

Professional training of students on the basis of their involvement in the design of educational events of the formation of pedagogical activity: conceptual foundations

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Abstract. The article discusses the conceptual basis of the study of the problem of the formation of pedagogical activity in the professional training of Russian students, with respect to stimulating sustainable development in the Altai region (Russia). Based on the analysis of regulatory documents, the problem of professional training of the Russian students for pedagogical activity is being updated. The results of the scientific literature analysis are presented, allowing to establish a number of signs that characterize the event. The purpose of the study is formulated. Context and methods of organizing a humanitarian study of educational events disclosed. Methods of humanitarian research used to study the problems of the formation of pedagogical activity in the professional training of students are justified. The conceptual basis of vocational training of students on the basis of their inclusion in the design of educational events of the formation of educational activities are formulated. The results of the study of the problem of the formation of pedagogical activity in the professional training of students are also formulated.

Keywords: students, professional training of students, pedagogical activity, educational event, higher education

1. Introduction

The current situation in higher education is changing significantly. Changes in higher professional education are normatively enshrined in the national project *Development of Education* (2018-2024). The federal project *Improving the Competitiveness of Russian Higher Education* draws attention to the development of higher education and includes the project *Universities as Centers of Innovation Space*.

The future needs of the development of the individual, society, state and internal patterns of development of pedagogical education determine the need for modernization of teacher education. Changes in higher professional pedagogical education are normatively defined by the 2015 Federal State Educational Standards for Higher Education. *The Program for the Development of Pedagogical Education for 2018-2020* defines one of the tasks as “conducting a comprehensive assessment of graduates’ readiness for pedagogical activity.” The goal of this program is the formation of a unified space of pedagogical education, where the level of training of teachers corresponds to the tasks of priority development.

Goals, objectives, specified in regulatory documents, indicate the *need to change the quality of professional training for teaching activities*. Such changes in vocational training are provided by the participation of students of pedagogical universities in solving the problems of their (pedagogical) education, i.e. participation in the development of educational activities necessary for the formulation and solution of these problems. For this, we need to update the conditions and forms of changing the content and organization of students' training for teaching.

Recently, a great body of research has emerged that discusses the event-based approach to education, as the principle of its modernization, generating the personal and semantic significance of vocational education, and an educational event is seen as a cultural phenomenon (O. I. Genisaretsky, L. V. Goryunova, T. V. Yezhova, L. M. Luzina, I. I. Sulima, A. A. Polonnikov, G. N. Prozumentova). In humanitarian studies, an educational event is discussed as “the place, form, and method of establishing a person’s semantic relationship with their education” (G. N. Prozumentova); it is associated with “the emergence of new opportunities for the human presence in education and the emergence of a new order of educational interaction” (A. A. Polonnikov). However, the question of using the potential of educational events in the professional preparation of students for pedagogical activity still remains open.

In connection with the above, we can state that the changes in contemporary higher professional education, particularly in higher professional pedagogical education, have exacerbated a number of contradictions in the professional training of students of pedagogical universities for pedagogical activity:

- Contradictions between external requirements of changes in the professional training of students for pedagogical activity (a value-purpose designation of a higher school, developing a professional competence of a teacher) and the traditional (structural-functional) approach to its content and organization;
- Contradictions between the existing ideas about the content of vocational training (as readiness) for pedagogical activity and the need for orientation in preparing for the development of pedagogical activity of a student, changing the quality of vocational training of students of a pedagogical university for pedagogical activity;
- Contradictions between the possibilities of using the potential of educational events in the development of the pedagogical activity of a student at a pedagogical university and the lack of a scientifically based concept of the professional training of students based on their inclusion in the design of educational events of the formation of pedagogical activity.

2. Materials and Methods

Overcoming the revealed contradictions led to the formulation of the research problem. How is the of the pedagogical activity in the professional training of Russian students formed? What conditions are necessary for this? We state that the main condition for the formation of pedagogical activity in the professional training of students should be a variety pf educational events.

Analysis of scientific literature has allowed to establish that there are a number of signs that characterize an event. Modern Russian philosophers, exploring the nature of the event, identify some of its signs, which are well discussed in the literature: A. A. Gryakalov (actual organization of subjectivity; building meaning) [1]; L. P. Kiyaschenko and P. D. Tishchenko (meaning; importance) [2]; D. E. Muza (space-time; interaction of subjects; action-activity; qualitative changes of a subject; an objective and value change of being; influence on culture) [3]. T. V. Schitstsova, analyzing an event in the philosophy of M. Bakhtin, identifies the follwing signs of an event: co-being, meaning as an event, profitability and gain in being, becoming, a part-effective experience, adialogue) [4].

Russian psychologists, exploring the event in different contexts, identify a number of its features. So, V. A. Barabanshchikov, exploring the problem of the relationship between perception and event, notes some signs of the event change: formation, development, transformation; discontinuity; semantic links and relationships [5]. In developmental psychology, V. I. Slobodchikov and E. I. Isaev pay special attention to the nature of the event: co-being, values and meanings, subjectivity, development,

completeness of connections and relationships [6]. B. D. Elkonin highlights the formation of the subject, transition, experience, thinking of an event as an action [7]. The Russian sociologists (A.A. Enikeev) investigate the social nature of the event and single out its features, such as development, interaction, virtual unity of the actual and the potential [8]. In linguistic studies, an event is considered in conjunction with the text; in this context, V. Ya. Shabes highlights its attributes (doer-action; change-transition) [9]. Separate pedagogical studies discuss the problem of the event and note some of its signs. O. I. Genisaretsky notes “communication” and “meeting” as separate categories [10] L. V. Goryunova notes a personal-semantic significance, a new opportunity for professional movement [11].

The aim of the research is the substantiation and development of conceptual foundations of the students’ professional training based on the inclusion of educational activities in the design of educational events. The study was carried out *in a humanitarian approach* that determines its structure, logic, and content.

The context and methods of organizing a humanitarian study of educational event also deserve attention. We consider the methodology and technique of humanitarian research as a way to study the educational event for the development of teaching activities in the professional training of students. The methodological basis of the study is the humanitarian approach, for which the study of precedents of personal participation and human presence in education, the identification of personal aspirations and the will of a person to participate in their education, consideration of the empirical reality of the practice being studied are highly important (G. N. Prozumentova).

Methods of humanitarian research developed by G. N. Prozumentova to study the empirical reality of educational innovation are used in the organization of research [12, p. 37]. As part of our study, the following techniques of humanitarian research were used. The method of phenomenological description of educational innovations was developed to study the places of “personal presence” of a person in his education, innovations as a personal action, deed, educational initiative, which the researchers themselves “experience” and are considered significant. The research task of the first stage of the research is a phenomenological description of the precedents of the organization of the School of Humanities, which was created by the author at the Faculty of Philology of Biysk State Pedagogical University named after V. M. Shukshin (Biysk, Russia). The task of the study was to study not only the place itself, as a “personal presence” of the student in his/her education, but also to study what happens with the education of the student in the School of Humanities. Therefore, the main procedure of the methodology of the phenomenological description of educational innovations is the creation of self-describing texts [12, p. 37]. Texts of self-description were created using the “case-study” technology [13], [14]. Using the method of phenomenological description allowed to actualize the topic of research, to build the object and subject of research.

Methods of reconstruction of innovative experience are also considered. The task of the innovation experience reconstruction technique is “highlighting the educational content and potential of human participation in one’s education in research” [12 p. 39]. This technique allowed us to reconstruct the innovative experience of the Humanitarian School, to highlight its educational content and potential. Methodology for the typology of educational reality of innovation is also to be taken into consideration [12, p. 12]. The content of the methodology is the procedures for identifying empirical features, characteristics and dependencies that determine the educational reality of innovation. In our study, the methodology of typology is used for an empirical analysis of the reality of the innovative experience of the Humanitarian School. The method of typology allowed us to identify empirical characteristics, characteristics, dependencies of the School of Humanities as an educational event.

3. Results

The results of the research are descriptive (case studies, essays, essays), processed using content analysis. At the first stage, a study was conducted of the precedent of the Humanitarian School as an educational event. At the same time, the methodology of the phenomenological description and the method of reconstruction of the experiment was used. At this stage of the study, we set the task to study and analyze the educational effects and potential of the Humanitarian School to prepare students

for teaching activities. We organized a Humanitarian School in a pedagogical university for this purpose. A phenomenological description of innovation is made as part of the reconstruction of experience. Revealed educational effects have shown the event potential of the School of Humanities.

At the second stage, the typologization of the empirical features of the Humanitarian School as an educational event (a method of reconstruction of experience, a methodology of typology, a content analysis) was carried out. As a result, empirically, based on the reconstruction of the experience of participation of students and schoolchildren in the School of Humanities, stable (typical) empirical signs of the School of Humanities as an educational event were highlighted; educational event characteristics are summarized and typed:

- The discovery of “self” as a person, his/her attitude to the future profession, his/her own education;
- Opening by children and adults of “themselves” as participants in joint activities and opportunities of this activity;
- Generation, emergence of personal attitudes to joint activities, experiencing the significance of participation and interaction, experiencing the personal attitudes of students to teaching activities;
- Expansion and enrichment, creation of experience of personal relationships of adults and children to each other, experience of personal action, educational experience [13].

As a result of empirical research, typical signs and characteristics of an educational event are revealed. It was established, in the course of the study, that the discovery of pedagogical activity, interest in this activity, in the pedagogical profession among students of a pedagogical university appears in special conditions. And this is due to educational events.

We have established the characteristics of an educational event empirically, they include the following: discovery, generation, participation in the creation of a new. Characteristics of an educational event can be viewed as educational effects that appear precisely because of an event or during an event. In addition, a relationship has been established between the characteristics of the organization of the School of Humanities and educational events. At the same time, the most significant factor determining the attitude to the Humanitarian School as an educational event is the quality of involvement of various participants of the Humanitarian School in its preparation and conduct; the possibility for them to implement personal initiatives in the organization of the Humanitarian School, the creation of a space for educational trials and the influence of participants on its content, forms of organization.

Based on the results of the empirical research, the notion of an “educational event” was formulated as a certain way organized participation of students in designing joint activities, revealing to them the substantiveness of pedagogical activity, generating value-semantic relations to pedagogical activity, creating a new experience.

At the third stage of the research, problematization was carried out using interviews, questionnaires, and essays. The problem lies in the organization of professional training of students based on their inclusion in the design of educational events.

At the fourth stage of the research, the conceptualization of students’ professional training was built on the basis of their involvement in the design of educational events of the development of pedagogical activity. At the first step of conceptualization, the concept of the formation of pedagogical activity in the preparation of students was determined. Exploring the impact of an educational event on the development of pedagogical activity in preparing students, we have identified the characteristics of pedagogical activity that are affected by the educational event.

The study found that the educational event changes the student’s perception of the subject of pedagogical activity. The criterion for the discovery by students of the subject of pedagogical activity under the influence of an educational event is the joint nature of the activity. It is revealed that an educational event changes the student’s attitude to the pedagogical activity of the subject, opens a special “I” attitude to his own activity. The criterion of value-semantic relations of participants in an

educational event is the dialogical nature of interaction in joint activities. It is proved that the educational event opens the student the meaning of pedagogical activity. The criterion for students to discover the meaning of pedagogical activity is internal experiences, more precisely, the student's appeal to their own experiences through reflection. The assumption is confirmed that the educational event generates the experience of a student's personal action. The criterion for the student to create the experience of personal action is the student's involvement in the organization of joint activities of an educational event. The study also found that an educational event generates reflection in pedagogical activity. The criterion of the influence of an educational event on the production of reflection in pedagogical activity is new knowledge about pedagogical activity.

In the second step of conceptualization, we identified and justified the conditions for the formation of pedagogical activity in the professional training of students. For this, we used the technique of reconstruction of experience, referring to the description of the precedents of the formation of pedagogical activity of teachers. Reconstruction of the experience of innovative practices allowed us to identify and test the following conditions for the formation of students' pedagogical activity: design involvement; a student initiating his/her own actions, choosing a position of participation in the activity; reflecting on own pedagogical activity.

4. Conclusion

In the study, based on theoretical and empirical analysis, the following conceptual foundations of student training on the basis of involvement in the design of educational events were formulated:

1. In educational events, which are characterized by discoveries, generations, participation in creating the "new," the value-semantic quality of pedagogical activity appears. In students of a pedagogical university, under the influence of educational events, the idea of the object character of pedagogical activity changes; a special attitude to their own pedagogical activity is generated; personal meanings of pedagogical activity are opened; experience of personal action is created; an educational event generates reflection of pedagogical activity.

2. The formation of a student's pedagogical activity is considered as a process of student's participation in solving problems of building their own pedagogical activity;

- It is an educational process, since by participating in the process of formation of pedagogical activity, a student of a pedagogical university forms personal senses, a personal attitude to pedagogical activity;
- It is characterized by the fact that the students are overcoming the functional reduction of pedagogical activity, i.e. the emergence of an understanding of the subject matter of their own pedagogical activity; the discovery of personal attitudes to educational activities; creating an experience of personal action. Overcoming the functional reduction of pedagogical activity in the vocational training of students occurs through their inclusion in the design of educational events.

3. The result of designing by students of educational events of the formation of their own pedagogical activity is to change the quality of pedagogical activity. At the same time, the quality of pedagogical activity is characterized by the generation of value-semantic attitudes towards pedagogical activity among students of a pedagogical university.

4. Designing educational events for the development of students' pedagogical activity in the educational process of a pedagogical university changes the quality of students' professional training for pedagogical activity, which is characterized by the involvement of students in solving the tasks of establishing their own pedagogical activity.

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