

Upbringing in modern school: are the conditions favorable?

Pavel V. Stepanov

Dr, Deputy Head of the Laboratory of Strategy and Theory of Personality Upbringing, Institute for Strategy of Education Development of the Russian Academy of Education

E-mail: semya-2005@yandex.ru

Irina V. Stepanova

PhD Graduated, Senior Researcher, Laboratory of Strategy and Theory of Personality Upbringing, Institute for Strategy of Education Development of the Russian Academy of Education

E-mail: semya-2005@yandex.ru

Abstract

The article presents the results of the authors' research of the problems of the conditions for upbringing existing in modern school. The purpose of the article is to reveal the factors that promote and prevent teachers' realization of the upbringing potential of their own professional activity. The conclusions made in the article were obtained using such methods as: the analysis of scientific literature on the research problem, the analysis of the past and modern experience of teachers in upbringing activities in educational organizations, questioning and interviewing teachers used to identify the most common problems in the organization of upbringing activities of teachers, included observation of upbringing activities of teachers, as well as the reflection of their own upbringing experience, used to compare and refine data obtained by means of other methods. The authors conclude that the main obstacle hindering the development of the sphere of upbringing in modern Russian schools is just a lack of time for teachers. This is the main resource that the modern teacher lacks, and its absence is the main factor demotivating the teacher, who deals with upbringing. This problem is a consequence of the action of three main reasons: forcing a teacher to a large study load, intensified in recent years, the control of the teacher's professional activities and the introduction of rating-related regional and municipal events, obligatory for schools.

Keywords: upbringing, upbringing activity, professional motivation, teacher, educational organization.

Psychological and pedagogical ensuring of upbringing in the context of realization of federal state educational standard of the primary general education

Tamara T. Shchelina

Dr.Sc. (Education), Professor, Dean of the Faculty of Psychology and Pedagogy, Head of the Department of General Pedagogy and Pedagogy of Vocational Education, Nizhny Novgorod State University named after N.I. Lobachevsky, (Arzamas branch), Arzamas city, Russia

E-mail: arz65@mail.ru

Abstract

The article deals with the question of the organization of education of younger schoolchildren under the conditions of the changing situation of modern childhood, child psychology, also the changes taking place in the education system. The results of a survey of more than 1,000 primary school teachers attending advanced training courses concerning the implementation of the Federal State Educational Standard of primary education are presented. The difficulties of teachers due to their lack of psychological and pedagogical competence and the lack of necessary psychological assistance in solving complex professional problems and situations of interaction with parents concerning the education of younger schoolchildren are identified and characterized. The program of professional development of teachers, based on the relationship of the results of children development and socialization, from infancy to primary school period and during the period of training and studying, including preparation for the transition to the main link. The necessity and expediency of additional training of primary school teachers connected with psychological and pedagogical support of primary school education as the creation of favorable conditions for the development of the personality of the modern child is also shown.

Keywords: primary education, primary school age, education, psychological and pedagogical support of education.

Modern adolescent in the cultural and educational context: experience of exposure

Sergey D. Polyakov

Dr. Sci. (Pedag.), Prof. of the Department of Psychology, Ulyanovsk State Pedagogical University named after I. N. Ulyanov, Ulyanovsk

E-mail: sdpolyakov@mail.ru

The article is devoted to the methodological and empirical foundations of the study of the modern Russian teenager in a culture-educational context. The author's vision of a possible pedagogical-psychological concept of such an analysis is characterized. The paper presents the results of a pilot study on the comparison of the psychological characteristics of the “generation Z” and the borderline generation Z-Y. Corresponding with the first study, data on the representation in the minds of teachers of methods of pedagogical work in a lesson are also given. The question is raised about the need to analyze the relevance — the irrelevance of the “ideology” of the FGOS to the characteristics of modern adolescents.

Keywords: School daily life. Culture Modern teenager. "Generation Z". Mass pedagogical practice. GEF.

The educational potential of the professional activity of the teacher of additional education of children

Alevtina I. Grigorieva

PhD (Education), Associate Professor, Head of Children and Youth Psychology, Personal Development and Additional Education Department of Tula Region Teaching Staff Skills Development and Retraining Institute, Tula

E-mail: gou.ipk@tularegion.ru

This article attempts to maintain the educational activity of the teacher of additional education of children, the foundations of personal and professional position of the teacher of additional education as a subject of development of the child's personality. The article contains materials revealing different levels of professional activity of the teacher of additional education in the context of realization of educational potential.

Keywords: teacher of additional education of children, position, values, personality of the child, personality of the teacher, positional interaction of the teacher and pupils.

Development of professional skills of teachers as an educator: potential of virtual professional communities

Andrey V. Shcherbakov

PhD (Pedagogy), Associate Professor, Senior Researcher of the Department Upbringing and Further Education, Chelyabinsk Institute of Personnel Development and Continuing Education, Chelyabinsk

E-mail: upravka74_z@mail.ru

The Internet as a means of sharing and storing information is available to most of the inhabitants of Russia. Its capabilities are actively used not only for individual self-education, but also for creating online professional learning communities. The results of the content analysis of online professional communities showed that insufficient attention is paid to the development of professional skills of teachers as educators. The purpose of the article is to identify the features and forms of organization of professional communities, to determine the possibilities of network professional communities in the development of teacher skills as an educator. As a result of the theoretical analysis, the key characteristics of the communities were identified: informality (structures and organizations), high personal interest and responsibility of participants, the adoption of common rules and values of group interaction, an orientation towards cooperation and support, cohesion, trust between group members, a focus on achieving results, personal (professional) development of community members. The characteristic of the forms of professional communities contributing to the development of teacher professionalism is given. The conditions of the organization of professional communities, ensuring the development of teacher skills as an educator, are indicated. It has been established that “co-existing communities”, united by common ideas about values, principles and goals of education, play the leading role in the development of the teacher’s skills as an educator. The subject of interaction of teachers is the real practice of educational activities. The network form of the community is an additional means of communication, a medium for the exchange of experience, a place of accumulation and storage of pedagogical information.

Keywords: professional development, teacher as educator, professional community, virtual community.

Pedagogical expertise of the conditions for the formation of the xxi century skills in the process of education

Elena V. Kiseleva

PhD (Pedagogics), Assistant Professor, Chair of Pedagogics and Psychology, Novosibirsk State Pedagogical University, Russia

E-mail: elena_mig@mail.ru

Introduction. The article touches upon the problem of pedagogical expertise of education and examines the characteristics of the conditions for the formation of skills of the 21st century among children and young people.

Purpose of the article. To understand the quality of the conditions of formation and development of skills of the 21st century, it is necessary to determine the essential characteristics of these conditions that must be achieved in the process of raising children and young people.

Methodology and research methods. The following ones were used as research methods: analysis of philosophical, sociological, psychological and pedagogical literature, analysis of the history of expert methods; the study of the experience of pedagogical expertise of the process of education (the study of domestic and foreign experience, the survey of teachers, heads of educational institutions); observation of the actual process of expertise of basic and additional education; pedagogical modeling.

Research results. The article analyzes in detail the components of the educational process, which are objects of pedagogical expertise. The qualitative characteristics of these objects can be the conditions for the formation and development of the skills of the 21st century among children and young people.

Conclusion. In general, it is permissible to state that the pedagogical expertise of the process of education, as a problem-evaluative, resource and prognostic analysis by specialists of the process of education, allows us to analyze the object of expertise with a view to its improvement. Analysis essential characteristics of the key components of the educational process: educational activities, educational relations, educational environment, an opportunity to see the presence of conditions in the educational organization necessary for the formation of children skills of the XXI century. The presence of these characteristics in each component of the educational process creates conditions for the formation of non-cognitive skills in young people (creativity, criticality, ability to work in a team, leadership, etc.), and their consideration can serve as a good basis for the analysis of education in modern conditions.

Keywords: pedagogical expertise, skills of the 21st century, conditions of formation.

Influence of "illusory causality» on quality of preparation of the future teachers to educational activity

Marina. V. Shakurova

PhD (Pedagogy), Professor, Chairperson of the chair of General and Social Pedagogic, Voronezh state pedagogical university, Voronezh

E-mail: shakurova@mail.ru

Vocational training of the future teachers to educational activity is considered as the actual problem having problems in judgments and realization, including effect displays «illusory causality». Article purpose: to reveal and illustrate effect displays «illusory causality» in preparation of the future teachers for educational activity. The research methodology was made

by socially-cultural and explaining approaches. As research methods the analysis, interpretation and comparison for revealing of displays of "illusory causality» are used; conversation, T. A. Sadchikovoj's author's questionnaire; the modified variant of a technique «the Choice I» (T. A. Sadchikova); a technique for diagnostics of educational and professional motivation of students (A. A. Rean and V. A. Yakunin, N. Ts. Badmaevoj's updating). The effect of "illusory causality» is based on a recognition the reason of that that is not. In educational activity of the educational organisations it meets often enough. On an example of research of an involvement of students in activity of the volunteer display of the given effect is illustrated. The conclusion that in preparation of the future teachers for educational activity the effect of "illusory causality» which inevitably reduces quality of this preparation as is possible is drawn: supposes substitution of scientific judgement of process and its results assumptions; fixes both at students, and at teachers the relation to educational experts as to ordinary which development can be conducted by a method of simple inclusion in activity; supports in educational process of high school installation on «the ordered success» those trained who shows the big activity.

Keywords: education, educational activity, vocational training of the teacher, causality, illusory causality, activity of the volunteer

Community in the development of subjectivity of modern student

Inna Yu. Shustova

Doctor of Education, leading researcher of the Strategy and Theory of Personality Social Education Center, Institute for Strategy of Education Development of the Russian Academy of Education, Moscow, Russia

The most important scientific problem in modern domestic pedagogy is the redefining of the idea of collective education, search of opportunities of its utilization in modern conditions. The article considers theoretical and methodical bases of functioning of children and adult community as a factor in the upbringing and development of the modern student. In the pupils ' development is crucial for children and adult community in which coexist two basic processes: identification (a feeling of involvement in others, the social and cultural norms, human values and meanings) and the separation (conversion relations in relationships, the separation of the I from community, awareness of its position). Isolation and identification contribute to the development of subjectivity of the student. Of particular significance is the position of the teacher in children and adult community built in the logic of pedagogical assistance as a joint (teacher and child, teacher and group of children) acts of actions, creating a pedagogical situation development of the individual pupil, his subjectivity. The formation of pupil's subjectivity in the community can submit, through their different strategies of behavior and activity in it.

Keywords: education, development, child-adult community, student, subjectivity, pedagogical assistance.

Breaks between training students for educational upbringing activities and practices of the educational reality

Gennady Yu. Belyaev

Ph.D. (Education), Associate Member of the Russian Academy of Social and Pedagogical Sciences, senior researcher of the Lab for Strategy and Theory of Personality Upbringing of the Federal State Budget Scientific Institution Institute for Strategy of Education Development of the Russian Academy of Education, Moscow, Russia

E-mail: belyaev2011@yandex.ru

Alla V. Belyaeva

Ph.D. (Medicine), Associate Professor, associate professor of the Faculty of Physiology, Ecology of Human and Medico- biological Sciences of the Biology-Chemistry Department of Moscow State Suburban University, Moscow, Russia

E-mail: 29fdda@mail.ru

Vladimir M. Lizinsky

Ph.D. (Education), Associate Professor, senior researcher of the Lab for Strategy and Theory of Personality Upbringing of the Federal State Budget Scientific Institution Institute for Strategy of Education Development of the Russian Academy of Education, Moscow, Russia

E-mail: slakr@yandex.ru

This article deals with the problem of breaks and gaps, existing between training students of teachers' colleges to educational upbringing activities in educational institutions and the current established practice of modern education realities. The authors attempt to identify formal and substantive contradictions in the practice of preparing students for the implementation of educational upbringing activities and in difficulties, which young professionals experience working in educational organizations, to study the causes of the spawn of these contradictions and to propose possible modalities for some positive solutions to the problem. One of the most important tools for removing contradictions arise in training the authors believe Professional Standard "Specialist in the field of education, approved by the order of the Ministry of Labor and Social Protection of the Russian Federation from 10 January 2017, No.10n. However, the implementation of the standard in practice identifies several under-lying factors that impede the full-scale achievement of the goals and objectives of training young specialists in the field of social education as upbringing. The authors' conclusions that describe these socio-pedagogical factors and phenomena of the educational reality are presented in the section "results of investigation" and are based on a series of longitudinal surveys, probe testing, questionnaires and comparative-analytical work with students and young professionals for several years.

Keywords: training of teachers, students, young professionals, teachers as tutors, educational activities, preparedness, breaks, inconsistencies, values, goals, objectives

Practice of additional professional education in the digital world

Natalia U. Dichina

PhD(Pedagogy), associate Professor, Deputy Director of the center for prevention, rehabilitation and correction, Irkutsk

E-mail: dichinan@inbox.ru

Natalia A. Perelomova

PhD(Pedagogy), Professor, Deputy Director for research and innovation of the educational and methodical center for the development of social services, Irkutsk

E-mail: nper@mail.ru

The article is devoted to the problem of teachers ' development in the system of additional professional education in the conditions of digitalization. The practice of using interactive technologies in the organization of the educational process is described. The article deals with training programs in the format of blended learning. A description of the practice of professional development of specialists in the format of a quest game. The organization of system innovation activity on the basis of institutions as a condition of professional development of specialists is considered.

Keywords: education, additional professional development educator, digitalization

Professional community as a key factor in the development of a position of a teacher additional education as educator

Tatyana V. Dyachkova

Associate Professor of Children and Youth Psychology, Personal Development and Additional Education Department Tula Region Teaching Staff Skills Development and Retraining Institute, Tula

E-mail: dyachkova-72@mail.ru

The article attempts to reveal the concept of "position", the need for its development in the context of modernization of the modern regional system of education; the logic of life of the professional community, ensuring the development of professionalism of the teacher of additional education; from the position of activity and positional approaches presented understanding of the most effective and efficient practices of the influence of professional community on the development of personal and professional position of the teacher as an educator.

Keywords: additional education of children, professional community, professional position, teacher of additional education, teacher as a teacher, continuing education.

The practice of the class teacher in the middle school

Oksana V. Strizhak

Teacher of Russian language and literature, MAOU "Physical-technical Lyceum № 1", Saratov

E-mail: okdem70@mail.ru

The article deals with the actual problems of the organization of the educational process in the middle level of the educational institution by the class teacher for the modern school; the practice of the class teacher with teenage classes is described. The purpose of the article is to reveal the specifics of this work in the orientation to the formation of child — adult community. Results

(Findings): a number of effective practices that help to solve this problem are proposed; their connection with the leading ideas of the theory of collective education is monitored. Conclusion: the practice of the class teacher is considered as a holistic organization of the educational process aimed at the development of the personality of each pupil in the classroom.

Keywords: education, class teacher, work practice, child-adult community, ideas of the theory of collective education.

Educational potential of hiking for children

Alexander V. Shcherbina

Master of children`s hiking club Palace of Children's Art and Leisure "Neotkrytye ostrova",
Moscow

E-mail: avsche@dt-ostrova.ru

The article discusses the educational potential in the field of children's hiking, which provides teachers with rich resources in organizing the expedient, highly motivated joint activities, which help unite and develop a children's team, form valuable personal qualities among pupils such as: purposefulness, mutual trust, independence (self-determination) and cognitive motivation.

Keywords: hiking for children, hike, activity, team, prospects for collective activities, purposefulness, trust, self-determination, pedagogical technologies.