Formation of personal attitude towards collaborative activity, experiencing the significance of participation and interaction, experiencing the personal attitude of students to pedagogical activity;
- d) Expansion and enrichment, the formation of the personal attitude of adults and children towards each other, the experience of personal action, and educational experience (Volkova, 2014).

As a result of empirical research, typical features and characteristics of educational events were defined. We found that *getting an insight into pedagogical activity*, awakening interest in the pedagogical profession in pedagogical university students requires conditions, related to educational events. Empirically we managed to identify the characteristics of an educational event: *discovery, generation, and participation in the creation of the new*. Characteristics of an educational event can be considered as educational effects, which emerge due to eventuality or during the process of eventuality. The research enabled to determine *dependence* between specific features of the Humanitarian School organization and educational eventuality. The key factors, enabling to classify the Humanitarian School as an educational event, are the *quality of involvement* of various participants in the Humanitarian School organization and work; an opportunity to put personal initiatives into practice during the Humanitarian School; creation of space for educational trials; and influence of participants on its maintenance, and forms of organization.

3 Results and Discussions

Based on the results of *empirical research*, the definition of “an educational event” was formed.

First, we understand an *educational event* as participation in a collaborative activity organized in a certain way, discovering a child, “self” in the profession, planning actions on shaping student’s attitudes towards pedagogical activity, intense emotions, as participation in creating the new.

Second, we determined that the *educational event* provides an insight into pedagogical activity and pedagogical profession. During an educational event, we select the subjects of the pedagogical activity and see the point of pedagogical activity and pedagogical profession.

Third, the research showed that only such forms as *educational events* help to understand the *imperfection of professional education as the lack of “immersion” into the pedagogical activity*. Only within an educational event, students start reflecting and critically evaluating their professional training. Comparing their experience in the event, students get an insight into a pedagogical *profession* and the drawbacks of the traditional systematic training. They recognized little involvement in collaborative activity with students, limited interaction between professors and students, misperceiving themselves as teachers, misunderstanding of the pedagogical profession, and their role in it. Immersion into an educational event helps to get an insight into pedagogical subjects, facilitates self-reflection over students’ education, and evaluation of their training in this area.

In the third stage, we studied the problem area, using interviews, questionnaires, and essays. The problem is the organization of student training as pedagogical activity formation, where educational events are the primary condition.

The fourth stage of research deals with the *conceptualization* of educational events that influence pedagogical activity formation in student training. By investigating the educational event influence pedagogical activity formation in student training, we found the *characteristics of the pedagogical activity, influenced by the educational event*.

The research determined that an educational event transforms *students’ ideas about the subject of pedagogical activity*. *The collaborative nature of an educational event* helps to get an insight into pedagogical activity, *change students’ attitudes* to subjects of the pedagogical activity, and form a particular “self” attitude to their activity.

Axiological relationships of participants of an educational event are conditioned by the *dialogue nature of interaction in collaborative activity*. It is proved that an educational event explains students *the essence of pedagogical activity* through their *inner experience, appealing to students' emotions through self-reflection*. The study found that an educational event enables students *to gain a personal action experience*. A *pre-requisite* for it is students' *involvement in arranging collaborative activity of the educational event*. The research also found that an educational event *facilitates self-reflection over pedagogical activity* in the course of *knowledge accumulation* about it.

The definition of educational eventuality based on the empirical material was formed *at the second step of conceptualization*. Our research shows that for a successful formation of student pedagogical activity, their training must be based on the principle of organization of pedagogical activity formation, thus involving educational events for students. We viewed *educational eventuality* from different angles:

First, the educational eventuality is characterized by the rising power of features of the educational event in the context of pedagogical activity formation.

Second, the educational eventuality is characterized by the unwinding of pedagogical activity features and influences pedagogical activity formation in the training process.

During the third step of conceptualization, we found and substantiated *conditions for pedagogical activity formation in student training*. For this purpose, we used the method of experience reconstruction, referring to the description of examples of pedagogical activity formation for teachers (Prozumentova, 2005). Reconstruction of innovative practices experience allowed identifying the conditions for pedagogical activity formation for teachers: *involvement in planning, initiation by the teacher of actions, selection of participation position for the activity, self-reflection over pedagogical activity*. The stated conditions were tested during student training for pedagogical activity.

The experience of creating conditions for pedagogical activity formation in students' training showed that educational results include changing of student ideas about the subject of the pedagogical activity, attitude towards pedagogical activity, gaining personal action experience, acquiring knowledge about pedagogical activity, and getting an insight into pedagogical activity.

Thus, the following assumptions were proved in the research:

- a) An educational event is participation in the collaborative activity organized in a certain way, the *discovery of a person, of the collaborative activity, of "self" in the profession, and generating actions to form students' attitudes to pedagogical activity; strong emotions, as participation in the creation of "new."*
- b) Educational events improve *the quality* of student training for pedagogical activity.
- c) Educational events *influence pedagogical activity formation in student training*:
 - 1) Transform students' ideas about the *subject of pedagogical activity*;
 - 2) Explain *the essence of pedagogical activity* for students, as a unique attitude of "self" to activity;
 - 3) Enable students gaining a *personal action experience*;
 - 4) Facilitate *self-reflection over the pedagogical activity*.

4 Conclusion

To sum up, training for the pedagogical activity must be based on the principle of the organization of pedagogical activity formation. The quality of such a pedagogical activity organization is conditioned by educational eventuality. Pre-requisites for the formation of student pedagogical activity - future teachers - are as follows: involvement in planning; initiation by the teachers of activities, selection of participation position in the activity; self-reflection over pedagogical activity.



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Biography of Authors

 A portrait of Natal'ya V. Volkova, a woman with reddish-brown hair, wearing a dark jacket over a patterned top. She is holding a book or document. The background shows a bulletin board with papers and a sign that says "Одра педагогики".	<p>Natal'ya V. Volkova, Ph.D. in Education Associate Professor at the Altai State Academy of Education named after V.M. Shukshin, Biysk, Russia <i>Email: volkovanvi@yandex.ru</i></p>
 A portrait of Zoya V. Fedorinova, a woman with blonde hair, wearing a white jacket over a pink top. She is standing outdoors with green foliage in the background.	<p>Zoya V. Fedorinova, Ph.D. in Education Associate Professor at the National Research Tomsk Polytechnic University, Tomsk, Russia School of Core Engineering Education, Department of Foreign Languages <i>Email: fav1@rambler.ru</i></p>