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三亚学院
UNIVERSITY OF SANYA

ENTEP 2017-2020
Connecting Europe, Russia and China

FRAMING CHALLENGES IN HIGHER EDUCATION:

BRIDGING THE GAP BETWEEN RUSSIA, CHINA AND EUROPE

International Research Conference Proceedings
University of Sanya, Hainan
19.–23. November 2019

University of Sanya
2021

With the support of the Erasmus+ Programme of the European Union

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ERASMUS+ PROGRAMME
"ENHANCING TEACHING PRACTICE IN THE UNIVERSITIES OF RUSSIA AND CHINA" PROJECT (ENTEP)

Project N°: 586225-EPP-1-2017-1-DE-EPPKA2-CBHE-JP
ENTEP

Framing challenges in higher education: bridging the gap between Russia, China and Europe

International Research Conference Proceedings (University of Sanya, Hainan 19.–23. November 2019)

Edited by

Dan Wang **Xiaoxin Chen**

Sanya 2021

Printed with support of the Erasmus+ Programme of the European Union:
PROJECT N°: 586225-EPP-1-2017-1-DE-EPPKA2-CBHE-JP ENTEP

Printed in Dresden, Germany: fontanum

ISBN: 978-3-00-069947-4

FOREWORD

In recent decades university teaching has become international. A significant number of students study abroad for at least one semester, and many have both a domestic and an international degree. This development at universities is a reflection of science and the economy as a whole, which are today global and highly dynamic. University teaching has to respond to these developments too, since universities as a free space for thinking and research should also prepare students for diverse societal tasks and their future positions in the economy. This goal is not only achieved through contemporary study content, as appropriate study structures and flexible university teaching are also necessary. However, exactly which forms of studying and teaching are required and successful also depends on the general conditions and traditions in different countries. The aim of the project "Enhancing Teaching Practice in Higher Education in Russia and China" (ENTEP), in which five European, four Russian and three Chinese universities are involved, is to discuss these differences, as well as to develop modern approaches to study reforms and didactical innovations at universities.

The Project is focused on building cooperation and the exchange of good teaching practices among European, Russian and Chinese universities. Therefore, to discuss the traditions and innovations in teaching practices at the participating universities in the different contexts of their countries, and to internationalize and harmonize teaching practices in the European Union, Russian Federation and PR China, a series of workshops, seminars and conferences have been organised. Outcomes such as a study manual, study guide, journal papers and conference proceedings are available on the project's website: https://entep-tudresden.de/.

"Framing challenges in higher education: bridging the gap between Russia, China and Europe" at the University of Sanya in Hainan (19.11.–23.11.2019) was the second international conference of the ENTEP

project. The proceedings edited by the conference organisers include a wide range of topics. Papers are related to foreign language education, multimedial didactics, interdisciplinarity, blended learning, e-learning and cognitive science, and they deal with the role these approaches play in different sciences and studies, i.e. humanities, sciences, engineering, psychology, pedagogy and others. Furthermore, general questions are addressed, such as the ethics of teaching in higher education.

With such a large number of topics, participants, universities and countries of origin, it is clear that the conference proceedings cannot offer a uniform programme of higher education didactics, but rather present a large variety of possible approaches, opini'ons and didactic proposals, each reflecting the view of the individual authors, and therefore not agreeing in all cases. However, the task of the conference, whose title formulates the goal of "bridging the gap", was also precisely to make different positions known and considered.

My thanks go to the editors of this volume for the careful compilation of the contributions. I would also like to express my hope that the volume will stimulate further discussions on higher education didactics in China, Russia and Europe.

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[01]

SOLUTIONS FOR CHINESE STUDENTS IN LEARNING ENGLISH

Abstract： With the development of economy and globalization, English is one of the most important language in the world. In china, english is far beyond the scope of a subject, a person's career prospects, status, or even destiny are always connected with the level of english proficiency. Therefore, it is necessary to learn english well. However, many college students do not have the satisfied English learning capacity. This paper provides some possible solutions to help Chinese students to improve their English.

Keywords: English learning capacity; solutions; improve

1. Introduction

In recent years, employment opportunities increase for anybody connected with English-dominated business culture of today. Therefore, more and more people in our country begin to study English. However in learning English, skills plays a very important role. In our daily life, many sides indicate that skills are very important. People need to develop their learning ability so as to benefit from it and master this kind of language. But many students still have many difficulties in learning English well, though they spend much time, energy and money on it.

2. Solutions in Improving English

English has been the international language. Its importance is self evident. It is an urgent problem for college students to improve English level. There are some strategies in improving English.

2.1 Accumulate Vocabulary

Nowadays, our society is a knowledge explosion society. Many new words appear in our life. Narrow vocabulary must hinder our normal reading progress. British linguists wells said: if there is no pronunciation and grammar, it still can convey a little information; if there is no vocabulary, it can convey nothing. Word formation is an effective way to accumulate vocabulary. According to estimation, there are ten million to twelve million English vocabularies, but most of them are composed by word formation. Word formation methods include derived synthesis and transformation. Students should master the commonly used meaning and the usage of the prefix, the suffix according to these, students would guess their derivation, so as to achieve the purpose of enlarge vocabulary. Such as the prefix “supper” means “more than, pass, over”, through it we can guess the supermarket, super natural, superman, superstar.

Students should master English vocabulary of constructing method, familiar with the basic meaning of the root, the prefix, the suffix. It benefit for students to identify the meaning expend vocabulary and improve their reading speed. Therefore, the study, we should pay attention to peacetime accumulation and careful analysis, grasp the basic laws.

For example: they confound deregulation of pleasure term campaigns to drill gas price increase haven't been too bad encourage industry drum de regulation of pleasure term campaigns to drill gas price increases haven't been too bad encourage industry drum new wells. In this sentence, deregulation is a new word, but the root “regulation” means “rule, control”, the prefix “de” means “negative, demolition, depart, remove”, so you can guess deregulation mean “abolish rules or controls”. Also, words are constantly being redefined. Each word takes additional meanings as time passes until it has many meanings. It has been proved that the readers with the small store of vocabulary will find it very difficult in reading comprehension. How to solve this problem? According to the study of hatch and

brown, learners strategies for learning vocabulary fall into five essential steps:1) having sources for encountering new words; 2) getting the forms of the new words; 3) learning the meanings of the words; 4) making a strong memory of the words; 5) using the words.

2.2 Strengthen Grammar

Language is composed of words and grammatical structures. The accurate rate of comprehension is based on the mastering degree of the words and grammar. Since we know grammar is so important that college students must have the stable grammar knowledge. For college students, grammar knowledge can be strengthened from two aspects: fixed sentence patterns and fixed phrases. And the most effective way to have a good learn about them is to recite passages and good articles. Through this way, students would learn some new words and fixed phrases, which used frequently in English learning. For example, Winston Leonard Spencer Churchill has an article named Man's Guide. In this article, there is a paragraph: “Man in the moment of his history has emerged in greater supremacy over the force of nature than has ever been dreamed of before. There lies before him, a golden age of peace and progress. He has only to conquer his last and worst enemy-----himself.” Once students have good memory about it, they can learn the following phrases: in this moment, emerge in, over than, dream of, the age of.

2.3 Accumulate Cultural Background Knowledge

If we couldn't be acquainted with these differences, we would not write a standard English composition. From what had been said, it is clear that cultural background knowledge is necessary in language teaching. Teachers should help students to solve the difficulties in language as well as in culture. For a long time, people have been working on how the cultural element affects English learning. A proportion of foreign material and authentic material should be used, especially dialogues, because it’s more authentic and reflects cultural behavior concerning social factors. Next, students should read extensively, including novels, magazines, and newspapers etc and read some material about cultural factors involved in the material with purpose. Through enormous reading, students’ understanding of culture will become ripe and complete. Use good native English videotapes and films to study, and to analysis. When watching videotapes or seeing a film, students

should pay much attention to the scene of daily life, such as conversations between shopkeepers and clients, dialogue on the telephone, chat in the street, etc. after that, students may exchange views and replenish. It is not easy to gain cultural background knowledge, all determined by our efforts.

2.4 Cultivate Good Habits.

Cultivating good habits is the most effective strategy to improve English learning ability. A good habit of listening, speaking, reading is crucial to English learning. First, Learning English should start with “listening”. Listening more carefully to others, helps to develop quick response in English. Second, actively participating in language practice, daring to speak English in their daily lives.Third, Reading helps to train students in English pronunciation, intonation, rhythm, sense of language and so on. In short, good study habits will not naturally occurring in English, but formed by a conscious culture. Students learn English, mainly through their efforts to do right learning. Thus, we should build correct method to learn English and we can get more through this way.

3. Conclusion

To make the Chinese students become effective learners, this paper shows some possible solutions in English learning. First, develop good learning habits, only when students have the good learning habits can they master learning skills easily. Second, establish and strengthen the cultural sense, the students can improve their comprehension. Lastly, pay attention to the students psychological obstacles, set up healthy psychology can make students correctly deal with problems they face in English learning. In conclusion, we should go into further study of the constrains existing in English learning, so as to help them remove the impediments in learning and enable them to become effective learners.

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[02]

ALIGNING COMPETENCE WITH ASSESSMENT: FORMS OF EXAMINATION IN THE M.SC. PROGRAM "GERMAN AS A SECOND/FOREIGN LANGUAGE" AT THE HILDESHEIM UNIVERSITY FOUNDATION

Abstract: This chapter discloses the new vision of the higher education assessment process emphasising the learning aspects that trigger the transition towards the competence-oriented model of educational practices aimed at encouraging student autonomy by means of participation in the examination procedure as shown on the example of the Hildesheim University Foundation.

Keywords: Competence, learning outcome, competence-oriented checking.

1. Introduction

With the formation of the common European higher education area, universities have gone through significant changes in their teaching-and-learning paradigm (Lozano et al. 2012, p. 1). It was a shift from teaching to learning, concretely, the orientation towards learning outcomes and competencies

(Bergstermann et al. 2013). These two concepts have transformed into crucial reference aspects throughout course planning and curricula development processes. Accordingly, that means, the focus has moved from the teacher´s given input and the course-and-teaching program to what students "take away", so to say, their intake.

In this chapter we first clear up the notions of competence and differentiate them from these of learning outcomes. Concepts of competence boast some more or less substantial differences regarding terminology (see also: Arnold and Erpenbeck 2015, Cedon and Mörth 2017), although the main aspect they have in common is rethinking solely issue-related knowledge and defining competence as the more broaden and complex phenomenon. However, there are still some problems with implementation of this theoretical understanding into educational practices. Further we touch upon the competence-oriented checking example that incorporates active participation of students and present the way we operationalize it within the Master program "German as a Second/Foreign Language" at the Hildesheim University Foundation. The new conceptualisation of the final assessment process based on the competence-oriented education can be successfully applied in graduate programs, as shown below.

2. Mapping the terminological terrain: competence and learning outcomes

The key concept is the idea of competence. There are different definitions of competence, depending on the context (Wayer/Wachendorf//Mörth in Cedon et al. 2017, p.7). In common understanding, it describes a) in the legislative context, what someone is allowed or not; what someone's duty is b) in the field of linguistic studies, competence is understood as s.o. capacity or disposition (based on Chomsky) – that not necessarily ends up in actions. Whereas the Framework of the German Higher Education Qualifications, (one compatible with the Qualifications Frame European Higher Education Area) emphasises the performance aspect – in contrast to b), and means here the orientation towards learning outcomes, in other words, actions (Wayer/Wachendorf//Mörth in Cedon et al. 2017, p.7).

The comprehension of competence in Higher Education can be categorized in four different aspects: a) economic variant of education b) general framework of action

c) cognitive performance d) creative self-organisation (Arnold/Erpenbeck, 2015).

Accordingly, competence can be understood as a) something that does not primarily serve the personal development of a person, but an economic purpose. The discussion about the employability of Bachelor graduates can be located here. Competence in the sense of b) is a very broad term that emphasises the connection to action, but does not further specify what constitutes competent action or how people become capable of it. In the meaning of c) cognition is particularly emphasised in the concept of competence, for example in school achievement tests such as Pisa. Finally, the explanation under d) emphasises that individual competence development follows its own rules and is based on individual prerequisites, so that it cannot under any circumstances be controlled from outside (Cedon/Mörth 2017, p.7).

Despite these unsimilar views, they all have in common that competences go beyond merely issue-related knowledge and are about the knowledge and skills of the individual. Nevertheless, knowledge forms the basis of competences nevertheless "there is no competence without knowledge, but pure knowledge says nothing about the competences of the particular person" (Arnold/Erpenbeck, 2015, p. 13). The idea of competence is quite precisely summed up in the definition of the Organization for Economic Co-operation and Development:

Competence is defined as the ability to successfully **meet complex demands** in a particular context. The competent performance or effective action implies the mobilization of **knowledge, cognitive** and **practical skills**, as well as **social** and **behavioural components** such as attitudes, emotions, and values and motivations (OECD 2003, p 2) [underlined by the authors]. In other words, competences turn out in certain situations, when someone has to (re)act appropriately. They are intertwined with persons and include parts of the individual, knowledge attitudes, emotions, values, motivation and skills.

The participants of our penal session at the Conference responded to the question for a competence definition with the following keywords and suggestions:

- skill, knowledge, ability to do something
- know how to solve problems

- having skills and knowledge which can help to find a suitable position after graduation
- skills to teach according curriculas unit students and future professional/market
- how so solve a specific problem type
- good level of skills and knowledge in a concrete area
- good communicators with colleagues and customers
- ability of graduates to perform at work
- demonstrating skills and abilities developed during their education
- ability to think using the gained knowledge and to implement it practically

Due to Arnold and Erpenbeck, the participants mentioned mainly the explanatory aspects a) economic version of education und c) cognitive performance. The term “skill” was mentioned in a very vague manner. According to the OECD definition given above, competence also includes the component of “behaviour”, which was not stated at all. For future teacher training, it would be feasible to refer to this aspect separately.

However, at this point, it seems necessary to distinguish between competencies on the one hand and learning outcomes on the other. “Learning outcomes” are what learners know, understand and are able to do after they have completed a learning process (Framework of the German Higher Education Qualifications: https://www.dqr.de/content/60.php). Competence is a general statement detailing the desired knowledge and skills of a student graduating from a course (Hartel and Foegeding 2004, p.1). The outcome, on the other hand, is a very specific statement that describes exactly what a student will be able to do in some measurable way. What is a measurable outcome-formulation, though? A measurable – outcome formulation can be as follows: students demonstrate the knowledge and skills necessary to solve complex didactic questions in one or more areas of emphasis. Whilst the teacher's objective to enhance students intellectual skills affiliates with not very measurable outcome.

3. Competence-oriented checking through participation

Although there are various definitions of competence, Knuzen/Kahl in Cedon (2017, p. 70), also resume that all of them agree with the idea of competence focuses on the individual (Schaper (2014) quoted from Knuzen/Kahl (2017), 70)). After all, it is up to the individual to what extent he or she accepts and successfully implements the learning objectives. During the examination their realisation and successful implementation become apparent once more (Knuzen/Kahl 2017). In traditional studying formats it is the teacher who is responsible for the concept of the test. But if we seriously intend to move towards the individual, pursuing the shift towards the student-centered approach, what are the ways of focusing on the particular student within the assessment process? One possibility is the competence-oriented checking by means of participation from the student´s side. In the following chapter we will describe how participative examination could be carried out.

4. Oral exam at Hildesheim University Foundation

At the University of Hildesheim, for instance in the German as a second/foreign language course of studies, it is planned that students write their master thesis in the fourth semester and have an oral assessment of 30 minutes. For both the master thesis and the oral examination, students may “freely” choose the topic in accordance with the first supervisor or examiner. This means that the examinee must draw up a bibliography which defines the chosen topic. The list has to include 5–8 titles per topic with monographs and articles. In further, theses can be formulated which mark the starting point of the oral assessment.

How do the theses look like? They are short, possibly provocative assertive statements, which require the argumentation and are open for discussion (inquiry or contradiction). The theses should be linguistically clear and comprehensible as well as contentually pinpointed. They are formulated by the students and fulfil a central learning outcome, that means, that students can summarize central statements, comment on problems of the subject area or important theoretical positions. By means of two examples, we will illustrate in the following a successful example and a less successful one.

a. More than half of all Europeans claim to speak at least one language other than their mother tongue.

b. Bilingual children are better at solving puzzles compared to monolingual children.

The first statement is less suitable because a simple review can verify the accuracy of the corresponding statistics and would be sufficient to prove the statement´s truth content. The second statement is suitable because here the student has to refer to additional literature and other sources to prove the theses and to argue. Obviously, good theses are not simple factual assertions or facts but are differentiated in their conciseness and controversy. Theses may refer to facts but tend to contain a certain interpretation of them. And at the end the oral assessment turns into a expert conversation, where the examinee can show his ability to argue scientifically.

5. Examples of oral assessment at other Universities

The penal session ended with the following questions: a) what do you think of this form of competence-oriented checking? b) how do you check at your university?

According to the Russian colleagues, the so-called ticket-based examination system was widely spread and is still being used as the oral assessment form. Before the oral exam a list of examination questions (usually 40–50 questions) is developed by the teacher, as well as additional assignments that can be offered to students as additional tasks. Students access this list at least two weeks prior to the exam. All questions are divided into the so-called examination tickets (in Russian “bilet”). The list of questions, the number of questions in the ticket and their allocation to the tickets are approved by the relevant department. At the beginning of the oral examination each student gets the opportunity to obtain one of the examination tickets at random. A student who has received questions and assignments performs them in writing within the time given (usually 45–60 minutes) that should be sufficient to give both precise and complete answer to all sub-tasks of the examination question. No additional aid is allowed during the preparation. During the oral presentation, students make the necessary comments on their notes and answer the qualifying and additional questions of the examiner.

After the presentation, the teacher informs the student about his or her grade.

This summative assessment has been traditionally used to reflect and sum up student's learning success at the end of the course but in fact has no other practical use except some kind of a description of what has been achieved throughout the term (see also: Brown and Knight, 1994). The problem with the summative assessment is the way it is conceptualized. Being minimized to the traditional examination form (no matter written or oral) it does not consider other aspects like individual research or project work. Moreover, not all aspects of learning outcomes can be measured simultaneously, as well as merely giving a grade does not mean complex feedback on student's learning development (Kennedy, Hyland, Ryan 2006).

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[03]

TRANSFORMATION OF KNOWLEDGE-BUILDING SPACES & OUTCOMES – INTERNALISATION, INNOVATION AND IDEALS OF HIGHER EDUCATION

Abstract: Knowledge-building spaces in higher education contexts are constantly changing due to new needs, developmental trends, innovative cooperation and international mobility. This brings new creative impulses for further development of specific traditions and ideals of education and helps to overcome routine and stagnation. Increasing international cooperation makes it necessary to develop some shared ideals of education, to strengthen the connections between different teaching practices and to multiply the cooperation benefits for learning processes and outcomes. This article outlines some major aspects of internalisation and emphasises important dimensions relevant for teacher training and the establishment of teaching centres.

Keywords: Higher education, culture, internalisation, innovation, self-regulation, teaching centre

1. From Bologna to Bologna: History and Tradition

The introduction of the EHEA and the Bologna Process was accompanied by criticism from university faculty members in the participating countries. The typical arguments against the aims and objectives of this process are:

- The Bologna process is a disruption of traditions and good practices in higher education, developed within culture-specific historical frames and under certain political and social circumstances.
- The standardisation, connected with the changes through Bologna, is often associated with plain conformity, the end of individuality and a disregard for the knowledge gathered in the different countries and areas of the EHEA and beyond. Some critics even speak of an Americanisation of European education. In Germany, for example, academics lament the end of the Humboldtian model of higher education through the Bologna process.
- In sum, culturally different approaches to learning (styles of teaching and learning) are neglected. The recommendations for teaching practices in higher education are interpreted as a disregard of the knowledge and expertise gathered in the different cultures – a suspicion that can also be sensed within the ENTEP project, where "Bologna approved" teaching practices have been exported to Russia and China.

2. Common Places and Culture-Specific Tradition

Differences between the educational systems in Europe are apparent. If we compare France and Germany – as two random examples – we can see in France a distinct separation between research and its application in occupational preparation. After the French revolution of 1789, the existing universities were liquidated. The *Écoles normale supérieure* were established as institutions where access was regulated through competition (and not by descent). The aim of the *École* was professional application (cf. Fisch 2015: 40). The place for research was separated into the *Centre National de Recherche Scientifique*. The German educational ideal goes in the opposite direction. The core idea of the Humboldtian university is a holistic combination of research and its application in education and in the professions as well as the mutual impregnation of these two fields (cf. Ehlich 2012). This has led to sharp criticism of Bologna from the German side, where the new European education policy is sometimes understood solely as preparation for the labour market – you have to decide between McKinsey and Humboldt (cf. Jarausch 2012).

3. Internationality and Shared Perspectives – Beyond Cultural Difference and Tradition

Whereas critics emphasise the differences between ideals and practices in higher education, within Europe and beyond, and the values behind this variety and pluralism, one must admit that there has also always been a tradition of networking and unification between European universities. Medieval European universities were connected through a close network and the so-called "Magister"/Master degree was established as a general teaching permission ("ut quicumcque magister ibi examinatus at approbatus fuerit in qualibet facultate, ubique sine alia examination regendi liberam habet potestatem," cf. Fisch 2015: 20; Weber 2002: 28). Latin was used as a lingua franca (cf. Fisch 2015: 21), allowing communication across linguistic and ethnic boundaries. Further examples could be enumerated, but it is also interesting to note that the reciprocal influences between academic traditions continued into the 20th century and exceed continental boundaries. Jarausch (2012: 89ff.) describes how the American ideal of teaching, research and service was partly imported or at least strongly influenced through American students studying at German universities in the late 19th century and by "scientific refugees" during the Nazi regime.

A shared perspective or a common ground for most universities also underlies the challenges that universities are confronted with in a global, mobile world, where the rules of the market interfere with academic values:

- Universities are now enterprises: they need students, and particularly international students. They also have to score in research, they have to find external financial resources to fund research activity and they have to provide high-quality research results. For that, they also have to attract international academics.
- Universities have to prepare their graduates for a global labour market. The demanding labour market creates the necessity for lifelong learning, which is also an area of activity for universities.
- The huge challenges from research and teaching require that universities have to deal with the compatibility of teaching and research.

Taking these shared challenges into account, we should have a closer look at the teaching suggestions within the Bologna process. For example, the guiding principle of outcome-based learning and an orientation towards skills and competencies could be seen as a way to structure learning beyond national peculiarities: Through the Bologna process and the general discourse connected with it, new ideas of learning have been shaped. The emphasis is on *new*: They do not necessarily have a cultural bias and they have the potential for identification beyond cultural traditions.

4. Shared Vision of Innovation

Our collaboration within the ENTEP project allowed us to discuss and connect many principles of innovative methodologies and showed that our concepts – despite their different cultural and educational backgrounds – share the same ideas as important foundations for international cooperation, such as:[1] student-centred and adaptive teaching, the reflected integration of new technologies, the promoting of self-regulated learning and creative learning paths, problem-solving and meta-cognitive skills. These ideas, and others, were proposed in order to achieve high quality and depth in learning, to promote the diversity of perspectives and to enhance the processes of knowledge transformation and their innovative application in challenging real-life situations. The second emphasised domain connecting active and cognitive learning dimensions refers to the construction of learning situations through a socially oriented, interactive process connected with emotional, motivational and embodiment aspects. The next highlighted aspect is the constructive, synergetic interconnection of different approaches within and between disciplines and through the construction of interdisciplinary links, whereby *systemic rationality* (Luhmann 1984) in particular is considered. In order to manage the continually increasing complexity and challenges in the process of constructing transferable, productive and innovative learning opportunities, we need teaching centres not only to help teachers to update and inform themselves, but also to support them constantly in developing their adaptive, creative and innovative potentials and their use of real-life teaching challenges as resources –

[1] The following ideas are based on the discussion about innovative methods during the workshop for teachers, organised as part of the ENTEP project in Hildesheim in September 2018.

or in other words, to strengthen their sophisticated apparatus of *reflected self-regulation* (Jahn et al. 2019) in order to go beyond acting based on models, ideals or routines.

5. Reflected Self-Regulation

The notion of reflected self-regulation (Jahn et al. 2019) is a basic principle of higher education teaching. It assumes the promotion of a reflective habitus for students (Nieke 2017) not only through the designing of learning processes as constructive (critical) thinking and as problem-solving, but also through the opening of knowledge-building spaces for innovative potentials and the diversification of perspectives. Beyond that, the concept of reflected self-regulation presupposes the constant analysis of learning environments, dialectic interactions between processes and outcomes, internal and external requirements, standards and needs, and the development of constructive approaches through their constant questioning and adaptation. Furthermore, the concept stands for a reflected, self-critical teaching philosophy and self-monitoring, which enables teachers to work with experiences and challenges in a productive way by utilising creative synergies and the resources of new teaching situations to develop new perspectives and creative solutions and to connect teaching practice with research and scientific resources. A productive extension of this concept can be seen in the notion and attitude of an interdisciplinary thinker (De Graef et al. 2017), who, as a teacher, connects reasoning processes with collaboration (social and situational awareness) and the reflective activities of their students – or in other words, who builds and bridges cognitive and actional planes, improving the quality of thinking processes, shaping interactive contexts and multiplying their potentials to make systematic connections between contexts, approaches, perspectives and disciplines. This juggling with the diversity of aspects, the ability to deal with complexity, multi-dimensional frameworks, unpredictability and change can be mastered only through a self-regulative, meta-strategically aligned, adaptive, reflected or self-regulative teaching practice that is constantly self-improving and progressively mobilising the different resources (cognitive, functional, personal, ethical) (Guerriero 2017: 77) needed to accomplish these demands.

6. Multidimensional Framing of Competences and Multimodal Teacher Training

Modelling teachers' competences as a multidimensional framework and as a continuum, Blömeke et al. (2015) postulate, on the one hand, the well-known developmental trajectories, with significant movement from recalling and knowing to applying new ideas to the stage of understanding and analysing them to the ultimate stage of creating new and innovative methods. On the other hand, there are three domains to be distinguished and strengthened at different stages in teacher development (ibid.): 1) the plane of dispositions or the cognitive and affect-motivational dimensions; 2) the plane of performance as actional patterns, behaviours and skills for overcoming the pressure of routine in professional acting; 3) situation-specific skills that include perception, interpretation and decision-making processes. In addition to the many important issues linked to expertise, know-how and pedagogical knowledge (such as knowledge of curriculum, the characteristics of learners, classroom management, methodological innovation, constructive alignment, etc.), there is still one very important dimension that stands out and should be emphasised when conceptualising multi-dimensional frameworks and establishing teaching centres – namely, the *decision-making framework of the teacher* (Guerriero 2017: 77) or the mechanism and relations between a teacher's perception, interpretation, decision and solution development. This involves the teacher's reasoning processes, his/her analytical and multidimensional actions when designing learning opportunities and environments based on self-reflective habitus, adaptiveness, reflecting on and dealing with challenging situations and interdisciplinarity. This corresponds tightly to the aforementioned mechanisms of self-reflected regulation, but is also based on internalised ideals of education, expectation and experience in educational contexts and flexibility for their extension and actualisation in accordance with new trends and needs.

In order to promote this sustainable domain for the further consistent development of teacher skills, we need teacher centres to construct qualitatively highly diverse learning opportunities for teachers, not only by simply transferring knowledge through informing them about new methodologies in some kind of binding manner, or by idealising them, but to authentically and from the bottom up "initiate conceptual change through action, exchange and self-reflection, in

order to overcome the gap between theoretical and practical-based learning" (Fahr/Zacherl 2019). In other words, apart from developing knowledge, motivational bases and actional patterns, we need training programmes that facilitate the self-regulation and decision-making framework of the teachers, that release them from the pressure of idealisation and fixed frameworks, but that give them more freedom to teach and to construct their own teaching contexts through authentic alignment. Innovative concepts for teacher training in higher educational contexts suggest multimodal teacher training programmes, as introduced in Fahr/Zacherl (2019), where an action-oriented model anchors new concepts in a sustainable way (ibid.) by activating implicit practical knowledge as well as by building new concepts on the actual state of knowledge and reflected transformation through action, exchange and discussion. The most important part of this is developing reflective patterns, strengthening self-improvement modi and expanding innovative potentials and authenticity by combining different modalities of learning (autonomous, collaborative) and activating different cognitive domains through acting, reflecting and combining online modules with classroom training, face-to-face workshops, discussion panels and writing activities (portfolios, reports). As suggested in Fahr/Zacherl (2019), the possible ways for promoting this include multi-perspective observations and a comparison of the teacher perspective with the perceptions of students and others, plus simulation from different perspectives, video recording with follow-up analysis, collegial observing and advising and situated action-based research. Further modalities for reflecting the situated experience include working in topic-related groups in a problem-based and interdisciplinary manner and discussing such work in panels in order to link teaching practice and research processes about learning in higher education. Self-reflection should be routinised and interactively embedded through the collaborative conceptualizing of teaching units and by analysing, observing and discussing them through the lens of constructive alignment. Most importantly, teachers should be trained and supported when conducting seminars in international cooperation frameworks and in interdisciplinary collaborations, as well as the construction of new knowledge-building spaces in international digital environments.

7. Conclusion

It is clear that an improvement of teaching practices within the EHEA does not have to lead to the end of culturally specific traditions in teaching and learning and the loss of cultural knowledge. Some of the core ideas of the Bologna process, especially pertaining to everyday teaching practice, are of great use. They might not be "culture-free," but they can be matched with the needs and circumstances of every participating educational system. We have tried to show that the teacher, as a central actor within the teaching process, could especially benefit from these ideas. Nevertheless, the concerns of unification and simplification within the EHEA should be taken seriously and the implemented new practices should (and could) be adapted to national and cultural frameworks.

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[04]

ACCREDITATION AND AUDIT OF STUDY PROGRAMMES OF COIMBRA HEALTH SCHOOL/ COIMBRA POLYTECHNIC

Abstract: Following the recent development of quality assurance systems, namely those in the European space, the Portuguese state has decided to create the "Agência de Avaliação e Acreditação do Ensino Superior" (Agency for Assessment and Accreditation of Higher Education – A3ES), by Decree-Law no. 369/2007, of 5th November, with the purpose of promoting and ensuring the quality of higher education.

Keywords: Accreditation, Study Programs; Audit; Coimbra Health School/ Coimbra Polytechnic

The mission of Agency is to contribute to improving the quality of Portuguese higher education, through the assessment and accreditation of higher education institutions and their study programmes, and to ensure the integration of Portugal in the European quality assurance system of higher education. The assessment and accreditation regime to be developed by the Agency is defined in Law no. 38/2007, of 16th August.

The Polytechnic of Coimbra offers Higher Professional Degree Programmes and Vocational Education, Bachelor's Degrees, Post-graduations and Master's Degrees, representing a vital part of the city and playing a critical role in local development and national progress.

The main objective of Coimbra Polytechnic is to promote the improvement of the performance of higher education and their study programmes and to

guarantee the fulfilment of the basic requirements for their official recognition, pursued through the assessment and accreditation activities carried out by the Agency, and the promotion of an internal quality assurance culture within higher education institutions.

The evaluation to Accreditation of each study programme is carried out by an External Evaluation Committee, made up of experts selected by the Agency A3ES based on their curriculum and experience and supported by an Agency official acting as the procedure manager. External Evaluation Committee reviews the self-assessment report and visits the institution to confirm the report information and discuss it with representatives of the institution. After, using the appropriate electronic form, prepares the draft version of the programme External Evaluation Report. The Agency shall forward the interim report to the higher education institution for consideration and possible comment within the time-limit fixed.

Topics

- ✓ Assessment/Accreditation of Study Programmes in Operation
- ✓ Institutional Assessment
- ✓ Results from Accreditation and Audit Processes

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[05]

TEACHING ETHICS IN HIGHER EDUCATION: AN EXAMPLE FROM FOOD SCIENCE AND TECHNOLOGY

Abstract: Teaching ethics in higher education is of crucial importance in a diversity of subjects and particularly in professionally related degrees. Food science and technology related degrees prepare graduates that will work in the food industry, industry that feeds the world and thus its activities have a direct impact in the health of the consumers. Ethics of these professionals is crucial to assure the safety of foods and is often demanded by the compliance with ethics codes in regulated professions. In this manuscript is presented an example of contents and methodology for teaching ethics in food related degrees.

Keywords: teaching, ethics, food, education standards, code of ethics

1. Motivation to learn (food) ethics

This text highlights the importance to teach ethics in the perspective of applied ethics. Students are increasingly more pragmatic and are mostly motivated by attending subjects that they perceive of high importance for their professions. Teaching food ethics should thus start by giving examples of the vast portfolio of food ethics issues, either for the food professional (the future of the students) or the consumer (its future client and also what s/he is at any time). These issues comply food scandals as the US peanut scandal in 2009 [1], the whistleblower of which Yasmine Motarjemi is an example [2], fairtrade [3], among many other ethics issues [4]. Many ethics issues can be found in different subjects, particular in medicine and business.

2. Which ethics skills students should develop?

For food ethics, several educational standards have been published: in the US by the Institute of Food Technologists [5], in the UK by the Quality Assurance Agency [6] and at EU level by the ISEKI Food Association [7] . As an example, the QAA states that the BSc student should "recognize the existence of moral and ethical issues associated with the subject". This learning outcome is realistic as it can be assessed, while some teachers would be tempted to write as a learning outcome a hypothetical ethically behaviour of the student, which could hardly be assessed.

3. The syllabus of a curricular unit or across the curriculum approach

Apart from the food scandals already referred, topics such as sustainability along the food supply chain, ethics of consumption, codes of ethics in food professions, corporate social responsibility, food safety risk communication and publication ethics (scientific writing) [4] can be used in classroom discussions or assignments. But before that, recent knowledge from brain science should be presented to the student to make him/her conscious of its physiological limits in moral judgements.

The brain is a complex structure with interlinks between its many parts, with reasoning and emotional processing parts that interact with each other [8]**.** Overall the brain science tells us that moral judgements are influenced by a number of factors that we are not conscious of, such as, me *vs* others evaluation, culture (divinity, community, autonomy), distance, time/steps, priming, stress hormones, being hungry, and even odour and temperature [9]. An overview of these limits is beneficial to the student to make him/her more conscious of its own limits and more tolerant to others.

4. Methods and tools

Teaching of ethics can be planned in a single curricular unit or across the curriculum approach. All the topics referred before can be planned to be dealt in different curricular units through the several years of the degree. The methods to discuss these topics, apart from case studies, can be done through role playing, Socratic seminars and even new digital tools were a student can go through a

sequence of questions and answers to independently reflect on ethics issues (e.g.: www.ethicsandtechnology.com or www.foodethicsdilemma.net). In the different subjects there are tools that can be used successfully to help the student reflect on particular problems, such as the ethical matrix for food issues [10] or engineering problem solving [11].

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[06]

CONTEMPORARY APPROACHES TO TEACHING IN HIGHER EDUCATION

Abstract: The paper starts by discussing the conditions of teaching and learning in contemporary higher education and the changing roles of educational institutions and teachers. The paper will go through a series of questions that inform the rationale for the educator's work in the contemporary classroom. Such as: what is the mainstream discourse of education? Is it feasible in modern world? Why do we need a university diploma? How do we learn better? What about the young net generations? The answers to such questions give us a clear scenario to discuss a range of powerful methods and best practices on how to work with the students and how to…

- Promote student's (and educator's) engagement and autonomy;
- build effective learning environments;
- make teaching and learning meaningful and relevant and
- impact society effectively and positively.

Keywords: teaching, higher education, learning, SOTL, innovative methods

1. Rationale for the educator's work in the contemporary classroom

The paper starts by discussing the conditions of teaching and learning in contemporary higher education and the changing roles of educational institutions and teachers. The paper will go through a series of questions that inform the rationale for the educator's work in the contemporary classroom.

Questions

What is the mainstream discourse of education? Is it feasible in modern world?

Why do we need a university diploma?

How do we learn better? What about the young net generations?

What are the changing roles of educational institutions and teachers?

The answers to such questions give us a clear scenario to discuss a range of powerful methods and best practices on how to work with the students and how to…

Promote student's (and educator's) engagement and autonomy;

build effective learning environments;

make teaching and learning meaningful and relevant and

Influence society effectively and positively.

2. Developing 21st century critical minds

We need to take into consideration new contexts of learning and worldviews that shape nowadays students views of education and learning national boundaries. Technologies, mobility internationalism and globalisation all play an important role in how students. As Natriello (2007) suggested (see figure 1) learning is becoming more diverse, contextual, distributed, technological, interdisciplinary, and interactive and going beyond institutional and national boundaries.

The movement SOTL (Scholarship of Teaching and Learning) acknowledges the fact that in order to better teach students that belong to the netgeneration and those that followed it, it is important to take into consideration their voices perspectives and learning preferences. The three elements of SOTL (information, enquiry and dissemination) are all intended to serve not only students but also teachers who want to better accomplish their roles, which basically is to make students learn and develop their potential, become good citizens and be prepared for the labour market.

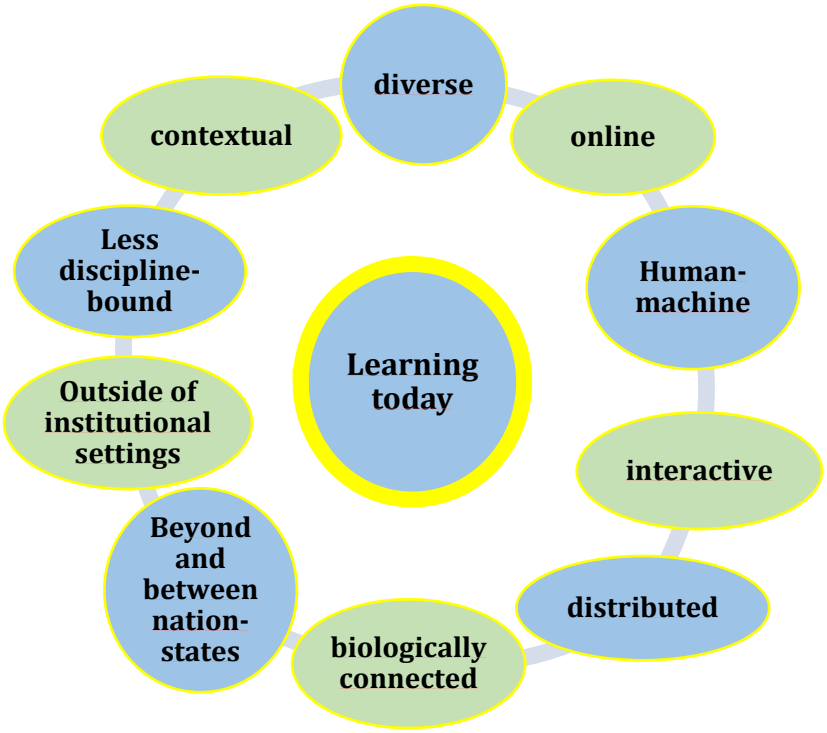

Fig. 1: Present modes of learning: Trends and implications for the future (Natriello, 2007)

3. Traditional methods of teaching: why they are still used

The most common traditional teaching methods are:

Lecturing

Discovery

Enquiry

These are still in use as they are powerful tools to make students understand relevant information (lecturing), develop their research abilities and te scientific, methodical and valid thinking (through discovery) and encouraging curiosity, critical mind and the will to make sense of the world. However, such methods are no longer sufficient to engage all students. A range of new strategies and methods are being used with success in universities all over the world.

4. Innovative methods of teaching: why they are needed

New/ innovative pedagogies: trends and examples:

Scale – MOOCS

Connectivity – Flipped classroom

Reflexion – argumentation, learning analytics

Extension – gamification, learning by doing geo-learning context-based learning, storytelling

Embodiment – maker culture, embodied learning

Personalization – personal enquiry, adaptive teaching

5. In conclusion

We do not need to reinvent the will when it comes to discuss education and the way in which universities approach teaching and pedagogy. However, it is highly recommendable that we take into consideration the both educational evidence and students voices on how to organize the learning environment (including the classroom space), the proposed learning activities and contents in order to promote students engagement and deep learning.

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Videos

https://youtu.be/paUZHMZ7-pM excerpts of ted taks

https://www.youtube.com/watch?v=1nYEwrHsxUA The future classroom

https://www.youtube.com/watch?v=cP-8OGwQRPIThe importance of students' voices

https://www.youtube.com/watch?v=RtoiCaOW5ho Steps on How to Teach in an Active Learning Classroom – Steelcase Education

https://www.youtube.com/watch?v=fdZkmbY0HB0 Becoming a Better Teacher | Mariappan Jawaharlal | TEDxCPP

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[07]

STUDENT'S ENGAGEMENT AND INTERDISCIPLINARY PROJECTS: EXAMPLES FROM PORTUGUESE ENGINEERING PROGRAMMES

Abstract: Engineering education is a constant challenge, given technological advances, new job opportunities that the market offers and the need to prepare future engineers for the world in which they will have to develop their work. Increasingly, new engineers are involved in multidisciplinary teams, and in addition to technical skills, team work ability, communications skills, creativity and innovation, as the understanding of other society domains where they may perform activities are some key aspects for success. Thus, the ability of students to work in a multidisciplinary context must be considered during their academic career. This document presents two examples of interdisciplinary work involving engineering students, in a line of engagement and motivation.

Keywords: *teaching engineering, interdisciplinary, collaborative learning*

1. Introduction

Several definitions of what is engineering can be found in literature, normally associated with the problem-solving challenge. S. E. Lindsay (1920) defined engineering as "the practice of safe and economic application of the scientific laws governing the forces and materials of nature by means of organization, design and construction, for the general benefit of mankind".

Engineering education is a constant challenge, and nowadays new perspectives for teaching and learning are required in order to prepare future engineers for the world in which they will have to develop their work. [1] Young engineers must be trained to perform their work in multidisciplinary teams,

preparing them to a global work environment. In addition to technical skills, team work ability, communications skills, creativity and innovation, as the understanding of other society domains where they may perform activities are key aspects for success.

In order to achieve this type of objectives, students must be placed in teaching activities, inside or outside the curricula programmes, that allow them to develop this type of skills. Two examples of interdisciplinary work involving engineering students, in a line of engagement and motivation are described below.

2. Examples of Interdisciplinary Projects in Portuguese Programmes

Two examples of interdisciplinary learning projects are briefly described. These examples present different experienced forms of collaboration and engagement of students. In both cases, learning was implemented using development projects, one real and other virtual, within the framework of applied research.

2.1. Exobike Project – Interdisciplinary Inside the School and Outside Curricula [2]

The concept associated with the Exobike project involves the development of a structure similar to a fixed bicycle, with the insertion of several sensors and actuators to react dynamically with its user's activity. The movements and forces performed by the patients are monitored with wireless sensors and with a virtual reality solution that allows users to face situations correlated with reality. In order to develop this equipment, a multidisciplinary team was set up, as it has needs for different types of skills and competences in the field of engineering. To participate in the project, students from the various domains at Coimbra Engineering School (Polytechnic of Coimbra) were invited. Following the selection, a team was created with students of mechanical engineering, informatics, electrotechnics and biomedical. The team also involved a group of teachers from these fields.

Despite being a challenge with many difficulties, given the scope of the interdisciplinarity involved, the motivation for development has always been important. These students were always highly motivated, as they were involved in a work that counted on the participation and interaction of colleagues and

teachers from other disciplinary domains besides the one in which they were inserted in the study. The fact that they were working on equipment with real developments, to be built, was described by the students as a motivating factor.

In the end, important steps were taken in implementing the concept under development. In relation to the learning of the students involved, these students, in addition to understanding several concepts and methods of approach in engineering domains complementary to those in which they were studying, were forced to work on creativity and innovation, and developed team work skills, with strong relevance in its preparation for the labor market, where these aspects are decisive.

2.2. Dental Restoration – Interdisciplinary Between Engineering and Dental Medicine Students [3]

One of the most important recent fields of intervention for a mechanical engineer is the medical area, with particular emphasis on the biomechanics, with interesting job opportunities. In this context, the orofacial domain is a sector of medicine where mechanical engineers have a very important role. In fact, the link between the tools and methodologies used in the context of dentistry and the principles of mechanical engineering is very high. This domain of engineering, as many others, can play a relevant role in the understanding, investigation and optimization of some medical techniques that are applied in dentistry. However, this is only possible if there is a collaborative work between the two domains of knowledge.

Bearing in mind the connection between these two domains, at first unlikely, several questions can be asked: is it possible to involve students from both disciplinary domains in collaborative work? Can engineering students learn concepts and acquire skills by working together with medical students?

The answer is yes, and is shown in this example who shows a collaborative experience between a group of engineering students (mechanical engineering) and a group of dental students (dental medicine). The work of the engineering students was inserted in the curricular unit of automatic calculation of mechanical systems, part of a master's degree in mechanical engineering and the work of the students of dental medicine was inserted within the scope of a part of their

master's thesis. The work was supervised by four teachers, two from the Faculty of Medicine, University of Coimbra, and other two from Mechanical Engineering Department, Coimbra School of Engineering, Polytechnic of Coimbra.

Three themes have been chosen for the collaborative work: a) Ceramic onlay: influence of the deep margin elevation technique on stress distribution; b) Ceramic endocrown vs ceramic onlay with resin core in endodontically treated teeth; c) Ceramic restorations with and without cusp coverage. All the work has been made with a defined protocol, between teachers and students, with several meetings.

As a result of this experience, mechanical engineering students were able to develop finite element models for real context situations in a domain they did not know. Given the need to implement the model based on the clinical principles discussed, they developed relevant skills in the context of 3D modelling and numerical simulation based on finite elements methodology. On the other hand, dental students were able to understand the differences between some different forms of mechanical approach to dental restoration procedures in a virtual simulation perspective of these procedures, based both in the 3D models and in the mechanical behaviour obtained by the finite elements. In addition, the importance of developing interpersonal communication and dialogue between the two domains of knowledge was clearly observed.

3. Some Conclusions

Nowadays, team work ability, communications skills, creativity and innovation are some examples of activities for future success in labour market. The search for methodologies that engage students to acquire skills that surpass only the technical aspects of engineering is a challenge that must be present in higher schools. The development of projects involving interdisciplinarity can be a successful way to implement some of these important skills in students.

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[08]

REALIZATION OF COGNITIVE ACTIVITY APPROACH IN THE PROCESS OF TEACHING AND LEARNING IN THE UNIVERSITY

Abstract: The author of the article is convinced that cognitive-activity approach is the most productive way of perception, processing and learning the data. The author defines two types of cognitive instruments: external and internal, via means of which it is possible to have the whole vision of the obtained data. The author reveals the advantages of cognitive-activity approach that can be traced in the way of processing data. In the final section of the article the author describes step-by-step process of formation value-meaning and activity competences, defining four key stages of their formation.

Keywords: cognitive-activity approach; "external" and "internal" instruments of cognition; value-meaning and activity competences; University educational environment.

Аннотация: Автор статьи полагает, что когнитивно-деятельностный подход является наиболее продуктивным способом восприятия, переработки и изучения информации. Автор статьи выделяет 2 типа когнитивных инструментов: внешние и внутренние, с помощью которых можно получить целостную картину получаемой информации. Автором выявлены преимущества когнитивно-деятельностного подхода, которые заключаются в особом способе обработки информации. В заключительной части статьи автором описано поэтапное формирование ценностно-смысловой и деятельностной компетенций, определены 4 ключевые стадии их формирования.

Ключевые слова: когнитивно-деятельностный подход; «внешние» и «внутренние инструменты познания», ценностно-смысловая и деятельностная компетенции; университет; образовательная среда

The key pedagogical task in the modern conditions is considered to be development and realization of mechanisms, promoting the activities of the students, such as updating of the context and technologies of teaching and learning, formation of values and meanings of the students. According to our scientific opinion, cognitive-activity approach is aimed to overcome the crisis of value appreciation. It is oriented on the students' personality development, its cognitive organization, accepting values and meanings which are considered to be the regulators of humans' activities and they also represent the cognitive-value mechanism of self-regulation of the productive behavior of the students. Personality (student) solves and performs various tasks via means of the cognition instruments which include not only "external" instruments, but "internal" instruments as well, such as structures of processing and changing the data (intelligence, cognitive styles, memory, attention and etc.) [1]

It is traditionally pointed out that people differ according to the features of their cognitive organization (way of thinking, intelligence, abilities) that is revealed in the results of cognition. The process of cognition is realized via instruments of cognition, which allow to acquire new knowledge about the surrounding world – these are methods of cognition (empirical or theoretical). As an "internal" instrument of cognition and the result of thinking processes the intelligence is viewed, which comprehend all the cognitive abilities of the personality: feelings, appreciation, memory, cognitive representation, way of thinking, imagination. "External" instruments are considered to be various means, designed for the organization and simplification of the cognitive process. To this group of instruments belong educational technologies, which supply, orient and widen thinking processes of their users and promote both actualization and intensification of students' cognitive abilities [2].

In this case, cognitive-activity approach allows us to leave the reproductive way of learning and move to activity paradigm, which implies that the key

competence is considered to be the presence f basis of theoretical way of thinking, i.e. to find out non-typical solution in non-typical situation and act in indefinite situations; to change the subject-matter of the content, aimed at search of generalized ways of activity with the subject via means of creation the system of scientific terms, which is oriented on the development of personality of the students on the basis of generalized ways of activity. The following approach causes: formation of the personality's readiness to self-development and lifelong learning; design of personality-developing educational environment; productive educational and cognitive activity taking into account age, psychological and physiological features; acquiring cognitive-value mechanisms of regulation of students' productive behavior. Types of educational activity include the whole range of planned works of learning, i.e. more self-study works, which are introduced in classroom and non-classroom conditions as well as additional events (taking part in competion, contest, collaborative project and etc.). For the efficient professional training on the basis of cognitive-activity approach to the process of education, alongside with the complex of characteristics, typical to each academic environment, it's necessary to include step-by-step new competencies, oriented on value-meaning and activity formation [3]:

– design: understanding of the goal system of value-forming education in the context of the formation of the professional training profile; creating of individual goal vector of students' personality development;

– development of means of goals achievement: creation of unified programme complex on the whole period of learning; defining contextual environment, which suggests a real assistance in the realization of the mentioned above goals (clarification of the content of education, its structure and means of performing on cognitive and operational levels); appropriate choice or development of learning and methodical, information and technological, organizational technologies for the students' and teachers' learning activities: defining the ways of control and assessment of the learning outcomes;

– realization of complex of means for the goal achievement: creating conditions for the realization of the educational programmes; creating organizational and pedagogical conditions, suitable for the optimization of the formation of value-meaning and activity competences; development of new

studying and methodical literature, ICT-technologies for teacher and student activity support; enhancing qualification of teaching staff; development of the institution of tutoring and supervision; monitoring;

– criteria development, allowing to trace the efficiency of formation of value-meaning and activity competences: cognitive criteria as a complex of knowledge, performance, based on social and personal experience; axiological criteria, including the integral unity of value-meaning vectors, beliefs and personal qualities; activity criteria, reflecting competencies mastery, including personal relation towards the subject of activity. As system-formation components of cognitive-activity approach in the professional training of a pedagogue there are the following components: theoretic and methodological basis for the formation of value-meaning and activity competencies; model of the "teacher of future"; learning-methodical support for the determination of value potential of the humanitarian disciplines course; level of acquiring and realization of pedagogical technologies, based on research, problem-developing, project, creative, value-formative, professionally-oriented activity of students; criteria assessment of the learned value-meaning and activity competencies [4]

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FEATURE OF KNOWLEDGE MODELING DESIGNS IN CASE OF WORKING WITH MATERIAL OF TRAINING DISCIPLINE

Abstract: In order to better understand and comprehend the volume of material of the educational discipline or course that students will need to study, it is recommended to use the method of modeling knowledge constructs, by unit knowledge into a structural integral unit viewed from the experience of Russian practice. The advantages of presented studying information in the form of a conceptual and cognitive design for teachers and students are presented.

Keywords: educational standards; higher education; competences; knowledge constructs; content of studying discipline; teacher; students.

Аннотация. В статье отмечается, что для более эффективного осознания и осмысления того объема материала учебной дисциплины или курса, который необходимо будет студентам изучить, рекомендуется использовать метод моделирования знаниевых конструктов, посредством объединения знаний в структурное целостное представление. Отмечаются достоинства представления учебной информации в виде понятийно-когнитивного конструкта для педагогов и студентов.

Ключевые слова: образовательные стандарты; высшее образование; компетенции; знаниевые конструкты; содержание учебной дисциплины; педагог; студенты.

Transfer to digitalization connected with the creation and perfection of the technical basis of civilization leads to the inevitable changes in different social spheres, including education that touches upon its basis and system of management.

These changes to the demands of the labour market need reconsideration of the demands to the future specialists. The analysis of the value vectors (valuable for the labour market) and the need to view perspectives of appearance of new professions in the nearest future (rapid growth of rob techniques, engineering and sphere of IT-technologies) lead to the systematic changes of existing Russian federal educational standards.

Although it is hard to predict the real, comprehensive picture on perspective fields on 15–20 years, the experts and analytics note stable tendencies in those spheres and professions as: design of virtual reality; bioengineering; digital linguistics; virtual guides; supervisors of personal data; engineers on reconstructing eco-system; 3D- designers; financial designers; trainers on mind-fitness [1].

That's why nowadays students and post-graduate students alongwith working people should think about their future and follow new tendencies; be up-to-date, and be involved into the qualitatively new epoch of modern society development in order to continue working productively and be noticable in the professional sphere.

To sum up, existing informatization and gaining value digitalization orient professional education on training a future specialist, able to invest into his own future received knowledge, formed abilities, competencies and experience in accordance with the development of personal qualities.

In the existing in Russia educational standards of new generation in comparison with previously used, there are changes not only in the general labour intensity on acquiring educational programmes, not only in the content, but also the changes can be viewed in the following: the basis is not only subject, but other guidance, including value guidance, especially valuable for the labour market, i.e. there are more clear characteristics of those spheres, with which the future professional activity of the university-leaver will be connected.

In the table 1 the range of professional activities is presented, in accordance with which the training of future specialists is performed, that are purposed to suggest a real assistance in solving professional tasks in accordance with types of professional activity on the level of secondary professional and higher education.

Table 1 – Types of professional activity, in accordance with which the training of future specialists is performed at all levels of professional education

<table>
<tr><td colspan="5">Levels of professional education in Russia</td></tr>
<tr><td colspan="2" rowspan="2">Secondary professional education</td><td colspan="3">Higher education</td></tr>
<tr><td rowspan="2">Basic training</td><td rowspan="2">Profound training</td><td rowspan="2">Bachelor</td><td rowspan="2">Specialist, Master</td><td rowspan="2">Training of specialists of higher qualification</td></tr>
<tr><td colspan="5">Types of professional activity</td></tr>
<tr><td colspan="2" rowspan="2">Noted in the form of labour activities</td><td colspan="2">Scientific</td><td rowspan="3">Scientific</td></tr>
<tr><td colspan="2">Technological</td></tr>
<tr><td colspan="2" rowspan="6">Integrative and relatively autonomious range of professional activities is accumulated in the general labour function</td><td colspan="2">Organization and management</td></tr>
<tr><td></td><td>Pedagogical</td><td>Teaching</td></tr>
<tr><td></td><td>Project-technological</td><td>Project-creative</td></tr>
<tr><td></td><td></td><td>Organizational</td></tr>
<tr><td></td><td></td><td>Expert and critical</td></tr>
<tr><td></td><td></td><td>Educational</td></tr>
</table>

Changes in the demands of normative documents (educational standard) cause the pre-conditions for perfection organization of educational process, the content of educational programmes, technologies of teaching, search for new methodological approaches as the instruments for designing educational courses

and etc. Consideration of the demands of educational standard (development of which has begun in the middle of 90-s of the 20-th century) is introduced.

Mentioned above allowed us to determine the problem of research, that is concluded in the implementation in the practice the method of cognitive modeling of the content of the disciplines, the result of which are knowledge constructs, namely their graphical representation.

Each pedagogue "defining the topics, on which he should pay attention (from the point of view of the competence formation) or the topics, which he should cover as a self-study, as well as while choosing methods of teaching and technologies of the organization of educational process, without no doubt, bases on his own knowledge and experience" [2]. However, it is very important that professionalism of a pedagogue allows to enhance the process of presentation, understanding and acquiring the studying information by the students because of usage various methods, while summarizing knowledge in the integral unity in the form of meaning-cognitive constructs, based on the specified hierarchical connections. Such an activity with a determination is a hard process demanding to follow the range of demands towards the knowledge constructs, i.e.: logical order and laconic style in the process of their creation; following the unification, concluded in integral unity of symbolic via all the constructs; keeping the differentiation of constructs according to the form (tables, diagrammes and etc.) within the possibility to put an accent on the necessary meaning elements.

In its turn, the quality of creation knowledge constructs by the students may be estimated by the pedagogue via means of deep and comprehensive demonstration of criteria characteristics within the following identifiers:

– systematic character, realized in the ability to "comprehend" structural and functional inter-connections within various elements of knowledge; understanding the correlation between different notions, laws and terms, scientific facts, postulates and conclusions, etc.;

– density, i.e.: portability of presenting knowledge, characterized by the ability to differentiate terms, supplying integral unity of theory and practice; differentiate generalized categories, laws, principles and etc. from different disciplines;

– generalized knowledge, i.e. generalized truth, that corresponds to these knowledge.

It should be pointed out that "knowledge construct as the result of terminological and cognitive modeling of the content of the studying material, the graphical form (in the form of a scheme) of presentation of the result of deductive (differentiation from the big volume of knowledge more specialized questions) way of processing material of the studying discipline or the course is implied, that substantiates traditional text and graphs [3].

Terminological – cognitive construct consists from interconnected various components: huge knowledge units (studying topics), each of them consists of separate, individual elements (rules, formulas, definitions, postulates and etc.) that corresponds to the logic of presentation of studying material of a discipline [4] (Figure 1).

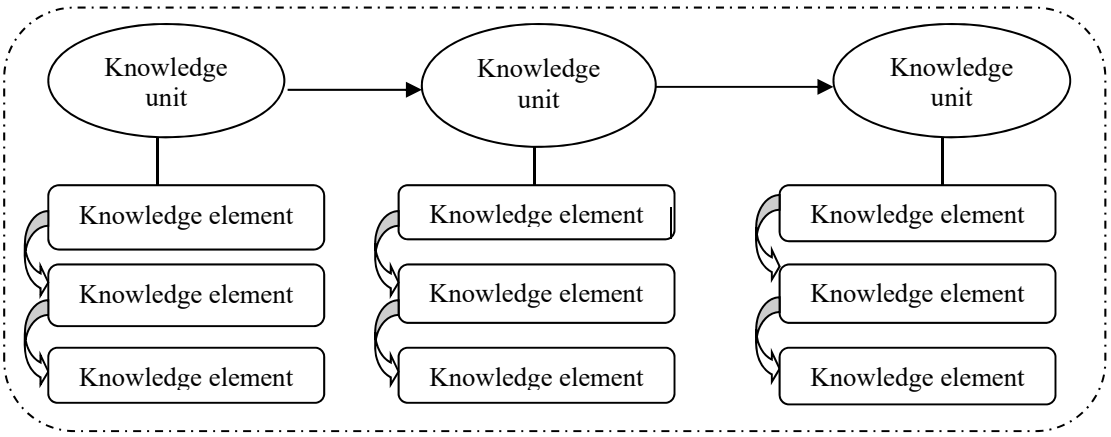

Figure 1 – Scheme of terminological-cognitive construct of material of the studying discipline or course

Presentation of studying material in the form of terminological – cognitive construct is oriented on enhancing efficiency of the pedagogical process, in particular:

– for the pedagogues: ♦ it is new way for the classification and "package" (systematization) of information; ♦ it allows to realize the ideas of systematic approach and logical order of the creating process of learning in the conditions of propaedeutics of the studying material; ♦ it is a support while explaining new (non-covered material; ♦ it serves for the learning and creating general

comprehension about the subject via means of demonstration knowledge units; ♦ via means of informative and image presentation it is possible to perform the results of generalization on knowledge elements consisted from several studying fields taking into consideration of inter-subject inter-connections.

– for the students: ♦ it allows to have a comprehensive , information-image view of the content of the studying discipline; ♦ it develops the ability for self-development in accordance with the information field of the studying discipline; ♦ it shapes the ability to get the information independently and apply knowledge; ♦ it shapes the ability to plan actions;

– develops the ability to work with necessary information; ♦ it stimulates the ability for self-development.

Summing up, we have come to the following conclusions:

– first of all, in Russia in accordance with the demands of new educational standards and in accordance with the demands of the global labour market, the design of the content of disciplines, oriented on the formation of the set competences, definite kinds of professional activity, it is necessary to perform it viewing the final result – characteristics of the future specialist;

– secondly, one of the methods of enhancing the process of teaching and learning, stimulating the process of self-development of the learners may be the integration of knowledge into structural integral unit in the form of terminological-cognitive constructs, created in the form of definite hierarchical inter-connections beginning with the highest level of hierarchy to the lowest level of hierarchy allowing each student to comprehend vividly (the whole vision) and realize the volume of the studying material, that is necessary to cover [6]. Besides, the representation of material in the form of blocks allows us to better over-estimate the whole “studying way”, but not the part of it and to learn what is waiting for us. This type of Russian practice in accordance with the experience exchange may be implemented into practice.

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[10]

COGNITIVE POTENTIAL OF THE COURSE "HISTORY OF PHYSICS"

Abstract: The goal of the article is to make conclusions about laws of development of the History of Physics based on research on professional activity of major outstanding physicians and analysis of different epochs due to illustrate the need to implement the received data in the course of Physics, to underline the value of moral-ethic and patriotic stimulus in the life and professional creative activity of physicians in different epochs and countries.

Keywords: cognitive potential, way of knowledge organization, History of Physics.

Аннотация. Целью данной статьи было на основе изучения деятельности большого количества выдающихся физиков и анализ различных эпох сделать выводы о закономерностях истории развития физики, чтобы показать важность применения этих сведений в курсе физики, подчеркнуть значение морально-этических и патриотических стимулов в жизни и творчестве физиков во всех эпохах и странах.

Ключевые слова: когнитивный потенциал, способ организации знаний, история физики.

The course "History of Physics" deals with the problems of formation, establishment and development of physical science, its basic methods and ideas. The processes of appearance and changing the basic terms about nature, interchanging of one's beliefs by the others, understanding the processes is very important for the acquiring of physics.

The physical laws themselves are not considered here in substance. Mention

of this or that stage of development of Physics should cause certain associations and physics will appear from the other, unusual positions that should promote new understanding of a physical essence of a definite phenomena and deeper understanding, both the physics, and its methodology.

On the other hand, the study of the history of physics helps to solve important problems of humanization of natural science education, which is dictated by the need to prepare and educate a versatile, cultured in all respects man.

The development of physics is closely connected with the development of culture, both material and spiritual. For the emergence of physical ideas need a certain level of technical development. This allows you to accumulate a variety of observations, and in some cases to conduct the necessary experiments and obtain important results. On the other hand, Physics itself, the emergence of new discoveries allows us to create fundamentally new technical devices. Such interaction and mutual enrichment of physics and technology is sometimes abrupt, and the frequency of these jumps is determined by many factors.

Also important is the level of spiritual culture of society, which is necessary for the synthesis of observational data and the emergence of new physical ideas and ideas, the creation of a coherent system of knowledge. In recent centuries, physics, in its turn, has penetrated deeply into the processes of spiritual formation of society.

Physics has always had close contact with neighboring Sciences: astronomy, chemistry, Mineralogy, biology. Often, especially during the formation of classical physics, scientists were essentially encyclopedists. And now physics sometimes turns its attention to adjacent areas, which allows you to get new results. Naturally, there is a very close connection between Physics and Mathematics, which has become an intellectual tool of physics. Often the successes of Physics were determined by the preliminary or simultaneous successes of mathematics. Conversely, the formulation of physical problems often led to progress in mathematics. The close relationship of physics with other Sciences predetermined the emergence of new independent disciplines: mathematical physics, physical chemistry, astrophysics, Geophysics, Biophysics, etc.

Physics is peculiarly connected with philosophy, which often stimulated the

development of physics, but sometimes inhibited physical progress. Often in physics worked people, known, above all, as philosophers. There is no doubt that the progress of natural science had a strong influence on all philosophers. And many physicists in some cases put forward important philosophical ideas.

Just as the history of Nations and States notes only significant events and outstanding people, the history of Physics considers deals with the peaks of research and those who reached them. At the same time, biographies of outstanding scientists occupy an important place in the history of physics, and in this work brief information about their lives is given. At the same time, physics is the fruit of collective work and we must remember the thousands of people who participated in the creation of science. In this regard, the works on the history of physics by outstanding scientists themselves are very important, who understand the development of physical representations as well as possible, taking into account many real factors that escape the outside observer.

It should be noted that in the scientific team creates a special atmosphere of dedication to a common cause, and it has a profound effect on others, i.e. the environment becomes infected with their own scientists enthusiasm and conscientious attitude to their classes [2]. Therefore, a significant role in achieving high results in physics is played by the forms of organization of scientific research, the development of which is also considered in this work [1].

They often talk about objectivity, the truth of natural science knowledge. But physical concepts change, and physics has never had a finished form ready for all time and has not claimed to be the ultimate truth. And yet there is proof of its objective truth. The history of physics constantly gives examples of how two completely independent theories (optics and thermodynamics, the wave theory of x-rays and the atomic theory of crystals) suddenly converge and freely connect with each other.

History can be viewed from different points of view and, provided that the authenticity of any can be justified. Thus, one can adhere to a pure chronology, describing the totality of events, and one can consider individual phenomena in their historical development. It is only necessary that some new historical knowledge should emerge from all these positions. It is also possible to study the

history of physics in various ways: either in the form of separate special courses, or as you study a section in the main course of physics to supplement the thematic material with information of a historical nature.

Humanity currently has four ways of organizing environmental knowledge into a system: a mythological worldview, a religious worldview, a philosophical worldview, and a scientific worldview.

The whole history of physics proves that science is moving from qualitative assessments and descriptions of phenomena to the establishment of quantitative laws. Relying on the latter, it gets the opportunity to explore the quality more deeply. The development of physics is subject to such a periodization, when the accumulation of applied information about nature and the ways of using its forces and bodies alternates with the theoretical understanding of the causes, methods and features of the transformation of nature, and as a result, new concepts of explaining the changes of nature appear. This is well illustrated by this table:

Table 1 – Four ways to organize knowledge

Prioritively	Periods
Accumulation of applied information about nature and ways of using its powers	Mythological stage (1700–600 BC); Medieval stage (485–1584 ad)
Theoretical understanding of the causes, methods and features of the transformation of nature	Natural Philosophical stage (600 BC – 485 ad); Modern and post-modern time (1584 – present)

The most General law of development-the transition of quantitative changes into qualitative ones-is confirmed by the whole course of development of physics, when each subsequent stage of "reason and technology" (natural philosophy stage, New and present time) alternates with the stages of "faith" (mythological and medieval stage).

The development of physics, like any science, is characterized by a cumulative nature, that is, at each historical stage it summarizes in a concentric form its past

achievements, and each result of science is an integral part of its General Fund; it is not crossed out by subsequent successes of knowledge, but only rethought and refined.

After analyzing the different epochs of the history of physics, we can distinguish the following periods:

1. Prehistory of physics (from ancient times to the 17th century.)

* The age of antiquity (6th century BC-5th century ad). The development of natural philosophy (the science of nature with the rejection of mythical and religious ideas). Formation of specific Sciences: mathematics, astronomy, rudiments of mechanics and optics.

* Middle ages (6th–14th centuries);

* Renaissance (15th–16th centuries.);

2. Formation of physics as a science (beginning of the 17th century–80s of the 17th century.)

* from I. Newton to J. Maxwell (1687–1859);

• from George. Maxwell to W. Roentgen (1860–1894);

• from V. Roentgen to A. Einstein (1895–1904);

3. Modern physics (since 1905)

• the emergence of quantum mechanics (1905–1931);

* subatomic physics-the world of the atomic nucleus (1932–1954);

* sub-nuclear physics and space physics (since 1955);

After analyzing the content of the physics course from the point of view of the history of physics, we came to the conclusion that the history of physics has a high cognitive potential, since it is:

1. One of the most important means of developing students interest in science;

2. Helps to improve the quality of students ' knowledge;

3. One of the means of forming a scientific worldview;

4. One of the means of moral and socio-political education;

5. It is not only an integral part of the content of the course of physics, which allows solving many problems of education and upbringing, but also an important source of pedagogical ideas.

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[11]

VOLUNTEERING ACTIVITIES AS A PART OF MODERN SOCIAL EDUCATION OF UNIVERSITY STUDENTS

Abstract: The article updates the problem of modern social education of children. International and domestic experience of volunteer project within the framework of the program “Big Brothers/Big Sisters” is presented. The procedure of selection of volunteers, difficulties in organization of volunteer activities, problems of education of young people in modern conditions is described. The social and psychological portrait of the volunteer student was considered. Keywords: youth education, personality, volunteering, Big Brothers/Big Sisters, volunteer, international experience.

Keywords: youth education, personality, volunteering, Big Brothers/Big Sisters, student-volunteer, international experience.

Аннотация. В статье актуализирована проблема современного социального воспитания детей. Представлен международный волонтерский проект в рамках программы «Большие Братья/Большие Сестры». Описаны процедура отбора волонтеров, сложности в организации волонтерской деятельности, проблемы воспитания молодежи в современных условиях. Рассмотрен социально-психологический портрет волонтера-студента.

Ключевые слова: воспитание молодежи, личность, добровольчество, «Большие Братья/Большие Сестры», студент-волонтер, международный опыт.

The social, political and socio-economic transformations taking place in Russia and many other countries have had a very visible impact on the situation of young people in the Russian Federation. The insufficient attention to them from the government, lack of purposeful work on prevention of deviant behavior of teenagers from youth public organizations was led to significant increase in neglect, homelessness, child abuse, their involvement in antisocial activity.

All this updates the importance of social education of a growing person, requires a review of the content of basic or additional programs, and activation of the work of students' and youth social organizations in educational settings. [1]

In this regard, the experience of organizing social and pedagogical work with children from single-parent families of the International Charity Organization "Big Brothers/Big Sisters," which began its activities more than 100 years ago, since 1904, is of particular interest. Since 1992 it has been implemented in Russia and is currently actively working in many Russian universities, such as in Moscow, Yaraskaya, the Republic of Marie El and in the universities of Tatarstan Republic.

The program operates under the auspices of the Russian interregional non-governmental organization promoting the upbringing of the younger generation "Big Brothers/Big Sisters," the joint directorate of which is located in Moscow. All activities in the regions are coordinated by an elected body – the Executive Committee of the program, which includes representatives of both Russian and foreign specialists of the program [2].

The purpose of the program is to develop and test a model of paired informal relations between a child in need of social and psychological support and an adult volunteer, in our case – a student-volunteer.

The main idea of the program is as follows. The child and student meet for a year under the conditions stipulated in the contract for joint communication and activity. Relations based on trust and understanding are formed between them. Student as a volunteer participates in the life of the child, helps to cope with difficulties, and to resist negative influences.

For a child, he (she) becomes an older friend, a person with whom to share

his problems, who needs him and for whom he is interesting.

Children and adolescents from incomplete, socially vulnerable families participate in the programme, as well as children with disabilities and children with special educational needs in need of individual support and assistance. The child is selected by a specially trained student volunteer – "elder brother/sister," who within a specified period (usually one year) meets the child about once or twice a week. Before that, a four-party agreement is signed – a "contract" between the parent, the child, the student-volunteer and the specialist of the program (university staff).

Special attention is paid to the selection of children for participation in the programme, as well as work with families and children. For this purpose, liaison is maintained by the university with those institutions and organizations that can assist in the search for and selection of children.

Our analysis of the experience of organizing this work in the Republic of Tatarstan and conversations with students-volunteers involved in this work showed that at the first stages there were sometimes certain difficulties in selecting children to participate in the program. There were cases where parents (guardians) were afraid of responsibility and did not want to sign a contract, despite the fact that the child suited all indicators for participation in the program and needed individual support. Subsequently, when the program became already popular in the republic, other difficulties appeared: parents want the child to take part in the program, although the family is complete, prosperous [2;4].

Working with children under the "Hand in Hand" program within the framework of the "Big Brothers/Big Sisters" project would be impossible without students-volunteers who voluntarily take responsibility for the child and do not spare personal time, strength, attention and mental participation in the fate of their "younger brother/sister."

The procedure for selecting srudents-volunteers includes several stages. *At the first stage*, volunteers already working in the program go to student groups with information about the program. Finally, a video on working with children is shown. All this causes a keen interest of the student audience, as well as a lot of questions, and proposals. Then the participants are given questionnaires to

identify those wishing to participate in the program. One of the questions "Questionnaires of the Potential Volunteer" sounds so: Whether "You want to become the volunteer of the BB/BS program and possible answers are given: "a) yes, I want to become a volunteer and to work in couple; B) I want to become a potential volunteer; C) doubt as...; D) no, I don't want to." The names of students who have expressed a desire to volunteer are entered in the "Waiting List" for volunteers.

At the second stage, potential volunteers undergo training at the Volunteer School for one to two months under a specially developed program. The program includes lectures, training of pair relations and conflict-free communication, as well as visiting Round Tables together with volunteers already working in pairs.

At the third stage volunteers are invited to interview specialists of the program, where they are told in detail about their rights and duties. At the end of the interview, they complete a detailed "Volunteer Questionnaire." This questionnaire is effectively an application for participation in the program as an active "elder brother/sister."

The fourth stage – the brightest and most interesting – is a solemn ceremony of dedication to volunteers. On "Dedication to Volunteers," already worked in the program "elder brothers/sisters" pass the baton to beginners, arrange them all kinds of tests, and, after all, dedicate them to the ranks of elected. After that, new volunteers are attached to children – junior participants of the program.

Analysis of questionnaires allowed to draw up a social and psychological portrait of a student-volunteer, the main features of which are such. All volunteers are almost healthy and have no serious restrictions and health disorders. They are dominated by a good, cheerful mood. In the surrounding life and in people, they are angry and disturbed by such qualities and phenomena as injustice, lies, rude, foolishness and vile, and bring joy – kindness, honesty, vitality, sense of humor, justice, optimism, responsiveness [3; 4].

Analyzing their personal qualities, volunteers called in the questionnaires such positive properties of the person as kindness, activity, responsiveness, justice, responsibility, sincerity, tolerance, ability to listen to the interviewer. Among the negative features of character, shyness, self-uncertainty, stubbornness,

offensiveness, and flutter were most often mentioned. At the same time, the question of what you would like to change in life and in yourself is dominated by answers related to the development of personal qualities: confidence, division, sociability, patience, and restraint. This suggests that volunteers seek self-improvement, personal growth, they are determined to change themselves positively.

Students-volunteers could teach the child moving and developing games, drawing, dancing, playing guitar, holding joint walks and talks, developing communication skills. Many wrote about providing general moral and psychological support to the child: to help, to be friends, to listen to him, to answer his questions, to expand his capabilities.

Social infrastructure facilities were offered by volunteers, visiting which could benefit their future "younger brother/sister." These are museums, theatres, exhibitions, circles, concerts, circus, planetarium, swimming pool, stadium. Many students consider bars and discotheques harmful places for teenagers.

Analysis of the motives for choosing students' volunteer work showed that the first place are such motives as the acquisition of important life experience leading to self-development. On the second place is a joy of communication with children and love for children, and moral-humane motives. As one student wrote, "I want to save at least one child from alcoholism, drug addiction, vagrancy." Many students believe that the acquired experience will enrich their personality, will be useful in the future, including for raising their own children.

So volunteering students are physically and mentally healthy, capable of self-regulating their condition, fairly balanced and optimistic people aged 18 to 22.

In conclusion, we will indicate that the experience of selecting students-volunteers and organizing social and pedagogical activities taking into account the best international practices can certainly be transferred to Russian real reality only taking into account the traditions of the Russian mentality, where humanism and mercy occupy an important place. The active involvement of students-volunteers with skills in social and pedagogical work with children in difficult life situations contributes to the harmonization of the social field of the child and supports a favourable moral and psychological climate in the family as well as contribute to students' self-development and their social education.

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[12]

DIGITALIZATION OF HIGHER EDUCATION: "BIG DATA" AND "DATA MINING"

Abstract: Modern world is transferring from informatization of all life spheres to the digitalization. Higher education doesn't stand alongside, stimulating the process of preparation of staff for the new digitalized society. Meanwhile, the educational processes imply digital transformation both in the sphere of the realization of the educational activity and in the sphere of its management. The author reveals the potential of "bigdata" and "datamining" technologies, causing the search of new knowledge and laws of its development.

Keywords: higher education, University management, digitalization, Big data, data mining.

Аннотация. Современный мир переходит от информатизации всех сфер жизни к ее цифровизации. Высшее образование не остается в стороне, генерируя процесс подготовки кадров для нового цифрового общества. В тоже время, сами образовательные процессы требуют цифровой трансформации как в сфере реализации образовательной деятельности, так и в сфере управления ей. Автором раскрывается потенциал технологий bigdata и datamining, обусловливающих поиск новых знаний и закономерностей развития.

Ключевые слова: высшее образование, университетское управление, цифровизация, Big data, data mining

Digitalization, that was profoundly implemented in our life, beginning with

global bank sphere, has already shaped a real digital form with high speed of interaction. Mass digitalization has become the continuation of the global informatization, deepening the transfer of the major processes into the virtual sphere, widening the possibilities of consolidation of informative and communicative, mobile technologies and global information resources. The mentioned above context for the staff of the system of education is in its degree proactive – it is important to define how developing digital economy influences the system of education, how it changes methodology and technology of education, so that to satisfy the needs of developing "cyber society" [1].

Digitalization in the modern period is connected with the system of higher education via 3 global tasks: 1) overcoming barriers of knowledge appreciation by all the subjects of higher education; 2) technical and technological support of the educational processes; 3) reaching the level of resultativity – preparing staff for digital economy. [2].

To sum up, exponential growth of the data volume, speed of its processing, synthesis and analysis of new information, relevance of the modern educational technologies to the educational goals and tasks, the level of digitalization of a personality, the deepness of digital experience define the conditions of development productive educational systems.

One of the digital trends in education is the work with Big data, implying new possibilities of collection and synthesis of information. In general, Big data implies global volumes of constantly increasing data for analysis and stages development. According to the author's opinion, the methodology of work with Big data in accordance with the educational system perfectly supplies the theory of information field of the system (A.Denisov [3,4]), based on the statement that outer and inner environment of the system due to the possibility of its creation and functioning has necessary and enough information for its development. Developed in accordance with the mentioned above theory information and cognitive approach stimulates the development of new laws and principles of the work with data, information and knowledge in the system of higher education management (i.e. situations, processes, structures and the system, in general). The essence of this approach lies in the objective possibility of indefinite condition of higher education (i.e. structures, educational processes and situations) because of

the analysis of information field, concerning necessary and enough information for the development of cognitive mechanisms, able to define its essence nucleus for the definition of appropriate management influences for the development of higher education [5].

Researchers in the sphere of education define 5 major types of data, supplying initial material for the analysis: “personal data, data on students’ interaction with electronic systems of education (e-books, online-courses); data about the efficiency of studying materials; administrative (system-comprehensive data); forecast data” [6].

The other typology of Bigdata in education [7]) is connected with the structuring of personal interactions: critical way of thinking, communication, inner processes (self-regulation, reflection and etc.)

In the first case, the lack of clarity, nevertheless, creates the possibilities for structuring of information field, in the second case it causes global variety of subjective, complex-formalized characteristics. The author suggests that the following typology of Bigdata division in higher education is more appropriate: personaldata и processdata. To the group of personaldata belong complex psychological and social features of the subjects of education, influencing the process of education – cognitive abilities, motivation, readiness, way of thinking and etc., that are revealed in the limited presentation of inter-cross of cognitive styles of teaching and learning. To the group of processdata belong the identifiers of pedagogical processes in the educational organization, based on the cognitive capital of educational organization. The resulting inter-connection of personaldata and processdata is the result of higher education – the University-leaver with the definite level of competences (self, soft, hard), accepted by the society.

Each of the mentioned positions of personaldata и processdata needs additional typologization, revealing of the content and establishment of the edges, and is a separate task.

Speaking generally, it is necessary to point out, that processing data into the information demands definition of strict criteria of sifting. For the data to become information it is necessary that the data achieves the following features: adequacy,

relevance, provability, easy access to information, objectiveness, accuracy and etc. The appreciation of the received knowledge may be enlarged from the simple visualization to analysis, if using the additional actions to find out and get out the characteristics, reflecting its qualitative features.

This is the functional of another technology – Data mining, designed for the determination of practically useful new knowledge and laws of higher education via intellectual analysis of the data. The information of appreciation about the condition of higher education (situations, processes, structure) accumulates in the course of time and space, consists of information streams, appearing in accordance with educational activity and formulates its information field in accordance with the criteria of changes of the user (manager).

Consequently, the conclusion is logical, the importance of indicators of information field, reflecting the characteristics of higher education is very high; this criteria efficiency must also substantiated, proved and answer the tasks of analysis, shaping new knowledge about the functioning and potential of the development of higher education (structure, educational processes and situations) in the present period. The source of information must be fully identified and supplies all the necessary characteristics of information (actuality, accuracy and etc.). The results of the research allow us to systemize complex, ill-formulated data about the functioning of educational systems and educational organizations, to overestimate the existing problems for different purposes of higher education development.

Obvious is the fact that there is a need for reconstruction of the system of education for the digital epoch, and the need for serious innovation of the triad of interaction “pedagogue-student”, “pedagogue-educational environment”, “student-educational environment” within the positions of principally different generation of knowledge, but not from the point of view of simple digitalization of informative resources, with the setting on efficient use of knowledge of educational organization and educational system, in general.

The mentioned above tasks imply new information support of educational activity, which we should create and implement everywhere; in this case, the applied tasks of digitalization must follow new educational paradigm. The way out

is in the dissemination of cognitive paradigm of education, based on the view to the methods, types and technologies of human processing of the information due to the creation individual system of knowledge and views in the definite subject sphere (sphere of studying disciplines, sphere of pedagogue's activity, sphere of activity of the educational organization, in general) [8]. From the point of view of education, cognitive determination accumulates the achievements of psychological and pedagogical science in order to increment of possibilities of work with all the subjects of educational activity (student, pedagogue, educational organization) with the information – its processing, synthesis, analysis, formation of the individual system of "knowledge" in the conditions of high information density.

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[13]

TO THE QUESTION OF THE TEACHER'S INNOVATIVE CULTURE IN HIGHER EDUCATION SYSTEM

Abstract: The article considers the content and structure of the innovative culture of a teacher of higher educational system, that consists of axiological, innovation-technological, cooperative-activity, communicative, and personal-creative components. Criteria indicators and diagnostic signs of teacher's innovative culture and innovative competence are disclosed.

Keywords: innovative culture, innovative competence, innovative professional activity, innovative pedagogical activity.

Аннотация. В статье рассматривается содержание и структура инновационной культуры педагога вуза, состоящая из аксиологического, инновационно-технологического, кооперативно-деятельностного, коммуникативного, личностно-творческого компонентов. Раскрываются критериальные показатели и диагностические признаки инновационной культуры и инновационной компетентности.

Ключевые слова: инновационная культура, инновационная компетентность, инновационная профессиональная деятельность, инновационная педагогическая деятельность.

Nowadays is impossible to master technologies of innovative professional activity without understanding the ideas about culture and its values, attitude of a person to surrounding nature, and to himself, the essence of universal and national

cultural traditions. Therefore, in the process of education, the formation of the individual as a subject of culture plays a decisive role. In this process, the set of knowledge, abilities, skills, and valuable orientations that allow to consider adequately requirements of public regulation of the relations, to show social adaptability and psychological mobility is demanded.

The concept of "innovative culture" is the most carefully developed in sociology. In sociological dictionaries, innovation culture usually refers to a stable system of norms, rules and ways of implementing innovations in various spheres of society, characteristic of this sociocultural community. It follows that innovative culture is a mechanism for innovative behaviour as a special type of individual or group behavior, characterized by initiative and systematic mastering of new modes of action [1].

The level of formation of innovative culture of the teacher acts as a factor of efficiency of formation of innovative competence of the teacher.

Innovative culture is a stable system of norms, rules and methods of innovation in various spheres of society, characteristic of this sociocultural community, which is a mechanism of innovative behavior of the individual, which is characterized by initiative and systematic mastering of new ways of activity [2].

The innovative culture of the teacher is a complex-structural personal education, reflecting a set of interconnected, mutually agreed and complementary components, ensuring a high level of readiness to adopt and implement innovations in the process of professional pedagogical activity while respecting the principle of continuity. The innovative culture reflects the teacher's holistic orientation towards innovation, which manifests itself in motives, knowledge, skills and behavior [3].

Structural components of innovation culture are: axiological, innovation-technological, cooperative-activity, communicative, and personal-creative.

The axiological component of the innovative culture of the teacher is a set of pedagogical values: updating professionally significant knowledge, perceptions, and beliefs of the teacher.

Pedagogical values can exist (hence – be updated) at three main levels: socio-

pedagogical, vocational-group, and individual-personal.

The values of the social and pedagogical level (social and pedagogical values) are a set of ideas, norms and rules regulating activities in the field of education, taking into account the modern requirements of society.

Values of vocational-group level (group pedagogical values) are a set of ideas, concepts, and norms regulating and guiding pedagogical activity within the framework of certain educational institutions. They are guidelines of innovation and pedagogical activity in certain professional groups (teachers of one school, etc.)

Individual-personal values (personal-pedagogical values) reflect the system of value orientations of the teacher's personality (goals and motives of his activities, his ideals, attitudes, views on life, etc.).

Innovation and technology component combines methods of innovation and pedagogical activity, providing solution of problems of innovation management and self-government of innovation and pedagogical activity, which include:

– analytical-reflexive – tasks related to the teacher's understanding of the pedagogical process, its elements, his innovation activity;

– constructive-prognostic – the tasks of building (designing) an innovative pedagogical process and predicting its results;

– organizational and activity – the tasks of direct innovation and creation of optimal conditions for its implementation;

– assessment and information – the tasks of collection, processing and storage of information necessary for implementation of pedagogical innovations, as well as tasks of objective assessment of progress and results of innovation activity;

– corrective-regulatory – the task of correcting and regulating innovation to improve its results, and to optimize the progress of innovation transformation

The cooperative and activity component reflects the culture of cooperation of teachers in joint innovation activities. The cooperative and activity component of the innovative culture of the teacher provides the necessary level of interaction of the teacher with children, colleagues, parents.

This component includes: ability to really assess their capabilities and distribute their forces by working in a group; responsibility to the participants of collective innovation; ability to take responsibility for the results of group innovation; tactile resolution of disputes; ability to negotiate with partners about their mission in the group, etc.

The communication component determines the culture of the teacher's participation in the information exchange. The communicative component includes: understanding the role of information in the innovation process; positive attitudes towards new sources of information; including ICT technologies; desire to objectively assess the value of incoming information; ability to systematize information according to criteria of relevance; reliability, efficiency; ability to compare, analyze data from different sources; attention to the important details contained in the sources of innovation; skills to build and implement interpersonal communications, etc.

The personal and creative component provides interpretation of pedagogical innovations in the individual pedagogical activity of the teacher: creation of own innovative experience, adaptation of borrowed experience to specific conditions, professional and personal self-realization of the teacher in innovation activity, taking into account the needs and opportunities of students, etc. The personal and creative component of the innovative culture of the teacher includes: ability to adapt borrowed innovative experience to the conditions of a specific educational institution, to the peculiarities of children; ability to see the prospects of development of innovative ideas in specific conditions of their implementation; ability to objectively assess their ability to introduce pedagogical innovations; ability to upgrade to meet new requirements; ability to integrate traditional and innovative experience into their work, avoid “shock” updates; integrity of creative interpretation of pedagogical innovation in its activities.

As already mentioned above, innovative culture is the main factor in the formation of innovative competence of the individual. Innovative competence is an integrative social and professional quality of a specialist, ensuring effective implementation of innovations in various fields of professional activity. As a key (meta-professional) competence, it is interdisciplinary, shaped and functioning in various social and professional activities. Innovative competence is

multidimensional: it includes both knowledge (cognitive component), relationships (emotic component) and activity (praxiological component). Its formation is possible when involved in various innovative-oriented activities involving the development of such competences as social and professional mobility; dynamic professionalism; reflexivity; initiative; tolerance to uncertainty; ability and readiness for continuing education, continuous improvement, retraining and self-learning; ability and readiness for professional mobility, desire for new; ability to think critically; ability and preparedness for reasonable risk; creativity; ability to think critically; ability and readiness for reasonable risk; creativity and entrepreneurship; ability to work independently and readiness to work in a team, readiness to work in a highly competitive environment; a wide knowledge of foreign languages as communication tools for effective participation in globalization processes, including the ability to freely engage in domestic, business and professional communication in English [4].

The level of innovation competence reflects the following indicators of teachers "readiness" for innovation and pedagogical activity. Among them: mastery of the ability to organize study in accordance with innovative approaches to the educational process as a whole; mastering of content, innovative educational technologies, and mechanism of organization of educational process on the basis of innovative approaches; use of educational potential of training sessions in accordance with goals and objectives of innovative approaches; organization of students activity on formation of design skills in out-of-school classes; formation of cross-disciplinary and special skills on development of educational, and social projects; ability to create a condition (situation) for students to learn new values and knowledge, norms and rules, for critical rethinking of the received new material, etc. [5].

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[14]

STUDYING-METHODICAL RESOURCE ON PEDAGOGUE'S PERSONALITY DEVELOPMENT BASED ON INTER-DEPENDENCE OF COGNITIVE AND EMOTIONAL COMPONENTS OF COGNITION

Abstract: The article reveals studying-methodical resource of inter-dependence of cognitive and emotional components of pedagogue's personality development based on the implementation of innovative technologies, namely art-technologies, taken as an example by the authors. Methodological approaches and principles that will serve to achieve the result of the process are substantiated; the methods of research are described. Features of integration of cognitive and emotional components of cognition in the process of acquiring scientific knowledge are defined; functional algorithm of processing the learning data in the process of pedagogue's teaching is described.

Keywords: pedagogue; cognitive component; emotional component; inter-dependence; functional algorithm.

Аннотация. В статье раскрыт учебно-методический ресурс взаимосвязи когнитивного и эмоционального компонентов развития личности педагога на основе применения инновационных технологий, в качестве которых авторы рассматривают арт-технологии. Обоснованы методологические подходы и принципы, которые будут способствовать результативности данного процесса; описаны методы исследования. Выявлены особенности интеграции когнитивного и эмоционального компонентов познания в процессе усвоения научного знания; разработан функциональный алгоритм обработки учебной

информации в процессе обучения педагога.

Ключевые слова: педагог, когнитивный компонент, эмоциональный компонент, взаимосвязь, арт-технологии, функциональный алгоритм.

The problem of pedagogue's training in the conditions, caused by the changes on social and economic level, introduction of new regulatory documents, changing of educational standards and development of professional demands, continues to be up-to-date nowadays. The term "teacher" implies "person-person" profession, the key features of it are revealed in the interaction between completely different people, the ability not only to set up contacts, but also to enlarge contacts, to understand people and to define their features of character and behavior. In the sphere of education the profession of a teacher is characterized by the special demand to the need of individual training of a pedagogue in the successive sphere and is associated with a personality, that is interesting and meaningful for the surrounded people, namely for the learners (students, University-students, listeners and etc.).

Observed by the beginning of the XXI century, digitalization of the learning process, tends to increase the efficiency of educational process[1], supported by the implementation of the emotional component, that serves to supply the development of image perception, actualization of emotional memory, development of the ability to empathy, creation of the conditions to over-estimate one's worldview and etc. [2]. The need to inter-connect cognitive and emotional processes is pointed out in several literature resources [3, 4, 5 and etc].

It is obvious that the solution of the problem of personal and professional development of a future pedagogue the most important point is in the efficiency of processing the learning data, which is realized in the involvement of cognitive and emotional components of cognition based on the following integrative markers: attention, memory, wish, appreciation, way of thinking, speech, emotions (Table 1)

Table 1 – Functional algorithm of processing learning data in the integral unity of cognitive and emotional components of cognition

Algorithm steps	**Integrative markers**	
	Cognitive	Emotional
Defining demands	– study of initial conditions in the task, initial data	– emotional-value treatment towards initial conditions or initial data
Analysis	– logic evaluation of the knowledge for performing the task, finding out correct solution; – division of the object on separate parts; – pointing out different aspects and features form the whole; – inclusion of non-sufficient and etc.	– emotional evaluation of the received knowledge for the performing of tasks, finding out correct solution; – emotional judgment about the different aspects and features of the object and etc.
Design	– association; – creating paradigm inter-connections	– emotional-image association and etc.
Realization	– expressing thinking activity in the language form or in the form of actions; – performing labour function	– emotional-image and language interpretation of the object of cognition and etc.
Integration	– summing up actions and thoughts into the integral unity	– emotional-value conception of the integral unity of actions and thoughts
Presenting version	– final variant of logic form of thought expression, finished work, solved task, performed point	– emotional intelligence

In the modern conditions of cognitive theory – the process of teaching and learning is not only the transfer of some amount of knowledge, it is aimed at formation not only the ability to accept studying material (via means of higher psychological functions: way of thinking, cognition, understanding, consciousness, image appreciation and etc.), but also it is the need to implement it by future pedagogue-specialist, while it is especially important in the modern conditions to update the material and be ready to experience it, alongside the risk connected with it.

Appeal to the logic-verbal way of thinking in the learning process allows us to depict from the inter-connections the most valuable final idea. As a process logic way of thinking is based on step-by-step realization of thinking operations. In the conditions of applying to the educational process – their order is realized via step-by-step performing of the following activities:

– Defining demands (study of initial conditions in the task),

– Analysis (logic evaluation of the knowledge for performing the task, finding out correct solution; division of the object on separate parts; pointing out different aspects and features form the whole; inclusion of non-sufficient and etc.),

– Design (association; creating paradigm inter-connections),

– Realization (expressing thinking activity in the language form or in the form of actions; performing labour function),

– Integration (summing up actions and thoughts into the integral unity),

– Presenting version (final variant of logic form of thought expression, finished work, solved task, performed point).

While the thinking activity is always performed in the language form, language "framing" is a necessary condition for materialization and successive way of reasoning. It, in its turn, presupposes logic analysis of the language as a means of expressing thought, performed due to determine elements of logic form of thinking.

Moreover, in accordance with pedagogical profession the development of personal-art component is important for the future teacher. The enhancing of it must be performed via special technology, promoting appearance of emotional-value reaction on issued pedagogical positions. In the process of creation such a technology art-technologies must be very helpful, the main features of which are: deep individualization, creative character of the activity and a desire to comprehend the nature of personal expressive manner, which supply the development of art-potential of a personality via system of emotional-value mechanisms [7]. In the process of realization of these technologies motive-value treatment of a student to the content of education is formed; sustainable attention based on the emotional appreciation of the studying material remains; the sense

of freedom, positive attitude towards the speaker appears; the ability to transfer knowledge into the personal meaning is formed; positive art feeling is developed.Major postulates of art-technology, based on the value of a personality and art, in general (as specific forms of culture) are presented on the Figure 1.

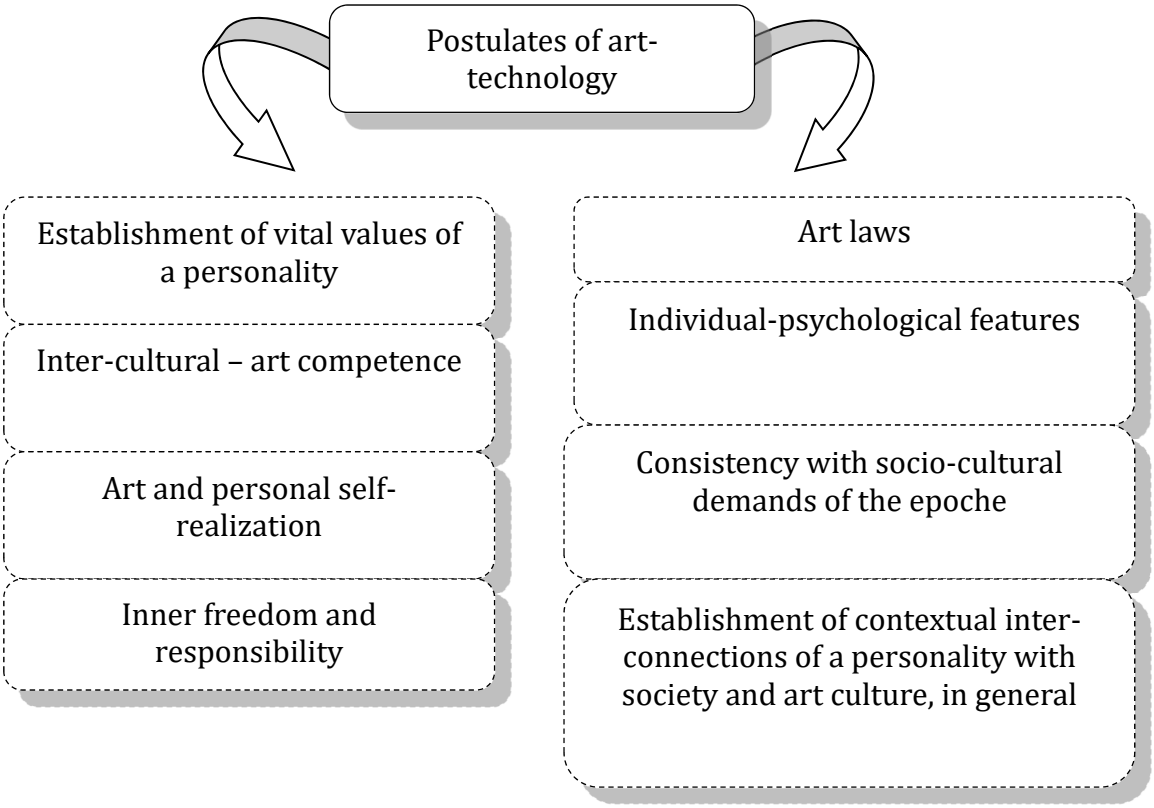

Figure 1 – Major postulates of art-technology

As far as the content of art-technologies is concerned, it is aimed at:

– openness of general developing, cognitive and information abilities of art and search of ways of their implementation for supplying learning and upbringing processes;

– creation and realization of programmes of socio-cultural adoption of a personality, stimulating comprehensive emotional and intellectual development of students;

– co-assistance to the pedagogical staff for the formation of principles of mutual help, kindness, responsibility and self-assurance, ability for active inter-action without humiliation of rights and freedom of the other personality;

– teaching of positive strategies of adoption of a personality to culture and society. To sum up, functional algorithm of processing learning data in the integral unity of cognitive and emotional components of cognition was developed as a resultative condition for personal-professional development of a pedagogue.

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MULTIPLE USE OF DIGITAL TECHNOLOGIES IN TEACHING IN THE UNIVERSITIES OF RUSSIA

Abstract: Digitalization of educational process on the modern period has become a trend, while it's gaining more and more popularity. The authors of the article are sure that although implementation of digital technologies has both positive and negative sides, positive effect is prevailing. The authors strongly believe that mass digitalization leads to enhancing teaching abilities and skills, so that a student gets wider opportunities for studying and getting knowledge. The authors determine the factors that prove that Digitalization in Russian Universities is a constituent component of modernization on the modern period. The authors conclude that multiple use of digital technologies suggests a real assistance in teaching and learning.

Keywords: Digitalization of education, digital technologies, educational process, teaching and learning, University students.

Аннотация. Цифровизация образования на современном периоде становится все более и более популярным явлением. Авторы статьи убеждены, что несмотря на то, что у внедрения цифровых технологий имеются позитивные и негативные стороны, позитивный эффект преобладает. Авторы статьи полагают, что глобальная цифровизация образования приведет к совершенствованию прпеподавательских умений и

навыков, поэтому у студента будут более широкие возможности обучения и получения знаний. В статье приведены факторы, которые подтверждают, что цифровизация образования – это неотъемлемый компонент процесса модернизации в современных условиях. В заключении, авторы отмечают, что многофункциональное использование цифровых технологий – это то необходимое цифровое сопровождение процесса преподавания и обучения.

Ключевые слова: цифровизация образования, цифровые технологии, образовательный процесс, преподавание и обучение, студенты высшей школы.

Multiple use of digital technologies has become a trend in the modern period in Russia, while lots of people are constantly using them for different purposes: education (getting knowledge), leisure (entertainment), rest etc. As Prof. Tregubova suggests modern period is characterized by "virtualization of all human spheres, including Education" [6; p. 194]. Transfer to digital economy was performed in the sphere of Education as well. Digital economy is realized in accordance with goal programme "Digital economy of the Russian Federation" (set by the government of the Russian Federation in 2017), which implies creation of net-connection, digital platform for the work with different kinds of data, and foundation of unified digital educational and research bases. In accordance with the "Strategy of development of the information society 2017–2030" the goal, tasks and actions on the realization of ICT-technologies were clearly defined and set up, they are aimed at the formation national (Russian) digital economy supporting national interests in ICT –sphere and realization of national priorities.

That's why, according to scientific opinion of Slobodchikova I.V., "key tasks of the Education system development in Russia are supplying conditions for education in accordance with the demands of digital economy, based on knowledge and information data, presupposing learning via projects and multidisciplinary competences formation as well as preparing (teaching) teachers in accordance with new methodic and technologies [5, p.281].

Modern society is more and more "global information village" alike: all the social institutes are being transformed in a globalizing world and become partially

or completely digitalized. The sphere of Education is not an exception. As it is stated in the article, written by prof. Tatiana Tregubova, Alexandra Kats and Vadim Kozlov, international educational projects "stimulate educational and extracurricular activities with the target groups, the students being also a target audience" [7, p. 270] , i.e. educational activity of the students on the modern period tends to grow, including distance forms of educations.

Radical transformations have been done that led to the critical over-estimation of the approaches to teaching in higher education system. Nowadays you can hardly come across with teaching without ICT- technologies. Buchanova N.V. strongly believes that there is "hybridization of virtual and real worlds in the auditorium observed by the teacher" (i.e. students more frequently use smart phones for storing the information, there are different kinds of online-courses organized by the teaching staff especially for students in a free access, books in the library have become digital, lots of professional (research, teaching) social networks appear nowadays) [3, p.138].

There are several arguments for the use of digital technologies in Education:

– Wide range of auditorium, while there is no limit in number for the listeners of the online-courses;

– Flexibility of the design, opportunity to correct appearing mistakes immediately and fast re-start of the system;

– Opportunity for the partnership and free co-work with like-minded people, who are out of one's daily contacts so that digital technologies allow to develop social professional networks;

– Individual character of learning helps to adopt courses allowing suitable time and period for studying so that each student can create his own working schedule;

– Free access to educational courses without limitations suggests a real assistance in distributing knowledge so that education becomes free, without charge, comprehensive and convenient;

– The level of objectivity in knowledge assessment increases while it is done by the computer programme, teacher and partner-learners so that a student can get pure results of his knowledge.

There are also several arguments against using digital technologies:

– A teacher and a student must possess a high level of digital literacy so that they get a full access to the resources;

– It is hard to determine one's educational route, when the courses have already been heard i.e. the data may be doubled or changed.

– No systematic education via online courses while the teacher carefully plans each lesson, links the lessons in a group and provides step-by-step learning;

– The listeners (students) must decide for themselves and regulate educational goals of learning;

– Instead of academic hours the students spend much more time in digital learning so that the students should take more efforts for studying [2, p. 83–84].

Summing up, we may conclude that although there are some points that need improvement and enhancing various positions, digital technologies suggest wider opportunities for personalized learning, supplying necessary conditions for creating individual educational route, setting up goal and tasks that have a special importance for the individual.

Dronova E.N. is sure that "our globalizing world is characterized by active development of digital technologies, mass introduction them in all human spheres and by transformation the studying youth into "digital generation". [4, p.27]. The term "digital generation" or "Generation Z" describes representatives of youth who were born in the era of digital technologies, and are able to use them from the early age.

These students are characterized by the following criteria:

– They are deeply involved in the digitalization of Education (they tend to listen to the online-courses, have a free access to the Internet for studying as well);

– They always need a feedback from their peers (For that purpose they take part in the social networking for getting rewards from teenage youth, but they do not pay attention to the teacher's remarks);

– They intensify the learning process (they can learn more for the less period of time, the speed of processing information is higher);

– They can perform multiple tasks for the same period of time (They got addicted to perform several tasks simultaneously);

– They always need reward and praise for their work (Their work must be accepted by the surroundings) [4, p.27].

While “digital generation” is so peculiar in learning, teaching methods and forms must include digital technologies to satisfy the needs of studying youth. That’s why the role of a teacher nowadays is also transferred.

Ph.D. in Pedagogy, Ainutdinova I.N. defines the following roles of a modern teacher in the modern period: “coordinator and head of the educational process; integrator of multimedia devices, programmes and resources; researcher; developer of difficult studying episodes; a member of like-minded team of professionals; conductor of students’ chore, specialist on knowledge assessment; student himself”[1, p.11]. For all these social roles of a pedagogue digital literacy is very sufficient, while the teacher should perform multiple tasks simultaneously and digital technologies are very helpful in intensifying the educational process. The main task of a modern teacher is to teach students how to use digital technologies for the sake of learning, getting knowledge and improving their skills and abilities.

We conducted a short interview with the students of Academy of Social Education, got the following results and grouped them:

What do you need digital technologies for?	
36%	Studying, getting knowledge, Education, improving skills
55%	Leisure, playing games, entertaining, having fun, chatting with friends, social networking, Skype
4%	Doing research, reading scientific literature
3%	Do not use digital technologies at all
2%	Do not want to show their preferences (no answer)

The results of short interviewing showed that the role of digital technologies in the process of learning must be more important so that it is necessary to over-estimate both the role of a teacher and a student in the educational process. The teacher must be a facilitator, guiding students to realize their goals. A student must not only be the recipient, but an active participator of the educational process, while digital technologies provide the necessary conditions for studying and personal growth of a student.

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DEVELOPMENT OF PROFESSIONAL AND PEDAGOGICAL SKILLS OF A TEACHER AS A FACTOR OF ENHANCING HIS TEACHING ACTIVITIES

Abstract: The article considers theatrical pedagogy as one of the elements of pedagogical activity, which is a creative process. It is revealed what skills of theatrical pedagogy a modern teacher should possess. The signs of creativity as the basis of pedagogical activity and the conditions for its occurrence are highlighted. The structure of theatrical pedagogy is considered as the basis of the creative pedagogical process. The basic principles of the process of preparing future teachers for professional activities by means of theatrical pedagogy are named.

Keywords: theatrical pedagogy, pedagogical activity, pedagogical creativity, creative activity, creative process, principles of teacher training.

Аннотация. В статье рассматривается театральная педагогика как один из компонентов педагогической деятельности, представляющей собой целостный творческий процесс. Выявлено, какими компетенциями в части театральной педагогики должен обладать современный педагог с позиции базовых составляющих творчества и условий их возникновения и развития. Рассмотрена структура театральной педагогики как основы творческого педагогического процесса. Представлены ведущие принципы процесса подготовки будущих педагогов к профессиональной деятельности средствами театральной педагогики.

Ключевые слова: театральная педагогика, педагогическая деятельность, педагогическое творчество, творческая деятельность, творческий процесс, принципы, реализуемые в процессе подготовки педагога.

A characteristic feature of the strategic trend of education development is technologization, from the position of which modern pedagogical activity is often presented as a clearly planned, technological, and efficient process [1]. At the same time, the professional sphere of education is traditionally considered as one of the most creative. This is due to the specificity of pedagogical activity: the teacher influences the formation of the individual in accordance with the needs of society, the state and the individual himself, which is consistent with the concepts of education, upbringing and development. A modern teacher should not only possess theoretical knowledge, but also be able to use them effectively in pedagogical practice.

The main goal of the teacher's creativity, first of all, is not to form something new, original in properties and qualitative characteristic of the person, but first of all to develop her creative resource, as it was traditionally during pedagogical civilizations the main result of productive professional activity of the teacher. In addition, without the necessary continuous training, ensuring the replenishment of theoretical knowledge and the basis of methodology, the successful pedagogical creativity is impossible. Only deep knowledge of the subject area being taught and knowledge of the peculiarities of modern didactics, analysis of certain situations related to the goals and tasks of pedagogical activity and awareness of the essence of problems by the way of creative imagination and thought experiment, can provide the original and necessary ways of solving them. The formation of these abilities in the professional activity of the teacher is possible through the use of elements of theatre pedagogy.

As a priority task of the educational process of the higher educational institution it is advisable to define the technology of formation of value attitude of the future specialist to pedagogical activity [5, p. 67].

Pedagogical activity is considered to be the most creative sphere of activity, as in it there are peculiar features inherent only in this sphere – it records regularities and characteristic features of participants of this activity. The characteristics of the reproductive and creative qualities of the action of the person are manifested in the situation when the subject of the educational process needs to solve any task: educational, game or production [2].

The main problem that may be an obstacle to creative ability in any activity is that in such situations the subject of the activity relies on already existing knowledge of the solution of a particular problem. The key to success is that the teacher can establish a relationship between the existing decision and his personal experience, which lies deep in the problem and seems to have nothing to do with this pedagogical situation. Initially a creative approach to the solution of a professional problem is for this purpose necessary that will be coordinated with essence of the theatrical pedagogics which is resource containing relative freedom of professional actions at the same time we will note that at ability to think creatively, to approach creatively the solution of difficulties the teacher will be able to resolve practically any problem task.

Creativity in theatre pedagogical activity is a form of activity in which the professional and pedagogical skill of a teacher of creative higher education is manifested, which is aimed at improving the quality of the educational process, solving various pedagogical tasks. In addition, creativity is a process in which individuals realize and improve their abilities. Creativity does not have to be associated with any scientific discovery. It involves bringing something new: a new vision of a certain situation, a new solution, a new approach, in other words a readiness to abandon the usual schemes, decisions and stereotypes of behavior, perception and thinking, a readiness for self-improvement and self-education.

Pedagogical creativity should be based on the teachers' high professional and pedagogical competence [6, p. 14]. The modern teacher of creative higher education should be able to find and use effective methods of communication, effective mechanisms of formation of value motivational foundations of the individual, directing the activity into the creative aspect of activity.

Creativity is called pedagogical, if it is a purposeful, transformative activity of the teacher of creative higher education, who is able to both discover the pedagogical task in any problematic situation and productively solve it [6].

On this basis, certain conditions for its formation are necessary for the teacher's creativity to be realized:

– a certain creative task or problem situation;

– special conditions for creativity;

– development of personal qualities of the teacher, namely: knowledge and skills.

Thus, the performance of the teacher of higher education depends to a large extent on the extent to which he or she seeks to achieve the goals set by means of pedagogical relationship and creative approach to innovative pedagogical activity. The teacher 's efforts are focused on fully motivating the student to learn material in the process of proactive work on it, filling this activity with various elements of active and creative activity. For this purpose, the teacher himself needs to have a number of creative competences, which can be formed by means of theatre pedagogy.

In conclusion, it is important to note that the realization of creative pedagogical activities depends to a large extent on the extent to which the teacher himself seeks to achieve the goals set by means of pedagogical interaction and creative approach to the activities carried out by him in the context of transformational processes in education. The efforts of the teacher of creative higher education should be focused on fully motivating the student to learn the content of the educational program in the process of proactive work on it, to fill his own activity with various elements of active and creative activity.

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SUCCESSFUL EUROPEAN PRACTICES OF TEACHERS' PROFESSIONAL DEVELOPMENT TO INCREASE INTELLECTUAL CAPITAL OF HIGHER EDUCATIONAL ORGANIZATION

Abstract: The appeal in this article to the problem of successful practices of teachers' professional development is very relevant and timely as a response to the modern requirements of civil society to the teacher's personality and activities in the context of education globalization. The successful practices of organizing teachers' professional development abroad can serve as a resource and reference point for Russian reformers of pedagogical education to increase intellectual capital of educational organization in the context of state educational policy.

Keywords. Professional development of teachers, successful practices, European experience, adaptation and implementation of educational experience.

Аннотация:Обращениев статье к успешным практикам профессионального развития педагогов за рубежом является весьма актуальным и своевременным как ответ на современные требования гражданского общества к личности педагога и его деятельности в условиях глобализации образования. Выявленные успешные практики организации профессионального развития педагога за рубежом могут служить ресурсом и ориентиром для российских реформаторов педагогического образования для наращивания интеллектуального капитала российской образовательной организации в контексте государственной образовательной политики.

Ключевые слова: профессиональное развитие педагогов, успешные практики, европейский опыт, адаптация и имплементация образовательного опыта.

The system of professional development of teachers, which is being reformed today, should respond in a timely and prompt manner to modern challenges, government and social initiatives set before pedagogical education by the Russian National Project "Education." Undoubtedly, innovative models of professional development of teachers should be designed, on the one hand, taking into account the social order of the system of advanced training, on the other – provide for the formation of mechanisms of intra-personal motivation of teachers for professional growth, creation of a situation of success not only for students, but also for teachers themselves, for mastering of new technologies and competences, improvement of quality and efficiency of pedagogical work in the era of digitalization [1; 3]. Moreover, the creation of a systematic and organized system of professional development of teachers can act as a resource for the development of cognitive capital of the educational organization of higher education.

However, Russian and foreign researchers have found that traditional models of the advanced training system are template stable and insufficiently effective. Moreover, they become resource-intensive, difficulties arise in organizing retraining and improving the skills of teachers with complete separation from the educational process, and there is a lag in pedagogical technologies from the requirements of modern education. In addition, they do not ensure the achievement of the integrative result expressed by the indicators of growth of intellectual potential of the educational organization due to the use and development of competences of pedagogical personnel and reflecting the effectiveness of investments in the systems of professional development of teachers of universities [6]. In many ways, therefore, the study and use of European experience in the professional development of teachers can be an important step in identifying successful practices in the organization of the system of professional development of teachers abroad and act as a resource and guide for improving the efficiency of the reform of the domestic system of advanced training.

Today there are many ratings, platforms and criteria bases of comparison of certain directions of activity of universities, which are in public access, and on the basis of them it is possible to carry out various comparative research, to identify adaptation educational potential of certain pedagogical phenomenon, to give recommendations for dissemination of successful international experience.

The system of professional development of teachers forms the human capital of the educational organization, performing a key role and making the main bet on the teacher, on his development and self-development of his potential and abilities. In the era of digitalization, the increasing role of professional development of teachers in an open society becomes global, where innovative experience becomes popular, support for interaction of successful practices, dissidence of initiatives and innovations of teachers and heads of educational organizations, strengthening of the personal-oriented orientation of the system of advanced training [2; 6].

In the course of our experimental work, European universities – partners of FSBSI "Institute of Pedagogy, Psychology and Social Problems" were selected to identify successful practices of professional development of teachers from the international consortium of ERASMUS Program project "Enhancing Teaching Practice in Higher Education in RUSSIA and CHINA" (ENTEP) within the framework of HORIZON 2020 Project. Among them – University of Bologna (Bologna, Italy), the University Coimbra (Portugal), Liverpool John Moores university (Liverpool, Great Britain).

We will present some of the results and conclusions that we have reached as a result of the study of the European experience of organizing the professional development of teachers. There is no doubt that the modern university increasingly needs "new" teachers who are able to easily reconfigure their teaching in "non-traditional" formats, who are able to establish contact with any audience of students regardless of the level of its "digital gap," who possess multimedia technologies (video lessons, tutorials, interactive platforms) and are fully "integrated" into the global network [2].

In this connection, a total system of "re-education of educators" is actually being deployed, which contributes to the increase in the human capital of the educational organization. This re-training is provided by the Centers of Teaching Techniques, Centers of Technical Support of Education, Centers of Improvement and Professional Development, etc.

Let us name only some courses that make up the mandatory component of the programs of professional development of teachers in universities of the countries of the Euro Union, which during the study showed their effectiveness in professional development of teachers: "Skilful and reflexive teacher"; "Formation

of the full professional"; "The teacher is an active leader in a multicultural society"; "The teachers occupied with development"; "Teacher is a catalyst for the successful development of digital society"; "Teachers: thoughtful, passionate, cooperating," etc. [4; 5].

An important feature of these courses is their modular and competent format and interdisciplinary nature, that is, the teacher develops not only as a specialist with deep knowledge of his subject, but also improves his competences and skills necessary for management in education, self-branding, to support students in obtaining education taking into account their social, gender and sociocultural peculiarities. Use of multimedia content, interactive tests, simulators, use of various means of communication largely individualizes the process of professional development of teachers.

The analysis of the content of these courses and the principles of their selection made it possible to highlight three aspects – "three units" of professionalism of teachers: professional, social and personal dimension [4; 5]. The professional aspect is that the main emphasis is on the improvement of key professional competences, to which such meta-competences as the ability to rebuild and learn, the ability to question known ideas and assumptions, the ability of social and network interactions, etc., are also added. The social aspect manifests itself in helping the teacher adapt to the pedagogical team, in developing the ability to understand and accept the norms and ethics of pedagogical activity, etc. The personal aspect is aimed at improving the professional identity of the teacher, who learns the strategies of education of students of the digital era and his role positions in this activity, with emphasis on the formation of self-efficiency, resilience and self-esteem, which will be an increment in human capital.

In conclusion, we will indicate that successful practices of professional development of teachers can be applied in Russian higher schools under certain conditions, in particular, it is necessary to intensify partnership and social and professional contacts of universities in the context of international cooperation; Improve the culture (tradition) of university self-evaluation; To form a readiness among teachers to use international successful practices adapted to the Russian reality, etc.

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INNOVATIVE PEDAGOGICAL APPROACHES TO STUDENTS' SOCIAL ACTIVITIES IN THE MULTICULTURAL SPACE OF RUSSIAN UNIVERITIES

Abstract: The article describes some effective pedagogical approaches to students' social activity development on the example of social volunteering at the universities.The authors of the article notice the increase in involvement of studying youth in the volunteering movement. In the article they define the key factors that lead for social volunteering movement popularization and find out the major problems that prevent successful experience dissemination. The problem of the volunteering movement organization is viewed on the basis of "Ethnic volunteers" movement, organized in Kazan. The authors determine the key stages of the organization of the volunteering movement that must be noted in the process of its creation. The authors come to the conclusion that social volunteers have become a trend on the modern period, they are necessary in different spheres.

Keywords: pedagogical approaches, social volunteering, volunteering movement, inter-ethnic tolerance, inter-ethnic communication.

Аннотация. В статье представлены некоторые эффективные подходы к развитию социальной активности студентов на примере социального волонтёрства в университете. Авторы статьи отмечают рост вовлеченности учащейся молодежи в волонтерском движении. В статье определены ключевые факторы, которые ведут к популяризации социальной

активности, а также выявлены основные проблемы, которые препятствуют диссеминации положительного опыта волонтерства. Проблема рассмотрена на примере волонтерской, добровольческой группы «Этнические волонтеры», организованной в г.Казани. Авторы выделяют ключевые стадии организации волонтерского движения, которые должны быть учтены при ее создании. Авторы статьи приходят к выводу, что социальное волонтерство стало трендом современного времени, оно необходимо в различных сферах жизни

Ключевые слова: педагогические подходы, социальное волонтерство, волонтерское движение, межэтническая толерантность, межэтническое общение.

The methodological framework of this research rests on the competence; humanistic; individualapproaches. Competence approach has become extremely significant in the cases of inter-personal and professional communication; working and co-living in the conditions of a multicultural space. The results of comparative analysis of works [4; 5] shows that the most valuable and important competence for social volunteering is considered to be the intercultural as it includes skills and abilities, necessary for co-living of people of different confessions and nationalities.“The intercultural competence includes the following aspects: the ability to work in a multi-disciplinary team with mixed ethnic body structure; the ability to understand and accept ethnic and cultural diversity; the ability to participate and organize international projects and programmes; and the ability to hold on various moral and ethnic value” (including those activities andprogrammes devoted to social volunteering) [7, p.263]

The range of professional activities of a social volunteer is multi-faceted, and so that social volunteer needs to perform various functions, develop one’s professional and personal abilities and skills and implies hard and thorough work not only with those who need support and care, but it presupposes improving oneself. Humanistic approach (Sh.Amonishwili, A.A. Leontiev, V.A. Sukhomlinski) is the basis of a humanistic paradigm, necessary for the realization of a social work of the volunteers. This approach is aimed at comprehensive development of a

personality, its spiritual and cognitive abilities that can be enhanced via social volunteering, as well.

Nowadays the personality able to live independently and be ready to constructive dialogue with other people is highly appreciated. Along with it, there can be traced a controversy between norms of social life and the growing need of youth for personalization, between the integral character of a personality and influence disorder on personality. One of the possible solutions can be implementation of individual approach. It is obvious that on the modern period the realization of individual approach (E.Bondarevskaya and V.Kurilenko) needs development of a completely new way of thinking of a social volunteer while the essence of individual approach is in the harmonization of the processes of **socialization** (adoption to the society) and **individualization** (development of the unique features) and in the creating conditions necessary for realizing volunteering potential.

In Russia most of the volunteers are the University students, this fact can be proved by the following positions:

- ✓ Majority age of youth gives them a right to travel around Russia and abroad so that they possess wider opportunities to communicate with other people;
- ✓ The task of earning money is not considered to be the prior so that University students are still often supported by their parents in Russia and can easily perform some tasks for free;
- ✓ University students possess some key competences that suggest them a real assistance in successful socialization and communication so that they can share their knowledge and their skills with those who need them;
- ✓ University students are eager to try themselves in different life spheres so that they are not afraid of misfortune in their work and welcome new opportunities with pleasure;
- ✓ Volunteering in Russia has become a new youth trend while on the project students can find new friends and like-minded people among volunteers, share their ideas and worldviews so that volunteering can be the start up for a completely new youth project.
- ✓ Participation in volunteering movement suggests an opportunity to

create a strong personal brand, noticeable for others so that a volunteer becomes accepted by the public.[1, p. 5].

In the process of the experimental part of our Ph.D. Candidate work research there was organized a small volunteering group on the base of Academy of Social Education in Kazan which was named “Ethnic volunteers”.AsProf. Tregubovasuggests, “multicultural variety of Russia, its vast territories and centuries-old co-existence of different nations in the traditions of mutual respect and cultural enrichment” promoted our interest towards the problems of multiculturalism and tolerance formation [6, p. 194].

This volunteering movement concluded development and support of volunteering youth initiatives, their communicative skills and widening the sphere of inter-ethnic communication. The activities of the Ethnic volunteers included support in the organization of events on the theme of tolerance (discussions, debates, forums and etc.), taking part in concerts, ethnic festivals; Days of culture spent by the Academy.

The goal of the work of the Ethnic volunteers was to popularize knowledge about the essence of inter-ethnic tolerance among youth representatives. The following goal defined the major tasks for the volunteering movement:

- ✓ Suggesting a real assistance for non-volunteer students in the realization of inter-cultural dialogue (i.e. suggesting conditions for the dialogue, involvement in the inter-ethnic communication, support in creating multicultural educational environment);
- ✓ Helping pedagogue in organization cultural and educational activities and events which cover the sphere of inter-ethnic relations and organization of dialogue of cultures;
- ✓ Active participation of the volunteers in the events spent by the Academy aimed on formation of ethnic self-identification of the studying youth and overestimation of the inter-ethnic relations value (i.e. involvement in ethnic festivals, Days of culture, chatting with interesting people and etc.).
- ✓ Involvement of non-volunteers in the volunteering movement while illustrating them positive results of their participation;
- ✓ Creating stimulus and high level of youth motivation for personal growth

and self-improvement, development of their specific features in the process of positive inter-ethnic communication [2].

In the process of volunteer selection there was done a part of organizational work on the following directions:

- ✓ Planning of the volunteering activity with the involvement of initiative group of the studying youth for the comprehensive analysis of the phenomenon;
- ✓ Development of the educational programme for the volunteers: "Introduction to the volunteering movement: how to learn to suggest a real assistance in communication?" taking into account age and individual specific features of the volunteering youth and reflecting the sphere of their interests;
- ✓ Conducting an interview for the volunteer candidates, so that the contest selection was performed on the basis of humanistic vital values of the volunteer and his ability to involve youth in the volunteering movement (i.e. the main criteria was a presence of ambition to realize oneself as a tolerant personality able to live in the multicultural environment);
- ✓ Search and supplying volunteers with the resources for their activity (i.e. support in the search of necessary information, organization by the pedagogue of auditoria communication, teaching to present the information sufficiently);
- ✓ Fixing and matching the most efficient events in the volunteering activity as well as those events that need re-consideration, improvement in sufficiency and quality of work;
- ✓ Dissimilation of volunteering experience of the Ethnic volunteers for the purpose of the new members' involvement.

In the process of the volunteering work there was defined the range of the problems that the participants of the volunteering movement can be faced up with:

- ✓ Partial or total lack of motivation of non-volunteers for the participation in the volunteering movement;
- ✓ Possession of studying youth personal qualities that prevent them from the successful inter-ethnic communication (i.e. shyness, close type of character, presence of different complexes about one's personality);
- ✓ Presence of communicative barriers preventing the realization of inter-ethnic communication;
- ✓ Existence of specific ethnic-cultural features that can be hardly accepted

by the surrounding;

✓ Lack of ability of a participant of communication to demonstrate one's positive features that can result in prevailing of negative features [8].

In the process of the organization of volunteering work there were defined the following stages of work:

1. Presenting knowledge about volunteering movement and inter-ethnic tolerance on the basis of the course of the author's programme developed in the process of studying youth preparation to the volunteering activities. While teaching students the pedagogues found out the upbringing units in each educational theme of the programme that reflected the problems of tolerance and multiculturalism formation, prevention of the ideologies of extremism and terrorism, that are the key barriers for participation in volunteering programmes.

2. Realization by the studying youth the value of volunteering movement on dissemination humanistic ideals, over-estimation the principles of its activities. In this stage the volunteers were asked the following questions: "Would you like to be a volunteer? Do you have a desire to realize yourself as a volunteer? How can you suggest a real assistance to the volunteering movement? What are your expectations of the future participation in the volunteering movement? Are you ready to become a volunteer? What do you need the participation in volunteering movement for?" The talks and discussions about the role of the social volunteer, the responsibility of a volunteer and advantages of being a volunteer were being spent with future volunteers as well.

3. Creating conditions for the development of individual potential of the studying youth, which would suggest perspectives for successful volunteering work.

4. Conducting an interview with the volunteer candidates for the purpose of finding out their motivation for the expected volunteering work.

As a result of volunteer training a future volunteer must **know:**

✓ Basic theoretical terms of the course, reflecting the essence of inter-ethnic tolerance and volunteering work;

✓ Essential characteristics, types and components of inter-ethnic tolerance as a pedagogical phenomenon;

✓ Key characteristics of a volunteer as a leader of youth volunteering organization.

A future volunteer must **be able to:**

✓ Participate in the inter-ethnic relations free;

✓ Motivate others on participation in the inter-ethnic relations;

✓ Suggest a real assistance for the pedagogue to create real assistance in the realization of inter-ethnic communication in the non-auditoria activity.

A future volunteer **must be ready for**:

✓ Active and creative activity on the realization as tolerant, multicultural personality;

✓ Constant widening of the inter-ethnic contacts and developing inter-ethnic relations;

✓ Gradual self-perfection, individual and professional growth [3; 9].

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HIGHER EDUCATION REFORM IN RUSSIA AND CHINA: A COMPARATIVE ANALYSIS OF THE ACTIVITIES OF THE AUTHORITIES

Abstract: This article refers to the reform of higher education in Russia and China. On the historical facts preceding Russia's entry into the Bologna process. On the pros and cons of this process and its adaptation to the conditions of Russian higher education. At the same time, the experience of reforming higher education in China is given.

Keywords: reform, higher education, Russia, China, the Bologna process.

Аннотация: В данной статье говорится о реформе высшего образования в России и Китае. Об исторических фактах предшествующих вхождению России в Болонский процесс. О плюсах и минусах данного процесса и его приспособленность к условиям российского высшего образования. Вместе с тем, приводится опыт реформирования высшего образования Китая.

Ключевые слова: реформа, высшее образование, Россия, Китай, Болонский процесс.

It is obvious that the modernization of the economy proclaimed in our country is impossible without such a condition as training of specialists, hence the further reform of Russian education is proposed. In my opinion, planning the

implementation of the above tasks requires at least two conditions: generalization of the pros and cons of the already implemented reforms in education and forecasting the expected effect of the proposed changes. I will try to formulate my position on one of the aspects of these topical problems. We will talk about the paradigm, that is, the initial conceptual model of education reform, namely: what goals are set and how are they supposed to be achieved? The answer to the question is simple- the reformed system of education in Russia should, if possible, in advance to prepare specialists for the modernization of on the innovative basis of the Russian economy, which must be included in the community the most advanced economically developed countries of the world. That is why the first stage of education reform in modern Russia can be correlated with the beginning of Russia's accession to the Bologna Convention and its entry into the European educational space. [1]

Expected «results» from this process are:

The first, the transition to a two-level training system will allow for a shorter period (4 years instead of 5 or even 6 years) to prepare personnel for economies.

Secondly, the bachelor's degree is more focused on practical training than the specialty, so new frames will adapt faster to market demand.

Thirdly, since the modernizing economy requires repeated training, retraining and so on, the process of education should be almost continuous, that is, motivated for the specialist and attractive, and this will be possible due to the fact that the Russian student gets the opportunity to: combine learning in several (including foreign) universities, to continue education after bachelor's degree in well-known European universities, to improve qualification abroad and so on;

Fourth, joining the European educational community this will necessarily lead to the modernization of Russian education in accordance with international standards: the use of innovative learning technologies and development of the corresponding scientific, material and technical base of educational institutions; the introduction of universal credit units, credit-modular and point-rating systems, etc. All this will allow carry out fundamentally different training Russian specialists, relevant the new information age.

In the fifth, with the entry into the European educational space associated

hope to enter the European market as our new generation of specialists, «European educated and prepared» will be able not only to modernize the Russian economy from the inside, but also to match it with the European economic space.

Let's look at these expectations through the prism of the first practical results.

The first, according to statistics, number of Russians traveling abroad for education, is growing.

The second, according to research and our Institute practice the best students go abroad to study.

Third, study abroad themselves leaving consider mainly as employment opportunities in the West.[2]

Therefore, the expected result is the emergence of a new wave of «brain drain». Thus, to date, the first the stage of reforming education in this aspect brings only tangible losses, including financial. Total losses from «brain drain» amount to about 3–4 billion dollars annually. [3] Moscow state University spends about 400 thousand dollars to train one world-class specialist. The state bears enormous costs also from an internal brain drain when the Russian expert lives in Russia, but works for Western companies. But, maybe, such negative results are connected with short-term functioning of our reformed system of education and in the future everything will be adjusted?! To answer this question we can turn to the practice of Europe itself. [4]

One of the reasons (and maybe the main one) the introduction of the baccalaureate in Europe was the need to solve their demographic problems. The aging of society set the task of attracting young labor resources from abroad and accelerated training of specialists for the European economy. However, according to experts, the transition to a two-level education system for the purpose of fast and practically oriented training does not bring the desired result. I propose to consider the experience of higher education reform in China because we have a number of features similar to each other: uniformity of economic models in our countries before the reform (planned, on the basis of state ownership and centralized management); uniformity (which is especially important for the subject of our consideration) education systems in our countries (mass the nature of education, orientation to the universal literacy, later-professional training of all

members of society, governmentalization of the education and upbringing system. Therefore, in the reform in the education system of China and Russia, undertaken to modernize the countries as a whole, there are many similarities. In 1993 in China adopted a «The Programme for reform and development of education». [5] It clearly formed the task of higher professional education to prepare specialists for the XXI century: information society based on modern science and high technologies. Universities were restructured: 637 Chinese universities were merged into 270 multidisciplinary institutes and 83 integrated universities as well as the assessment of the priority of universities was carried out with the allocation of 100 universities, which were awarded the status of «advanced». Funding from the state budget was increased to improve the quality of teaching and research. The market demand has generated a jump in admission to the specialty like economy, management, law, foreign languages, and this, in turn, led to a reduction in admission to medical, pedagogical, cultural and agricultural institutes. Together with a sharp increase in the number of people with diplomas of higher education, unemployment among University graduates has also increased significantly. Not bypassed China and such a problem as «brain drain» but I want to get back to the question- why, despite the similarity of processes, modernization in China is carried out successfully, and in Russia-not very much? I think, because the state of China quickly reacted to the negative manifestations of reforms. Namely, major government initiatives aimed at solving the problem of graduate unemploymen. The Ministry of education together with other ministries (trade, industry, information, health, etc.) conducts online campaigns for graduates. Also representatives of ministries and local authorities conduct MONTHLY joint activities to resolve employment problems. Thus, the state is responsible for the employment of graduates, despite the existing market mechanisms of regulation process's. Another explanation of more effective implementation of higher education reform in China that the strategy of educational reforms has been developed and improved with taking into account the mistakes of previous decades and on the basis of continuity. In other words, education reform was a natural component of the modernization of the whole society in accordance with the concept of Chinese socialism, and therefore, and the creation of a modern educational institution of world standard had Chinese specifics. And this is the third explanation for the success of Chinese education reforms. In the end, I would

like to note that the unsolved problem of Russia can be considered the need to restore an integral system of state education, the role of which in China is estimated as dominant, while family education has only a supporting role.

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THE TECHNOLOGIES OF PERSONALITY-ORIENTED LEARNING IN THE RUSSIAN POST-GRADUATE SCHOOL

Abstract: The article discusses the problem of technology of personality-oriented learning in post-graduate school. The implementation of technologies of personality-oriented learning is an urgent need for the Russian post-graduate education since it satisfies demand for highly trained specialists and contributes to their competitiveness in the labor market. The authors offer a project-oriented method as a promising pedagogical technology of personality-oriented education (learning).

Keywords: educational process, subjects of the educational process, pedagogical technologies, personality-oriented learning, project method.

The implementation of personality-oriented learning technologies in the Russian system of post-graduate school is primarily related to the urgent need for highly trained specialists. The policy of implementing quality training, expanding

the space of educational technologies and opportunities contribute to high competitiveness of the university in the market of educational services as well as graduates in the labor market.

The modern society of information is constantly transforming and disrupting; hence it needs specialists having enough intellectual capital and who can think systematically, creatively, independently, be flexible in their thoughts and building logical conclusions. Such abilities allow to comprehend large amounts of information, make informed decisions and bear responsibilities for desired outcomes.

The educational process of post-secondary learning is a holistic and dynamic system. A high-quality education is the ultimate goal of this pedagogical activity.

Accordingly, the educational process can be considered as a focused activity on training, education, personality development through organized training and cognitive processes in conjunction with self-education which reinforces the absorption of knowledge and hones related skills at a level no lower than the established federal government's educational standards.

Given that the modern society demands highly skilled, mobile specialists with specific professional competencies who can resist stress, able to properly articulate themselves and make responsible decisions and bear related responsibilities, the educational process of post-secondary education should be focused on the formation of a moral personality capable of learning, analyzing, predicting, selecting and standing up to difficult life situations. The creation of such a specialist through a university is possible using personality-oriented learning technologies in the educational process of post-graduate school.

In the Russian system of post-graduate education, a special attention is paid to the didactics of personality-oriented technologies and realization of its necessity in the educational process.

It is important to consider the methodological system of personality-oriented learning at micro- and macro-technologies [4].

The micro-technology of personality-oriented learning is a joint model of educational and pedagogical activity of designing, organizing and conducting the

educational process. The concept of personality and the basic approaches to its study are in the centre of this model. The concept of personality is a fundamental general psychological problem. It is customary to understand it as a stable system of socially significant traits that characterize an individual as a member of a society or community.

The macro-technology of personality-oriented learning reflects a scenario and individual trajectory of the professional activity of educators and students, directed at the implementation of the methodological training system for a specific discipline (course), in which the favourable conditions for self-education, self-realization, creativity are created, taking into account the specifics and individual psychological features of the involved.

The personality-oriented learning is based on the most important principles of pedagogy: self-actualization, individuality, subjectivity, choice, creativity and success, trust and support [3].

Currently, the scientific interest is focused on one of the most promising pedagogical technologies – the project (design) method. This technology of the educational process contributes to the development of the student's personality and intellect to such an extent that the student is able not only to think independently and critically [2], but also to generate new ideas. This method as one of the pedagogical technologies of personality-oriented learning forms and supports the positive motivation of the student to cognitive activity [1].

The use of pedagogical technologies of personality-oriented training, such as the project (design) method, allows to satisfy the need for high-skilled specialists, contributes to their competitiveness in the labour market and, most importantly, forms an independent, systematic, flexible and critically-thinking specialist who is able to make informed decisions and bear responsibilities.

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EFFECTS OF THE BLENDED LEARNING ON PRE-SERVICE TEACHERS' MANDARIN-CHINESE LEVEL, TEST ANXIETY AND COPING STYLE

Abstract: All the pre-service teachers in China need practice Mandarin-Chinese and take part in a specific test. In a Mandarin training course, a blended learning approach was adopted. The pre-test and post-test of Mandarin level, test anxiety and coping style of a single group were conducted. The experimental results showed that the blended learning could improve Mandarin level and coping style but contributed little to the test anxiety.

Keywords： Blended Learning, Pre-Service Teachers, Mandarin-Chinese Level, Test Anxiety, Coping Style

1. Introduction

All the pre-service teachers in China need practice Mandarin-Chinese. A fair score of Mandarin test is an essential precondition for applying the teacher license. The PSC (Putonghua Shuiping Ceshi) is the oral test corresponding to the standard and proficiency level of the subject in using Mandarin. The PSC consists of four parts, with a total score of 100. (1)Read 100 monosyllabic characters. (2) Read 50 disyllabic words. (3)Read a paper with 400 words. (4)Give a speech around a certain topic without text support for 3 minutes. Pre-service teachers of Chinese discipline should get 87% of the total score at least and other pre-service teachers should get 80% at least.

However, Mandarin learners are facing great challenges. First of all, there are so many dialects and minority languages in China. The Mandarin learners come from different dialect and language areas and their language backgrounds are really diversiform. It means there are different distances between theirs dialect/native language and target language. Secondly, PSC has been mostly conducted through computers since 2008. The learners have to communicate with the computers in the test. It makes them feel uncomfortable and anxious. Some of them had no idea about how to cope with that situation and failed in the test. Finally, most learners are not able to accept necessary training which they need. The trainer should be a qualified tester but there are not enough testers in most university.

Fortunately, the teachers can ask for the help from the information technologies. The term blended learning is used to describe a solution that combines several different delivery methods, such as collaboration software, Web-based courses, EPSS, and knowledge management practices. Blended learning also is used to describe learning that mixes various event-based activities, including face to-face classrooms, live e-learning, and self-paced learning (P. Valiathan, 2002) .

As a result, the present study proposes a blended learning approach for Mandarin training. The following research questions were examined through an experiment:

(1) Can the blended learning approach increase pre-service teachers' scores on PSC test?

(2) Can the blended learning approach decrease pre-service teachers' test anxiety?

(3) Can the blended learning approach improve pre-service teachers' way of coping?

2. The blended learning system for Mandarin training

According to the Bloom's Taxonomy, we set some learning goals for the students and divide the assignments into 3 stages (Figure 1): before class, in class and after class.

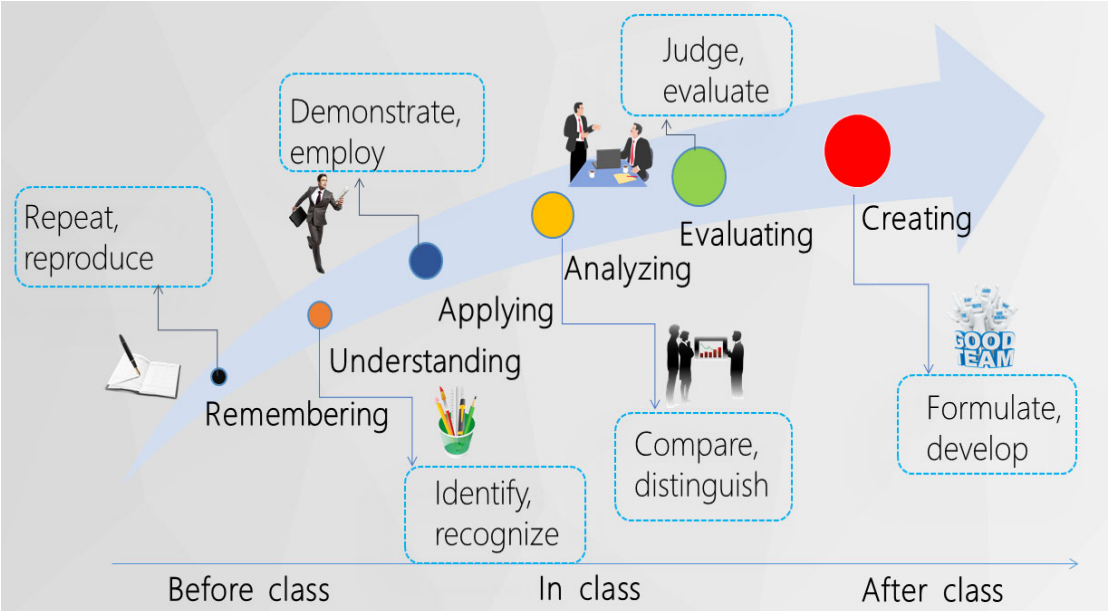

Figure 1: Learning Goals

An online learning platform base on artificial intelligence technology was employed in the before class stage. The simulated tests in the platform enable learners to get a diagnostic report and some learning suggestions which are provided by AI (Fig. 2-a). The learners can watch the instructional videos and repeat, reproduce the pronunciation of each consonant, vowel and tone (Fig. 2-b). They can identify and recognize the features of each character. They demonstrate their own pronunciation and employ the skill to the new situation.

In a face to face classroom, the teacher would show them how to distinguish the differences between their own pronunciation and the standard pronunciation. The teacher is like to analyze why the differences occur and how to overcome the difficulties. The students will also learn how to judge and evaluate their own or their classmate's Mandarin grade.

There still are assignments after class. The students have to create their own speech, upload them to the online learning platform and get the feedbacks provided by AI technology. Next, they upload the speeches to an audible forum and get the reviews provided by the peers and the teacher.

a: Diagnostic Report b: Learning Contents

Figure 2: Online Learning Platform

3. Experiment design

The experiment was conducted in a Mandarin-Chinese training course for pre-service teachers.

3.1 Participants

In the teaching experiments, we used the method of pre-test and post-test in a single group. A total of 69 learners participate in the experiment. 39 learners are females and 30 learners are males.

3.2 Experimental procedure

At the beginning of the course, the learners accepted a PSC pre-test during which individual learner's Mandarin proficiency level was evaluated. The learners were also asked to complete the Test Anxiety Scale (Sarason,1978) and the Simplified Coping Style Questionnaire(Yaning Xie, 1998). Next, a 6-weeks blended

learning was carried out. After the activities, the learners were administered PSC post-test, the same scale and the same questionnaire.

3.3 Instruments

PSC test system (State Language Commission, 1997). The Test Anxiety Scale (Sarason,1978) and the Simplified Coping Style Questionnaire(Yaning Xie, 1998).

4. Experimental results

4.1 Analysis of PSC test

Table 1 illustrates the t-test results of PSC test scores. The findings reveal that there is a significant difference between the pre-test and post-test scores ($t = -2.99$, $p < .01$). The average of the pre-test is 80.88 and the post-test is 83.06. The post-test almost 3 scores more than the pre-test. It means the blended learning approach can effectively enhance learners' PSC test score.

Table -1: The t-test result of the PSC pre-test and post-test.

Variable		N	Mean	SD	t
PSC	pre-test	69	80.88	4.54	-2.99**
	post-test	69	83.06	4.00	

** $p < .01$.

4.2 Analysis of the test anxiety

In order to compare the test anxiety of the pre-test and post-test, a t- test was adopted to examine the differences between the two tests. As shown in Table 2, the average and standard deviation of test anxiety in the pre-test is 15.74 and 6.73, while that in the post-test is 15.54 and 6.99. The t-test results ($t = 0.22$, $p > .05$) specify that there is no significant difference in the two tests. The blended learning approach cannot significantly decrease learners' test anxiety.

Table 2:The t-test result of the test anxiety of pre-test and post-test

Variable		N	Mean	SD	t
Test anxiety	pre-test	69	15.74	6.73	0.22
	post-test	69	15.54	6.99	

4.3 Analysis of the Coping Style

A t-test was employed to investigate the difference in the coping style of the two tests. As illustrated in Table 3, the average and standard deviation of positive coping in the pre-test are 35.38 and 4.82, while those of the post-test are 33.37 and 5.84. The t-test results ($t = 2.20$, $p < .05$) indicate that the blended learning approach can significantly improve learners' positive coping style. However, the results show there is no significant difference in the negative coping style in the two tests. The blended learning approach cannot significantly reduce learners' positive coping style.

Table 3: The t-test result of the Coping Style of pre-test and post-test

Variable			N	Mean	SD	t
Coping style	Positive coping	pre-test	69	35.38	4.82	2.20*
		post-test	69	33.37	5.84	
	Negative coping	pre-test	69	18.04	4.00	-1.24
		post-test	69	18.87	3.80	

*$p < .05$.

5. Discussion and conclusions

The experimental results show that the blended learning approach can increase learners' PSC score and improve their positive coping style.

In the present study, we believe that the assignments, such as repeating, reproducing the pronunciation of each consonant, vowel and tone, are well-structure problems, they call for learners' lower order thinking. So we the assign these tasks to the AI technology. The learners can conduct self-paced learning before class individually. However, the assignments, such as evaluating and creating a speech, are ill-structure problems; they call for learners' higher order thinking. So we have to create a learning community, both on line and off line, to help them to grasp the sophisticated skills, to use the Mandarin in various contexts properly. We believe that human being can do a better job than AI when we need to processing a natural language in an authentic situation.

However, although the blended learning can improve learners' cognitive performance, it does little for non-cognitive performance, such as test anxiety. Maybe improving emotions requires a long term period or maybe it demands a safer and more comfortable community.

On the other hand, the limitations of the present study need to be noted. The results of the present study provide a reference for Mandarin training. In view of the fact that the sample size is not big enough, it might not be suitable to infer the results to all learning situations. Moreover, there just is a single group in the experiment. Follow-up studies can be considered in the future, for example, to conduct an experiment with experimental group and controlled group on the relevant questions.

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[22]

INTERACTIVE DIALOGUE OF TEACHING SUBJECTS IN CLASS: MORDEN THEORETICAL INTERPRETATION AND EFFECTIVE CONSTRUCTION BASED ON THE RECORD ON THE SUBJECT OF EDUCATION

Abstract: The interactive dialogue between teachers and students contained in the Record on the Subject of Education can be one of the solutions which relieve the phubber phenomenon in college class. Its educational principle comes from the recognition and respect of students' subjectivity which corresponds also to the constructivist view of learning. According to the Record on the Subject of Education, cultivating students' problem consciousness, being good at treating students' questions and being sincere to students are the effective ways to construct interactive dialogue.

Keywords: interactive dialogue between teaching subjects, the Record on the Subject of Education, theoretical principle, effective construction

1. Introduction

As we all know, the rapid development of information technology has greatly changed people's way of life and learning. It makes people's life and learning more convenient, but also with many negative effects. Similarly, the popularity of smart phones has provided great help for our communication and learning, but its entertainment and rich information functions have also successfully captured the hearts of most users. And sometimes, it causes the phenomenon of phubber (Ditou Zu in Chinese who loses themselves in playing smart-phones) in universities which

is not an isolated case of a certain country. This phenomenon leads to the few interactive activities between students and teachers. And the teacher plays a monodrama in the class.

The results of the investigation of the Bulletin of Tsinghua University of years 2006, 2009, 2015 and 2018 indicated the same problem found in the class, that is, very few interactive activities between teachers and students. In order to reduce phubbers, many universities have equipped each classroom with a mobile phone bag and ask students to put their mobile phones in the bag. With the mobile phone bag, does the students follow really the teachers and there will be more interactive activities between them? Maybe, but not always! Many researches show that the students are not interested in what they are learning in the class. And some students complained that it happened that they couldn't propose the problems when they wanted, and the teachers read just the content on the PPT without any interactive dialogue with them or if not the question they asked to the students were too easy. What is the real interactive dialogue between the students and teachers?

2. Theoretical interpretation of the interactive dialogue of teaching subjects in the Record on the Subject of Education

As a matter of fact, the interactive dialogue between teachers and students has been already proposed in China more than two thousand years ago, that is we can find its original thought in the Record on the Subject of Education. This monograph is called Xueji in Chinese, written in the Warring States Period (475 BC – 221 BC) by Zhengke Le who was the pupil of Mencius. It is the earliest educational monograph in China and the world and the first of the forty-ninth articles of the Book of Rites. The content inherited and further developed the educational thoughts of Confucius and Mozi with the main topics of education discussed which include: the relationship between teaching and learning, the dual construction of teaching purpose, the interactive dialogue of teaching subjects, the overall design of teaching content, the aesthetic pursuit of teaching art and so on.

This article will focus on one of the main topics, that is the interactive dialogue of teaching subjects. First of all, it is necessary to make clear what does it mean the “teaching subjects” in the Record on the Subject of Education. According to

Chuansui Zhang, professor of the Hunan Normal University, it indicates that the students and teachers are subjects of each other [1]. “Subjectivity” in Kant's philosophy means man's freedom and right [2]. When the concept is applicated in the educational field, the relationship between the educators and those being educated is changed from that unequal to that equal. Recognizing the subjectivity of the students means that the teachers can’t consider the students as the passive receiver of knowledge but the active learner. The theory corresponds also to the learning theory proposed by the constructivist who consider the learners as active constructors of their own knowledge based on the original experiences [3]. As written in the Record on the Subject of Education: “The skillful learner, while the master seems indifferent, yet makes double the attainments of another, and in the sequel ascribes the merit to the master” [4].

When we emphasize the subjectivity of the students, we should also attach importance to the subjectivity of the teachers who act as the guide and conductor [5]. Being a conductor must first know students. As illustrated in the Record on the Subject of Education: “When a superior man knows the causes which make instruction successful, and those which make it of no effect, he can become a teacher of others. Thus, in his teaching, […], he opens the way but doesn’t conduct to the end without the learner’s owe efforts.”

3. Effective ways for constructing the interactive dialogue of teaching subjects in class

In order to construct an interactive dialogue, the respect of the subjectivity of students is the precondition. If not, there is no dialogue but the solo in class, no space of thinking and creating but that of accepting and listening, no questions and queries but answers and solutions.

Then the dialogue teaching in the Record on the Subject of Education starts with questions, advances from questions and belongs to questions [1]. Thus, it needs to cultivate students' question consciousness and it’s better to start to do it in the preschool. From the author’s teaching practice, during the class leaving consciously times and spaces for the students who might have questions is very important for cultivating the students’ question consciousness. And sometimes the silence in class is acceptable, because some students are not used to propose

questions in front of the others or they are shame of doing it. In this case the encourage and the patience given to them from the teachers are crucial, because the teachers' attitude will determine whether the seed of question consciousness will brush or not.

How to answer the questions proposed by the students is also an art. In the Record on the Subject of Education, the teachers are compared as the bell and the students as the struck. When the students who ask the question struck with a small hammer, the skillful teachers give a small sound. If they struck with a great one, the teachers give a great sound, "but let it be struck leisurely and properly, and it gives out all the sound of which it is capable" [1]. It can thus be seen that question and answer are not only the way of the assessment, but also the collision of wisdom between teachers and students [1]. Thus, in the real dialogue teaching, the teachers hear the questions of his pupils in order to understand the heart and soul of the students. But when it happens, what is deep in the teacher's heart will also surface. As proposed by Xiaomang Deng, the famous Chinese philosopher and aesthetics: "What the educator shapes and improves in education is not only the soul of others, but first of all the soul of himself" [1].

The Chinese philosopher illustrated also that during the education process, "the sincerity is the only bond which can connect teacher and student" [6]. Carl Rogers, American psychologist and one of the main representatives of humanistic psychology was also agree with this view of point standing for that: "If the facilitator is sincere, no matter who is, as long as he doesn't wear a mask or pretend to interact with learners, his work is likely to be productive" [7]. It is not so easy for the teachers to be sincere to their students who are always considered as the "enemies". Sometimes in order to improve the effectiveness the teachers have to adopt various teaching methods, including the roll call, asking the students to hand in their mobile phone and so on. But according to the years of teaching experiments of Rogers and his colleagues, what has been ignored is teacher's "appreciation, acceptance and trust in students" [7].

4. Conclusions

The interactive dialogue of teaching subject is one of the teaching methods which can influence the effectiveness of teaching in class. In many university

classes, it seems that its importance is not been gotten enough, especially with the development and application of modern teaching technologies, more attention is paid to the improvement of teaching techniques. However, no matter how modern educational technology develops and popularizes, the realization of the educational purpose is inseparable from the effective interactive dialogue between teaching subjects.

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[23]

A CASES-CONSTRUCTION STUDY BASED ON "STORIES"------TAKE THE CURRICULUM OF MEDIA MANAGEMENT AS AN EXAMPLE

Abstract: College education has long been transformed from elite education to mass education nowadays. Teachers try teaching reform in the relatively boring professional course – media management course. So Cases-construction study based on "stories" and the story-driven approach are implemented to motivate the students, facilitate learning and it works well.

Keywords: Curriculum of Media Management, Cases-construction，stories, story-driven, facilitate learning

1. The current situation of higher education in China

In 1977, the college entrance examination was resumed in China, with an admission rate of only 5% in that year. In 1999, Chinese universities began to expand enrollment, and the admission rate reached 81% in 2018，Over the past 42 years, the admission rate has continued to rise. Therefore, Higher education in China has long been transformed from elite education to mass education. The elite are highly motivated and self-taught, eager to achieve self-fulfillment. For the general public, higher education is not easy, because most college entrance exam candidates have little interest in learning. They may come from different ethnic groups and different countries. So the ability gap between the students is quite obvious. Therefore, it is often the case that students do have attendance rate but lie on their desks or look at their mobile phones in college classrooms. Hence, we

have a very vivid evaluation index of classroom teaching: rise rate in classroom. Generally speaking, the classroom rise rate is relatively low.

Universities need to pay close attention to the quality of teaching and learning nowadays. For the same reason that the Bologna Process requires EU member states to develop an international qualification system to govern the effectiveness of degrees at different levels, a growing number of universities around the world are adopting one way or another of outcomes-based teaching learning design.

Stanford University in the United States proposed a concept of reverse design in the teaching design, not only to consider what the teacher will talk about, but according to the teaching requirements and the actual situation of students, consider what students should learn, how to let students learn.

3. How can we facilitate that learning?

It is an indisputable fact that the general public likes to listen to stories, so do college students. There have been many precedents of using stories to educate students. Schattner and Peter, from the Department of Biomolecular Engineering at the University of California use a story-driven approach to motivate the students. They stress the biological concepts of story-driven learning in a variety of human issues. Agnello, Mary Frances. Laney, James D. Lucey, Thomas A. use stories to teach Financial Literacy in school. There have been several studies that have evaluated social stories and reports stating that social stories are an effective procedure.

The course of media management is a multi-disciplinary course involving knowledge of economics, management, marketing, communication and so on. The curriculum of professional course is more boring than the course of general education curriculum. It is also one of the last specialized courses of students' college life.

A creative approach using storytelling as a knowledge management method to collect and share knowledge has been adopted and applied to high complexity curricula, the curriculum of media management. In the course introduction teaching, the core knowledge points of the course were briefly introduced, and some significant knowledge points were illustrated with the stories of famous media personalities, which aroused the interest of students. Moreover, the teacher

issued a notice that the subsequent lecture of course knowledge was often explained by the stories of media celebrities. After listening to several stories, the introduction of the course was completed, and the teacher began to assign tasks. Students were divided into groups to conduct a case study on media organization, they begin to collect data about their selected case objects, they have to compile stories, and they will complete the presentation and explanation of stories at the end of the term.

4. How do we know that learning does happen?

The story-driven approach to motivate the students has been implemented for 12 years. At the phenomenal level we know that learning does happen.

First, the state of the classroom has greatly improved. Since we introduce relevant stories (celebrity anecdotes) into the curriculum, the monotonous professional classroom is interspersed with interesting stories. Teachers don't have to say, “don’t doze.” or “No phubbing!” Most students are no longer phubber, no longer sleepy. Students don’t be phubbers, and teachers' passion for teaching is high.

Second, Extracurricular interaction between teachers and students is more frequent, and the interaction between students is also more frequent. Students often ask teachers through Educational Online or Wechat or QQ when they have difficulties or problems, case-study-group carries out discussions actively.

Last, the level of presentation at the end of the semester. It has been 12 years since the curriculum examination was reformed. The course assessment is based on attendance (20%), in-class and out-of-class interaction (20%), and final presentation(60%).Because of the interesting stories related to the key points of the course knowledge and the change of assessment standards, students have to actively participate in the course interaction and have to finish the presentation of the case stories at the end of the semester.

Graduate Outcomes are also called Graduate attributes, they include creativity, independent problem solving, professional skills, critical thinking, communication skills, teamwork, and the ability to learn throughout life. The presentation of the case stories can better test the effect of Graduate Outcomes.

Students have to dig out relevant information related to this course about their case from a biography, interviews, news and annual reports of relevant media companies and other information sources in the construction process of the case-stories. Less concerned about other people's personal anecdote, pay more attention to the ideas of others. The key is to weave relevant personal anecdotes into stories. However digging for information across many different web sites and search engines makes the task of finding solution seem confusing and daunting. But they must get on with it. They have to building story framework, filling the information, team members cooperate to complete the compilation of the stories. They must share the stories in class at the end of the semester. They have to answer questions from the teachers and students or debate on some issues. They are well trained their abilities of creativity, independent problem solving, professional skills, critical thinking, communication skills, teamwork, the ability to self-learning and the ability to learn collaboratively in the process described above. These are precisely the Graduate Attributes.

5. Feedback from some students

The story-driven course of media management has been in operation for 12 years and has already produced about 2,000 graduates. Some of them provided feedback as follows: “Hearing these stories, I felt I went out of the ivory tower, I began to understand the society.” , “Our teacher is a good storyteller in the field of media industry.”, “Those anecdotes broad our horizon, enrich our daily conversation.”, “I used these stories to get my offer at the interview.”, “The story of celebrity anecdotes inspired me to study actively. ”, “I forgot a lot of things but I still remember something about celebrity anecdotes related with media industry.” , “What impressed me most was that he/she made a speech with some anecdotes and some very vivid stories.”,

Even student who didn’t like classes never missed the media management class, because they were captivated by its descriptions and anecdotes.

------from a monitor, “My boss says I know a lot more than other interns. I was secretly pleased, because I had heard a lot of professional stories and compiled some professional stories. I grew professionally in the stories.”

6. Implement achievements

1. Improve the rise rate of college major classes;

2. Students' interest in learning and learning enthusiasm are aroused, the co-construction and sharing of the course resources come true;

3. Cases-construction study based on “stories” and the story-driven approach to motivate the students have increased the probability of success in internship, employment and interview;

4. The carefully selective celebrity facts fit well with the knowledge of the course to ensure that our classroom is still a professional classroom rather than a story classroom;

5. Cases-construction study based on “stories” cultivates the student's critical thinking ability. Zhien Ma (Xi 'an Jiaotong University, professor, director of the national teacher teaching demonstration center, the first prize winner of colleges and universities teaching masters) said: “through the knowledge of teaching to cultivate students scientific thinking method and ability is one of the important indicators of the teaching level of high and low, is also the mainstream of our current teaching reform and the requirements for teachers' high standards.” We are working towards this high level;

6. It makes necessary preparations for students' future career and life;

7. Teachers and students jointly build the famous person real case library, is currently planning to print;

Stories are studied and enjoyed for many reasons. In teaching practice, we realize the power of story as a teaching and learning tool. We share it. Please experts and scholars criticize it.

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[24]

The Process of Organizing and Implementing Curricular Service Learning in American Higher Education and Its Enlightenment on China

Abstract: Service learning in American universities is divided into curricular service learning and extracurricular service learning. The corresponding process of organizing and implementing service learning in American universities is also divided into curricular service learning and extracurricular service learning. Take Michigan State University as the case, the six steps of investigation, preparation, engagement, reflection and connection, evaluation, demonstration or celebration are interpreted in detail. I focus on the process of organizing and implementing curricular service learning in detail. Clarifying the process of organizing and implementing curricular service learning in American higher education has certain reference significance for the transformation and development of some local colleges and universities in China.

Keywords: American universities; curricular service learning; the process of organizing and implementing

Document No. 7 [2015] guidance on guiding some local ordinary undergraduate universities to transform into application-oriented universities pointed out that in order to implement the decision and deployment of the CPC Central Committee and the State Council on guiding some local undergraduate universities to transform into application-oriented universities, it is necessary to promote the transformation and development of universities. In document No. 4

[2019] issued by the State Council, notice on printing and distributing the implementation plan of national vocational education reform clearly stated that “a large number” of ordinary undergraduate colleges and universities would be converted into application-oriented ones in 2022. Why and how to make the transition to application-oriented? Clarifying the process of organizing and implementing service learning in American higher education has certain reference significance for the transformation and development of some local colleges and universities in China.

Service learning is a new philosophy and teaching method that emerged in the United States in the second half of the 20th century. It has received positive response from the world's higher education sector, and has become an integral part of many higher education curricular programs in the United States, Canada, the United Kingdom, Germany, Japan, Singapore, Hong Kong and Taiwan, and other countries and regions. Among them, the most perfect and the most influential one is the United States.

It is well known that different types of institutions in the United States have different missions and traditions and may adopt different approaches to service learning. A large number of community colleges are closely connected to their own communities and see themselves as part of the community, not just in the community. Their mission is based on service to the community, and since they are primarily engaged in teaching, service learning is often seen as a way for students to enhance course content through their work in the community.

Land-grant missions and other large public research universities provide teaching, research, social services and technical support to local communities and global communities. More land-grant universities and other research universities seek to build service learning on a broader context of community participation. While the mission of the land-grant universities is more conducive to service learning, the challenge for the large research universities is that their main work on widely funded research. As a result, teachers may be reluctant to create and run service-learning courses that are not related to their research priorities.

Liberal arts colleges offer liberal education as an educational philosophy that prepares students to deal with complex, changing, and diverse issues. Liberal

education provides students with a wide range of scientific, cultural, and social knowledge, as well as in-depth study of a particular field. Rather than emphasizing applied research or professional training, liberal arts colleges teach students social responsibility while developing deep transferable intellectual and practical skills. Such as communication, problem solving and creativity. Many liberal arts colleges support service learning and other high-impact educational practices that enable students to meet the expected results of liberal education.

These differences can be further understood from the definition of "service" in different organization types (see Table 1).

Table 1: Definition of "service" by different organization types [2]

University type	main educational purpose	Definition of Service
Liberal arts colleges	Civil education in a democratic society The formation of personality and morality	practice of values Public life of citizens
Research University	expand human knowledge base	apply knowledge to solve social problems
Vocational colleges	teach practical and specific skills	train professionals to perform social responsibilities Provide clinical training
Community colleges	provide higher education opportunities for non-traditional higher education recipients	Access to employment

Although different colleges and universities in the United States have different definitions of service, when service and learning are connected into service learning, the difference between colleges and universities is not obvious. Therefore, I use American higher education as a general term rather than a specific type of colleges and universities.

Considering the polysemy and inclusiveness of the concept of service learning, I defines service learning as: service learning is a philosophy and teaching method that attaches equal importance to the relationship between service and learning, combines students' learning with community service, promotes teachers, students and community partners to participate in the construction of knowledge through planned community service activities and structured reflection process While constantly meeting the needs of the community, we should cultivate students' sense of social responsibility and promote their all-round development. The meaning of community here can be school, community and society, even country or global. At the same time, considering that the concept of service learning includes curricular service learning and extracurricular service learning, the full text uses service learning instead of service-learning.

Organizing and implementing curricular service learning in American colleges and universities

There are some differences in the design of service learning courses in different universities. Michigan state university is taken as an example. In 2014, the university won the presidential medal of excellence for community service in higher education, and was successfully listed as a university highly involved in community service learning by the Carnegie foundation's "selective community participation score". The university also developed a service learning guide for all teachers in the university, so it has certain representativeness.

Service -Learning in Michigan State University are defined as follows: Service Learning is a kind of teaching method to connect the academic courses and college resources (college resources including students, teachers and staff knowledge and professional skills, politics, the construction and land, etc.) by addressing the challenges facing the community and community partners. This approach focuses on critical and reflective thinking to develop students' academic skills, civic engagement and commitment to the community. MSU's definition of service learning can be shown in figure 1 below, which consists of three parts: Community Engagement, Academic Study and Reflection.

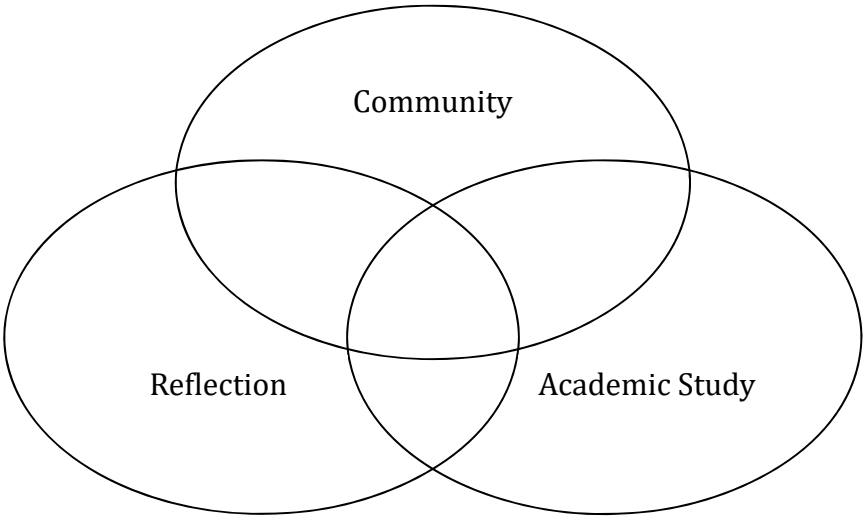

Figure 1 Definition of service learning at Michigan State University [3]

The implementation of service learning at MSU consists of six steps: investigation, preparation, engagement, reflection and connection, evaluation, demonstration and celebration. The six steps are called the iPERCED model, and the name comes from the first letter of the six steps. These six steps combine with Taylor's learning loop to form the service learning loop (figure 2).

(a) Investigation: Investigation is the process of identifying community needs, identifying potential community partnerships and determining whether or how community participation is appropriate for the objectives of the curriculum and community.

(b)Preparation: identify expectations, responsibilities and action steps to prepare teachers, community partners and students to participate in service learning.

(c) Engagement: meaningful community Engagement is a valuable way to demonstrate the needs of the community.

(d)Reflection and Connection: provide students with structured reflection opportunities to build connections between community participation and the goals and objectives of the curriculum.

(e) Evaluation: method for determining the results of community participation experience and students' learning results.

(f) Demonstration/ Celebration: strategies to share the results of community participation and Celebration of achievements with community partners and other participants.

The theoretical basis of the iPERCED model is Taylor's learning circle theory. Figure 2 shows the four stages of adult learning and the service learning circle formed by the iPERCED model. These four stages overlap with the iPERCED model in classification and are highly compatible.

Taylor’s four stages of adult learning theory:

Disorientation: occur when learners are confronted with unfamiliar and usually not expected experiences or changes, challenged and critically thinking about their own beliefs and values. Learners respond to challenges with confusion, anxiety and tension. The learner leaves this stage to address the core problem that is causing the discomfort.

Exploration: this happens after the learner is able to identify the source of the confusion. Next, the learner acquires new information and ideas to address the challenge of confirmation.

Reorientation: the synthesis of information acquired during the exploration phase. By processing and reflecting on this information, the learner builds new understanding.

Equilibrium occurs when the learner experiences the comfort of gaining knowledge. Learners can apply knowledge to new situations and share their findings with others.

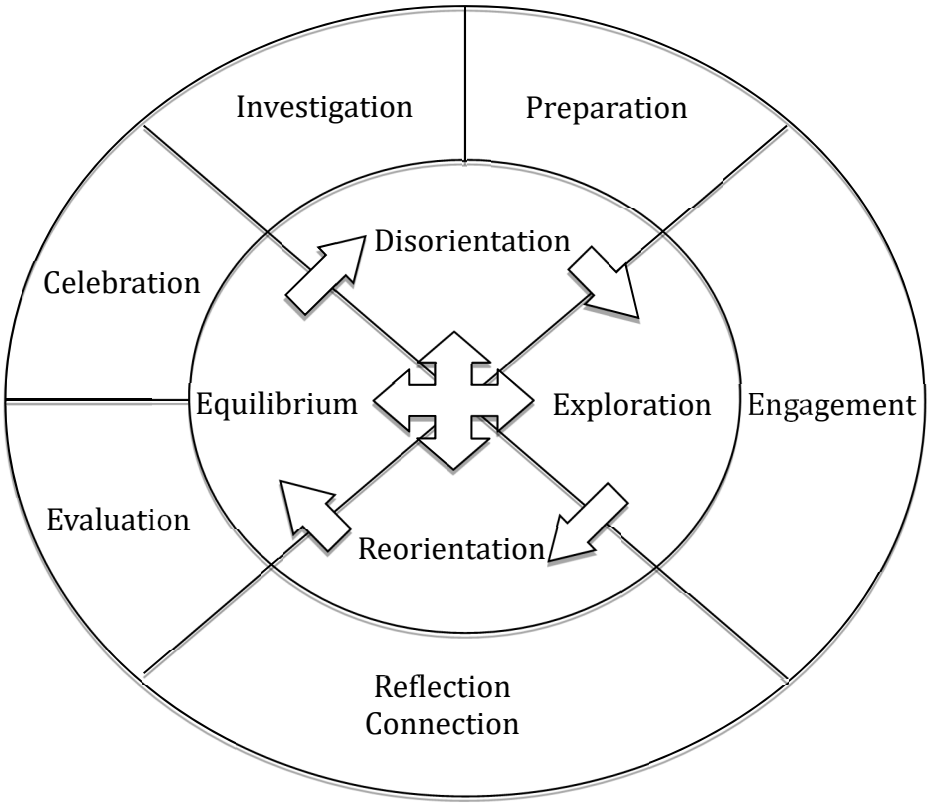

Figure 2 Service learning circle [4]

（一）the investigation specifically includes designing service learning courses and developing community partnerships

(1) Design service learning courses

Designing a service learning course may include adjusting an existing course, incorporating a service learning concept, or creating a new service learning course. At the same time, some subjects may have more service-learning programs to choose from. Service-learning practices cover all subjects and can be found in every MSU college.

Service learning curricular design starts with matching learning goals and objectives with community engagement. In the absence of such a match, it is not service learning, but simply adding volunteering to the curriculum.

Service learning is particularly effective in courses that attempt to apply knowledge and concepts in new situations; Analyze, question and rethink

previous knowledge or beliefs; Examine causality; Understanding the impact of power and rights on individuals and societies; Comprehensive analysis to solve complex problems with multiple solutions; Training students' reasonable judgment ability; Working with others; Effective communication with others. [5]

(2) Develop community partnerships

Community partnership involves all participants, including teachers, students and the community, it is necessary for a high quality service learning experience, and this phase also involves developing the principles of community partnership. Campus and community partners recognize and value education from the curriculum and community environment. Community partners play the role of co-educators, and they play an important role in students' learning experience.

A community partner is an organization that students serve as part of a service learning program. Community partners help shape meaningful community engagement that meets community needs. These organizations take on the role of co-educating students, promoting students' learning experiences in a community environment, and encouraging connections between classroom and community learning. To support students and the projects they participate in, community partners arrange on-site supervisors to work with students during the semester while serving their organizations. Community partners know that effective community partnerships involve the full cooperation of students, community partners, and teachers as co-educators, co-learners, and co-knowledge producers.

(二) The preparation stage includes the preparation of meaningful participation by community partners, the preparation of meaningful participation by students, the design of curriculum for service learning and logisticals and security considerations.

(1) Prepare community partners for meaningful engagement: sustaining community partnerships takes time, energy and commitment. While this process starts with ensuring that community organizations are prepared for meaningful student participation, cultivating and sustaining long-term partnerships run throughout the iPERCED model. Finally, it is important for teachers to know that successful community partnerships require attention to the motivations of

community partners, the benefits they bring to them, and the challenges they face in supporting service learning students through the collaborative process.

(2) Prepare students for meaningful participation: preparing students for meaningful community participation is necessary for a successful service learning experience. Before entering the community environment, students are required to take part in two Orientation activities to ensure high-quality practice. One is service learning orientation and the other is community partner site orientation. The training of service learning includes the introduction of service learning, the practice of community participation in the university and the introduction of expected results. Community partnership orientation activities include discussions of service organizations and communities, evaluation policies and procedures, and expectations for projects and learning.

(3) Design curriculum for service learning: in order to effectively communicate with students about the expected effects and requirements of service learning, it is necessary to design a curriculum for service learning.

(4) Logistics and security considerations: service learning to deal with a lot of logistic problems. This may include obtaining approval for teaching service learning courses, finding supporting service promises or programs, tools and materials, identifying students and training for specific work, responsibility and risk management, safety and security, transportation, and appropriate behavior in community venues. It is important to resolve these logistical issues with your community partners beforehand, and where appropriate, you can seek help from the service learning center, the dean's office, the public safety department, or a campus legal officer.

(三) Participation includes the type, duration and intensity of participation, and the monitoring of progress.

(1) The type of participation

Community participation in service learning must be meaningful, emphasizing that meaningful means that students' community participation should be conducted in a way that is valuable to the community and meets the real needs of specific communities. Meaningful participation improves students' learning and meets the objectives of the course. When communicating with

community members, keep in mind the types of community participation. Direct service is generally considered the only type of community participation. However, there are actually four main types of participation: direct participation, indirect participation, advocacy, and community based research.

Direct involvement: the student is in direct contact with the person being served, usually through face-to-face communication. Because of this direct communication, students often see obvious changes that result from their community involvement. For example, feeding homeless people, mentoring young people, or visiting elderly people in their apartments.

Indirect involvement: students are usually behind the scenes, with no opportunity to interact directly with the people being served. These activities may include building organizational capacity by enhancing the organization's capacity to serve the public more effectively. For example, help with fundraising activities, volunteer recruitment activities, creating brochures, and promoting social media and website operations for nonprofits.

Advocacy: educate students and raise public concerns. For example: voter registration campaigns, distribution of educational materials on campus about sexual assault on college campuses, support for a town hall bill, or social media campaigns on community issues in the community.

Community-based research: students discover, collect, report, and disseminate information on issues of public interest. Unlike specialized academic research, these activities must be conducted in collaboration with community organizations. For example: testing the water quality of a local river, gathering local information based on the required statements in grant applications, creating assessment tools for nonprofits, and so on. A key element of participation is that students must do research on community issues or work with the community in the expectation that the final product will be promoted in the community.

(2) Duration and intensity

Duration and intensity are important when designing service learning experiences. Duration refers to the length of time of students' participation (e.g., one day, two months, or one semester). Intensity of service learning refers to the depth of community engagement experience (e.g., two hours of weekly meetings

during the semester). Both are important, and community partners need to make specific arrangements based on this. The schedule of community partners may conflict with the college calendar.

(3) Monitoring progress

Once students are involved in community activities, teachers need to monitor their progress and keep in touch with community partners. These include the following strategies:

Provide students with a timetable and benchmarks required on a specific date. These should be included in the syllabus of the service learning course.

If appropriate, use a time log to monitor how much time students spend in the community.

Encourage students and teachers to share the biggest challenges facing their community engagement experiences.

Monitor the reflection carefully to see how the students did and what they learned, if possible challenging their assumptions, beliefs and experiences at the same time.

Provide time and space to discuss community engagement experiences in the classroom.

(4)Reflection includes elements of reflection and reflective design

Reflection is an essential component of service learning, which promotes the connection between community engagement experiences and course content. For this reason, reflection is the hyphen between service-learning. [6] The reflective process is also a process that helps students understand their experiences and develop various skills, including critical reflection, communication skills, leadership and civic responsibility, multicultural understanding, etc.

(1) The elements of reflection

Effective reflection should include the following aspects: clear definition of learning goals and objectives; the learning goals and objectives of structured community participation programs; Consider the frequent and timely reflection on student development throughout the semester. In general, reflections should include the following “6Cs” features:

Contextualized: reflection should consider the characteristics of students, courses and community participation.

Connected: teachers are required to provide continuous feedback to promote reflection and help students connect to their community participation activities and course materials.

Coaching: reflection involves combining key issues, opinions, and examples to meet students' learning needs.

Challenging: teachers should challenge and support students to help them expand their horizons, acquire skills and improve their learning.

Communication: continuous Communication with all stakeholders involved.

Continuous: the reflective activity should be integrated into the whole process of the community participation experience.

Reflection includes reflection before service, reflection in service process and reflection after service. Throughout the whole process of service learning. Table 2 is a service learning reflection map designed by Janet Eyler.

Table 2 Mapping service learning reflection [7]

	Activities Before Service	Activities During Service	Activities After Service
Reflection alone	Letter to myself Objective Statement	Structured journals	Reflective Essay
Reflection with Classmates	hopes and fears Giant Likert scale	Service-learning theater Mixed team discussion	Team presentation Collage or mural Video
Reflection with Community Partners	Planning with community Asset mapping	Lessons learned, debriefing	Presentation to community group

(2) Reflective design

The common structural reflection model schema of curriculum service

learning (figure 3) mainly includes the following three stages. Stage 1: objective identification and description of experience. Stage 2: examine and analyze experiences by scope. It mainly includes academic study or academic promotion, personal growth and civic participation or social responsibility. Stage 3: clarify or indicate learning results.

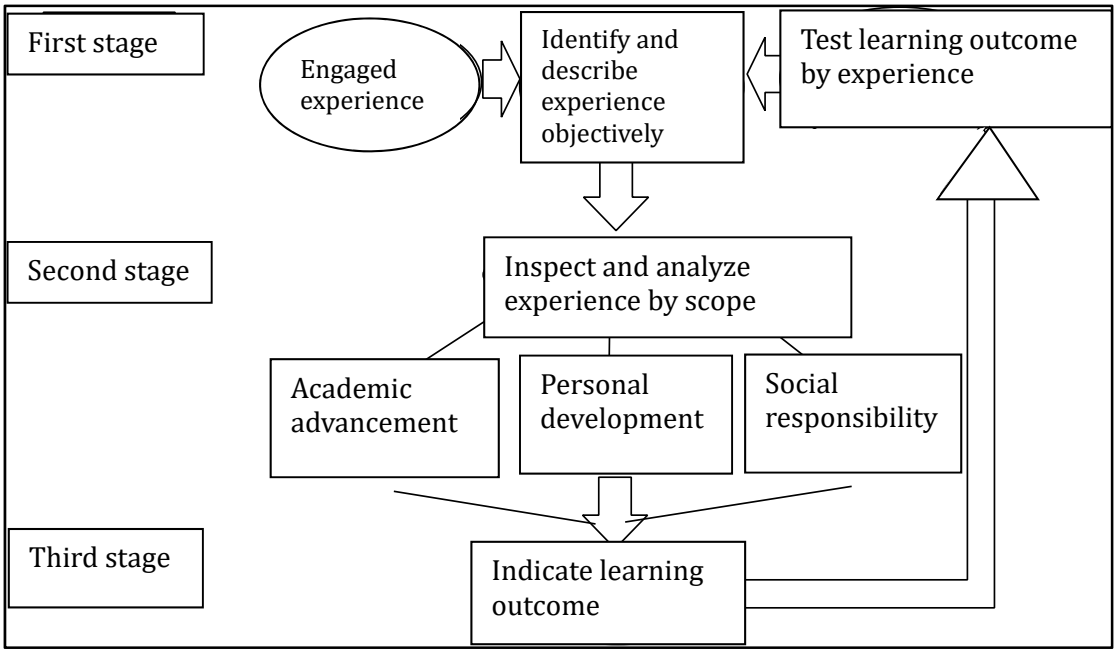

Figure3 Schema of service learning structural reflection model [8]

(5) Evaluation

Collecting and analyzing information about service learning outcomes can help identify and adapt curriculum to enhance the experience of teachers, students, and community partners; improve teachers' understanding of why certain results occur; it shows that service learning is an effective way to achieve learning objectives.

Determining the effectiveness of a service-learning program can be measured in a number of ways, often individually, depending on the goal of the program, the goals of community partners, and other factors. Teachers and community partners should discuss the role of community partners in the assessment. Assessment is generally divided into formative assessment and summative assessment. Formative assessment is conducted before and during the service learning

experience and is used to measure processes, improve outcomes, and address emerging challenges. The summative assessment measured results at the end of the service-learning experience. The purpose of this type of assessment is to indicate impact and effect.

(6) Demonstration /Celebration

Displaying and celebrating strategies that involve sharing the results of community engagement and celebrating achievements with community partners, students and other participants. Generally speaking, teachers display and celebrate at the end of the service learning experience. Community partners may also be interested in participating in this phase.

Demonstrate and celebrate equal treatment of reflective and evaluative in nature: reflective because it provides an opportunity to summarize experiences, share what has been learned, report on achievements, and further consolidate community participation and classroom experience. Evaluative because you get feedback from both students and community partners.

(1) Demonstration

Demonstrate the process and results of focused service learning. Teachers should consider how students present their learning in class and to community partners. For example: create a portfolio, complete a project or presentation, develop a poster, create slides and video images, write or distribute a press release, create infographics and share your story with the media, and so on.

(2) Celebration

Celebration involves recognizing the achievements and contributions of students and community partners. Community partners, teachers and students should be invited to the celebration. Regardless of the outcome, some community engagement professionals believe that celebrations should be held because any time people take the time and effort to improve their community is worthy of recognition. Celebrations include the awarding of certificates, the distribution of thank-you notes and small gifts (especially to community partners), an informal gathering to serve food on the last day of class, and encouraging students to bring exhibitions that represent their community.

Conclusive summary

Service learning in American higher education has always been regarded as one of the important factors for the reform of traditional higher education in the United States. From the current development trend, it has also achieved the purpose of reforming American higher education to some extent. The teaching, scientific research and social service in Chinese universities are distinct, and there is no good idea or concrete method to integrate the three functions of universities. The concept of service learning of American universities integrates the three functions of universities. Meanwhile, service learning makes the social service functions of universities operable and easy to evaluate. However, China has not explored enough in terms of evaluation criteria, contents, system and institutions of social service functions of universities. Clarifying the process of organizing and implementing service learning in American higher education has certain reference significance for the transformation and development of some local colleges and universities in China.

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VISUALLY LINKING THEORY AND PRACTICE: USING MOBILE DEVICES AND SOCIAL MEDIA TO ENHANCE ACTIVE LEARNING AND STUDENT ENGAGEMENT

Abstract: Academics are seeking creative ways to use different technologies on the classroom to engage students. We increasingly live in a world where visual learning is important, as students respond more to image content opposed to textual content. Digital communication is increasingly important for students to acquire skills today, and this is especially true in disciplines such as tourism, management and business studies.

Keywords: Mobile Devices, Social Media, Active Engagement, Visual Learning

1. Introduction

Academics are seeking creative ways to use different technologies on the classroom to engage students (see Wise 2017, 2018a, 2018b, 2019). The use of social media in the classroom offers higher education teachers a nascent way of engaging students (see Greenhow and Lewin 2016; Koranteng et al. 2018; Manca and Ranieri 2016; Noor Al-Deen and Hendricks 2012; Stathopoulou et al. 2019). Social media is becoming increasingly mainstream in teaching and is used by academics in the classrooms across a wide range of disciplines (e.g. Nagle 2018; Rueda et al. 2017; Shah and Kotsenas 2017) around the world (Sobaih et al. 2016), utilising numerous social media platforms (Manca 2020).

The paper argues that the use and importance of social media today is important because it allows the 21st century student in higher education to focus and helps academics engage students. This paper then presents an example used

in class making use of Facebook to interpret how places present a destination image and how students can assess live and relevant content from destination managers and social media users who generate content.

2. Student Engagement and Social Media

We increasingly live in a world where visual learning is important, as students respond more to image content opposed to textual content (Bobek and Tversky 2016; Wise 2017). This is not a new concept as scholars have been discussing the impact of visual learning for several decades (Kirby et al. 1988). The use of phones, mobile devices and social media exemplifies this, as there are numerous ways for teachers to use visuals in the classroom.

It is becoming increasingly important that academics and teachers in higher education find and develop creative ways to which promote active engagement in lecturers and seminars. Students today have grown up with mobile phones and are regularly using phones in class, for both learning purposes and social interactions, and this can be both positive and negative when used in learning environments. While there is much written warning about how phones and mobile devices are a distraction in the classroom, there are also new arguments that there is a demand to put phones to good (educational) use in the classroom to enhance learning, using phones as teaching and learning tools (Pulliman 2016).

Digital communication is increasingly important for students to acquire skills today, and this is especially true in disciplines such as tourism, management and business studies (see Rueda et al. 2017; Wertalik 2017). When academics find ways to engage students, we can better challenge students to interpret content and link theory and practice. Social media allows academics to look at live cases and assess live content that is readily accessible and continually changing, and while recent research has developed points for interpreting such content (e.g. Wise and Farzin 2018; Wise et al. 2019; Wise In Press), this is also something that students can relate to as they regularly engage with social media. In terms of communication with students, the use of email is now dated, and if academics and technologists can determine ways to link WhatsApp or WeChat as communication platforms, this will help get messages to students much quicker.

The London College of International Business Studies (2019) notes that social media used in teaching helps students gain social credibility, improves how students can work in partnership and can help enhance student research. These are all ways of engaging students in today's fast-paced virtual learning environment (Dragseth 2019). Likewise, Siddiqui and Singh (2016) outline a number of positive and negative aspects of using social media. Arguably, there is a need for more research that assesses positive and negative aspects, or benefits (pros) and distractions/problems (cons), respectively. From the points outlined in the literature above, the consensus is social media can enhance collaborations, make learning enjoyable, project management, keeping students connected with class content, allows students to realise the importance of digital communication, enhance their ability to interpret content and helps student build professional networks early and when completing assessments. While these are some strengths, there are also a number of distractions and problems, which include the difficulty to monitor how students use/engaging with social media, limits face-to-face communication/interaction and students can misuse social media as well.

3. Task Example: Tourism and Destination Image

Relevant to the task example presented in this paper, online and social media platforms for more than a decade now have played an important role today in projecting images and promoting authentic experiences based on user-perceptions (see Munar and Jacobsen 2014). Recent work interpreting social media and tourism argue that people look to social media for advice, to help authenticate future experiences (Wise and Farzin 2018).

Social media is a powerful medium to display semblances of a destination. Social media and online user-generated content platforms such as TripAdvisor in this sense is thus another way of connecting people and places and framing, creating or confirming popular imaginations of places and destinations (Easton and Wise 2015). Social media can also influence people by using and disseminating culture and local values, and offers tourism students much insight into how people engage with social media when in a destination and in class, and this can be used as a point for analysis to show students how management decisions can be made based on contemporary consumer trends and demands.

The tourism industry today is rapidly evolving, and consumer trends and demands are regularly changing and advancing and if students can engage with and assess social media as a tool for interpreting content, this can prepare them to engage with future travellers and respond to contemporary challenges and issues that travellers face, desire and demand.

The case presented use Facebook but the framework is also useful for interpreting content across different social media platforms given how social media sites have added another dimension to how we consume destination information (Voorveld et al. 2018). Social media also influences destination choice, awareness and place imaginations (Wise and Farzin 2018). From a management standpoint, national tourism organisations recognise that they need to stay ahead of competing destinations as they face increased pressure to present unique insight about their country and particular attractions to catch the attention of those planning future travel. Destination images help inform marketing strategies, and this relates to significant developments, attractions and tourism resources—all promoted by tourism managers (Govers et al. 2007). Thus, destination image is an important situational condition based on perceptions and influence (Wise and Mulec 2015).

An example that academics can in the classroom will be published in an upcoming book (see Wise In Press). It uses Beerli and Martín's (2004) factors that influence destination image as a guiding conceptual framework to outline the theoretical examples. Then students take this framework and they use it to interpret content posted on social media sites as a way of understanding how destination managers are attempting to visualise their destination and develop a destination image. Likewise, to assess content posted by users, Wise and Farzin (2018) present a framework for interpreting and authenticating user-generated content so that students can assess what people post and use this to make sense of consumer trends and demands in a destination.

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CHALLENGES OF TEACHING IN THE MULTICULTURAL EDUCATIONAL SPACE

Abstract: Teaching in multicultural groups presents a number of challenges. They may be connected with different communication styles and traditional models of teacher-student relationships in different cultures. The term "culturally responsive teaching" stresses the necessity of teachers' taking those peculiarities into account while appealing to diverse learners and tapping students' cultural resources into the teaching-learning process.

Keywords: multicultural educational space, ethnicity, diverse backgrounds, culturally responsive teaching.

A range of ethnic groups or representatives of different countries and cultures in one classroom brings something new and peculiar to the teaching and learning experience. On the one hand, different backgrounds may mean perfect opportunities for topics and discussions based on cultural diversity, tolerance and respect. On the other hand, a teacher conducting a class in a multicultural group may face a number of challenges arising from distinct backgrounds of his/her students.

A special term "culturally responsive teaching" appeared in pedagogy and became popular in the 1980s and 1990s as a result of rapidly rising diversity in classrooms and the necessity to appeal to learners with different backgrounds.

The elements researchers find crucial to culturally responsive education are: cultural literacy; self-reflective analysis of one's attitudes and beliefs; caring, trusting, and inclusive classrooms; respect for diversity. Specialists agree that culturally responsive teaching is based on the central and critical role of the teacher in creating a classroom that respects diversity and ensures the self-worth of all students [1].

The issue of teaching in the multicultural educational space is up-to-date for Penza State University as the number of foreign students at our University is substantial and constantly increasing.

Let us have a look at the challenges which a teacher dealing with a multicultural group of students may face.

The basis of learning is our cognitive processes, such as perception, attention, memory, language use, reasoning, etc. The mechanisms of cognition are universal and do not depend on nationality. However, ethnicity still has something to do with cognitive processes. Specialists agree that our interpretation and evaluation of the information received depend on the attitudes, beliefs, values and behavioral conventions shared by the cultural group we belong to [2]. It may be illustrated by different interpretations of folk tales by representatives of different cultures. Thus, one of the most popular and beloved Russian folk tales is called “Upon pike’s will”. Its main character is a lazy country boy, Emelya by name, who has never done an honest day's work in his life but is lucky enough to catch a magic pike which is ready to make all his dreams come true and thanks to which he manages to get everything he wants without any effort. This folk tale became the subject of heated debate and strong disapproval of a group of Japanese students studying Russian and Russian literature. The hardworking Japanese were at a loss to understand why Russians are so much fond of this tale when it promotes idleness and parasitic existence.

Another example of different interpretations stemming from our cultures may be as follows. A Russian professor entering a class of American students was insulted by his students’ not greeting him by standing up (which is a norm in Russian schools and Universities) and by their not taking off their baseball caps in-doors (which is also an unwritten rule for males in Russia) [3]. The problem lay in the fact that the Russian professor interpreted the above-mentioned signals as

deliberate disrespect in reference to the teacher while his American students did not in any way mean to hurt him behaving in compliance with the rules of conduct accepted in their culture.

The ways teachers and students communicate and interact are also culturally-determined. The Netherlandish psychologist and sociologist Geert Hofstede offered a cultural dimension which he called “power distance index” to indicate how the type of relationship between people depends on their social roles and places in the social hierarchy. Cultures scoring high in power distance index readily accept a hierarchical order in which everybody has a place and which needs no further justification [4]. In reference to teacher-student relationship it means that the teacher traditionally tends to be authoritative and domineering and expects his students to obey him. S/he is unlikely to motivate students for any discussion or argument; s/he can hardly accept students’ criticism and will never admit that s/he is not right or does not know. As for students in such cultures, giving feedback to their teacher may seem strange to them [5]. According to G. Hofstede, such type of teacher-student relationship is typical of Arab, African, Asian and Latin American countries. On the contrary, in cultures with a lower power distance index (to which Germanic and Anglo countries belong) the teacher-student relationship is symmetrical, it is based on equality, cooperation and mutual respect. Students do not hesitate to ask teachers questions or express their personal opinions.

It follows from the above-said that the student-centered approach is quite natural for some countries and may be against the educational traditions of others. This fact may present an obstacle for introducing the student-centered approach and techniques into the teaching-learning process.

Dealing with different communication styles of your students may also be challenging. William Gudykunst and Stella Ting-Toomey distinguish between direct and indirect speech styles. A direct communication style is a style in which verbal messages reveal the speaker's true intentions, needs, wants, and desires. This style welcomes honesty, straightforwardness and openness. In indirect style the verbal message tends to disguise the speaker's true intentions, needs, wants, and desires. The harmony of relationship has a higher priority than being totally honest [6].

Different communication styles in the classroom are responsible for many misunderstandings that arise between teachers and students from different ethnic groups. For example, three Indonesian students living in the United States were invited by their advisor to participate in a cross-cultural training workshop. They had neither the time nor the desire to participate but by direct refusal they were afraid to offend their professor, whom they deeply respected. Rather than tell him they could not attend, they just did not return his calls and did not show up to the workshop [7].

Another example dealing with different communication styles describes Russian students who do not ask for further explanation when they fail to understand the instruction. Professors from countries practicing a direct speech style complain that students from Russia give the impression of understanding what the assignment is and what they should do, but they show otherwise in their work [8].

One more cultural dimension which may affect the teaching-learning process is “collectivism versus individualism”. According to Geert Hofstede [4], in society scoring high in collectivism people are supposed to be loyal to the group to which they belong, and, in exchange, the group will defend their interests. The group itself is normally larger, and people take responsibility for one another's well-being. This may be an explanation of why group and cooperative learning approaches work well with students from cultures with a higher collectivism index (Latin America, Africa, and Asia) and why they feel uncomfortable being singled out of the group.

A survey conducted among professors of American universities who taught Russian students revealed that American professors failed to understand some of their students’ peculiarities. For example, Russian students considered tests to be a group rather than an individual activity. They identified with their peers and seemed to truly care about the performance of others. Some students believed that there was nothing wrong in turning in another person’s work [8]. Such a behavioural pattern is out of the question for cultures scoring high in individualism where competition and rivalry are the values that motivate efficiency and success.

So, what should a teacher do to appeal to diverse students and to meet the requirements of culturally responsive teaching?

Specialists recommend teachers to be reflective practitioners and develop observational, empirical, and analytical skills necessary to monitor, evaluate, and revise continually their respective teaching styles. This process may be not easy as it deals with discovering and overcoming our own negative assumptions and stereotypes. So, becoming a culturally responsive teacher entails profound personal transformation. Teachers should see themselves as learners and be open to considering differences between their own cultures and the cultures of their students.

That is the reason why we have introduced a module devoted to teaching in the multicultural educational space into the training programme of the teaching staff of Penza State University developed by our Centre of Teaching and Learning.

What is more, students themselves may help their teachers to bring their cultural resources to the classroom and tap them into the teaching-learning process. At our University, it has become a tradition for the students of the translation department to meet foreign students who come to study to Penza State University. Such meetings are held on a regular basis and have a great educational potential for future translators and interpreters. On the other hand, such multicultural classes as well as extracurricular activities are of great value to foreign students as they contribute to reducing the culture shock and smoothing their adaptation to new cultural conditions.

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PROFESSIONAL TRAINING IN THE FRAMEWORK OF DIGITALIZATION: INNOVATIVE APPROACHES TO IT AND PEDAGOGICAL TECHNOLOGIES

Abstract: Digitalization of education is not just the content translation into electronic format. It is important to find out a rational combination of face-to-face and e-learning and the pedagogy methods of using digital content. Dependencies, parallels and analogies of instructional design and system design in software development. are considered. Technologies used in the development of software systems are effectively applied or could be applied in the design of the educational system.

Keywords: Digitalization of education, system design, instructional design, information technologies

Digitalization of education is not just the content translation into electronic format. The aim is to train professionals to work in the digital economy, who own mobile and Internet technologies and are focused on lifelong learning using e-learning [1, 2]. Digital transformation of education is the process of changing the content, methods and organizational forms of teaching and learning in a rapidly developing digital educational environment. Digital transformation will change the methodology of teaching and the assessment system. Artificial intelligence will

help to design individual educational trajectories and develop unique sets of tasks, answering which the student will learn to search for the necessary information, compare, analyze, and communicate, i.e. to think creatively and critically [3]. The areas in which technology is having the biggest impact, include: e-learning, blended-learning, augmented and virtual reality, and adaptive learning with machine learning technologies and microlearning[4]. Digital technologies provide new opportunities, but the educational process can be effective only with feedback from all parties. In technical education, in laboratory courses such as physics and chemistry, more flexibility in approaches to content presentation is required [5–7]. It is important to find out a rational combination of face-to-face learning and e-learning and the pedagogy methods of using digital content.

The introduction of electronic information educational environment into the educational process of Russian universities has led to the transformation of traditional education into blended learning with the use of e-learning and distance learning technologies [8–9]. Blended learning brings the digital world and in-class teaching together. It is necessary to note the elements of the integration process of information and pedagogical technologies:

– new information technologies are actively introduced into training, which makes these processes interdependent;

– it is the development of information technologies that stimulates the emergence of new methods of electronic education;

– information and communication technologies are a tool for the implementation of pedagogical technologies;

– only the integration of information and pedagogical technologies in the educational process will make it possible to create an effective digital educational environment.

We consider these dependencies, parallels and analogies of information and pedagogical technologies in this article.

Technologies and methods of e-learning are rapidly developing from e-learning 1.0 to e-learning 3.0 with the development of information and communication technologies, especially web-technologies(Web 1.0, Web 2.0, Web

3.0), turning learning into a continuous, personally-oriented, flexible and dynamic process[10]. Currently, the educational process at Penza State University uses a learning management system based on LMS (Learning Management Systems) Moodle, which provides a remote web interface to educational content from anywhere where a web browser is running, and interaction between students and teachers through synchronous and asynchronous social media mechanisms such as forums, blogs, chats[11]. Students in Moodle have access to course programs, textbooks and teaching materials, lecture presentations and additional information, run test assignments, self-study assignments, have the opportunity to work in news and advice forums, represent projects documents in electronic form, be put to the test. Teachers in Moodle have the opportunity to organize the educational process using feedback, have the ability to analyze the network activity of students in LMS, grading the results of checking tasks submitted electronically by students using the distance learning system, view student test results. The possibility of pre-placement of educational material and references in the LMS Moodle section makes it possible to use active and interactive teaching methods, for example, the organization of lectures in the form of discussions. This gives the possibility of implementing technology Flipped classroom and put into practice more effective planning to study discipline in the format of blended learning. Improvement of technologies of data transmission and creation of multimedia content has significantly increased the use of audio and video fragments, computer animation in electronic courses. Many training courses that were difficult to effectively present in electronic format can now be effectively studied using distance technologies. Virtual laboratories allow students simulate experiments in chemistry, physics and electronics. The features of Moodle can be used to organize teamwork, when the examiner, for example, looks for errors and offers his options, and in the audience-the use of brainstorming technology. To implement an individual approach to strong students, for undergraduates and graduate students in the discipline section it is possible to place links on educational materials of the best universities of the world, massive, open to all online courses, social networks of programmers and professionals of other areas, specially created to discuss professional issues.

We focused on analogies and parallels of Instructional Design and System Design in Software Development. Instructional design is a system approach to the

construction of the educational process as a process of specification of the educational system, the description of the necessary and formed knowledge, skills and competencies, learning scenarios, activities and resources that are used within these scenarios. We look technology transfer from the development of software development to educational system. Technologies used in the development of software systems are applied or could be effectively applied in the design of the educational system:

– V-shaped model of software system development;

– agile software development;

– component and service design of software systems;

– CASE-tools and conceptual schemes;

– Version Control System and collaborative development environment.

In the V-shaped model of software system development, special importance is attached to the correspondence of the development and testing processes. It demonstrates that product testing is discussed, designed, and planned early in the development lifecycle. Agile software development emphasizes value on individuals and interactions. This approach evolves through the collaborative effort of teams and their users. It advocates adaptive planning, evolutionary development, early delivery, and continual improvement, and it encourages rapid and flexible response to change. Component-based and service-oriented software systems engineering develops software systems from ready-made components and using online services. Ready-made MOOC or online services can be easily integrated into the training course as modules, for example online services on mathematical linear programming [12], Computer-aided system engineering (CASE) tools and conceptual schemes can be used for developing educational system. For example: online designer for the development of exemplary basic educational programs of higher education, automating the process of developing educational programs, connecting data educational standards, professional standards, reference books in structured, suitable for automated processing, analysis and use in related systems. The concept of free access to ideas and program code is the very essence of free software sites like Github[13] and collaborative development environment with free access to education materials and system will be very fruitful and useful.

In conclusion, it should be noted that for successful integration of information and pedagogical technologies teachers need to improve their skills[14]. For the effective implementation of advanced training program, it is effective to use pair teaching by analogy with the technology of pair programming, but a pair of teachers must have competencies in different areas. One teacher has competencies in the field of information technology and electronic educational environment, the second considers the project of the training course from the point of view of modern pedagogical technologies.

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THE DEVELOPMENT OF THE BOLOGNA PROCESS IN RUSSIA AND ITS PROGRESS TOWARDS THE ENHANCEMENT OF TEACHING AND LEARNING: TRENDS AND CHALLENGES

Abstract: The article explores the evolution of the key policy actions developed and undertaken by the educational authorities in Russia to adapt the principals of the Bologna Process and enhance the integration in European Higher Education Area. It provides clear evidence of the institutional changes in the higher education landscape in Russia, highlights where progress has been made and identifies the gaps that need to be filled in the framework of teaching and learning. Penza State University initiated the practice of establishing and implementing Teaching Support Centre alongside with teaching skills enhancement courses to reach the aims of student-centred teaching and learning approach.

Keywords: EHEA, the Bologna Process, teaching and learning, student-centred teaching and learning, teaching support centre.

The Bologna Process in Russia started in 2003 when Russia joined the Bologna Declaration. After joining the Declaration, significant changes and new provisions were introduced into national laws that ensured the legal status of the implementation of the Bologna Process in higher education. Besides, basic steering documents were developed by the Ministry of Education and Science, which contributed to the implementation of the Bologna Process in higher education.

One of the most important national steering documents is the Order of the Ministry of Education and Science of RF No. 40 "On the implementation of the provisions of the Bologna Declaration in the system of higher professional education of the Russian Federation" (February 15, 2005) [1]. The main goals of this document are:

1. The development of a system of higher professional education based on two main levels - undergraduate and graduate programs;

2. The study and introduction of credit system (ECTS);

3. Introduction of Diploma Supplement;

4. Development of a comparable system for the recognition of foreign documents on education in the Russian Federation and Russian documents in EHEA;

5. The solution of the problem of the quality of education and the development of comparable methodologies and criteria for assessing the quality of education;

6. Promoting the development of academic mobility of students and HE-teachers.

The other steering documents include: The concept of modernization of Russian education for the period of 2001–2010; Order No. 215 of the Ministry of Education and Science of the RF "On the innovative activities of higher education

institutions in transition to the credit system" (July 29, 2005); Order of the Ministry of Education and Science of the Russian Federation No. 62 "On the educational program of higher professional education of specialized training for masters" (March 22, 2006); Federal Law No. 232–ФЗ "On Amending Certain Legislative Acts of the Russian Federation (regarding the establishment of levels of higher professional education)" (October 24, 2007).

Since 2011 new Federal State Educational Standards have been developed and introduced in accordance with the principles of the Bologna Process. They entail such aspects as using a credit system comparable to ECTS, establishing a module-based curriculum, setting learning outcomes in the form of competences, and freedom of universities in the development of curricula: elective courses or modules.

In 2012–2019 new national steering documents appeared to regulate Russian higher education. Federal law on education in RF No. 273–ФЗ (December 29, 2012) has the following ideas among its priorities [2]:

1.'Freedom of choice in getting education according to the needs of an individual, creating conditions for each individual's self-fulfillment…'

2. 'Pursuing a personal learning path…'

3. 'Participating of an individual in forming the content of education…'

4. 'Choosing optimal and elective subjects/courses/ disciplines from the list offered by the education provider…'

The other steering documents include: Order of the Ministry of Education and Science of the Russian Federation of No. 1694-r "On approval of the list of foreign educational organizations that issue documents on education and (or) qualifications recognized in the Russian Federation" (September 19, 2013); Order of the Ministry of Education and Science of the Russian Federation No. 1367 "The organization and implementation of educational activities in educational programs of higher education" (December 19, 2013); Order of the Government of the Russian Federation No. 434 "On approval of the Rules for the development of Federal State Educational Standards and amendments to them" (April 12, 2019).

Moreover, some National Qualification Frameworks have been developed.

Since 2019 new Federal State Educational Standards have been updated to comply with the developed National Qualification Frameworks.

The important aspects of this period is that EHEA principles have been finally legalized. A complete reformation to a two-cycle system of higher education has been carried out. Also the reform of post-graduate school to the third cycle of education has started. Now the universities implement ECTS system and are free in developing curricula. SCTL is declared as a new mission of higher education. Universities have obtained the right to develop, implement and evaluate their own internal quality assurance systems. Measures to promote internationalization and mobility have been developed.

However, there are some problems concerning the implementation of the Bologna Process in Russia. Firstly, Russia proclaimed itself a part of the Bologna process, but this was not followed by structural reorganisation of the entire educational sphere. Secondly, some steering documents cannot be used and implemented in practice (they have a declarative character, without concrete recommendations). There are certain difficulties in linking Educational Standards and Qualification Frameworks. What is more, Qualification Frameworks for many professions have not been developed yet. SCTL is proclaimed as the central principal but no clear recommendations for implementing this principle have been developed. Finally, teaching and administrative staff of HEIs have not been sufficiently trained to implement the principles of the Bologna Process

Speaking about SCTL at Penza State University, it is based on local steering documents, such as University development strategy 2015–2020, which has the aim 'To ensure the quality of education and equip graduates with skills to be competitive at the labour market through implementing the best teaching practices and teaching tools, including ICTs and e-learning tools' [3].

Among the problems which PSU faces with SCTL, we should point out the following as the most crucial. First of all, curricula and syllabi have been updated to new forms without significant changes (SCTL was only declared but not introduced). Then, there no Quality Code of teaching practice and also low level of administrative & teaching staff skills for designing outcome-oriented curricula and syllabi based on the integration of SCTL principles and the requirements of the

new National Educational Standards and Qualification Frameworks. Finally, there is lack or low level of teaching staff skills in applying innovative assessment & supporting feedback approaches and techniques fit for the learning outcomes of the discipline and innovative teaching methods and approaches in the new student-centred learning environments.

But there are local support structures at PSU. University Methodological Council designs local steering documents for developing curricula, subjects/courses/modules syllabi based on learning outcomes and recommendations for developing assessment criteria and assessment tools. However, it provides support ONLY through documents or recommendations. Training and Qualification Upgrading Centre provides commercial training and retraining courses for different target groups. But it does not develop courses in innovative teaching methods and approaches in the new student-centred learning environment for the university teaching staff and it does NOT function as the university staff support center.

SCTL at PSU requires changes in local educational policy and local steering documents. It also requires new support structures, e.g. an International Center for Teaching and Learning. It is necessary to develop the Quality Code of teaching practice including indicators and to provide incentives, e.g. awards for good teaching.

International Center for Teaching and Learning (ICTL) is aimed at promoting the student-centered teaching and learning within the Bologna Process, teaching staff professional development, curricular enhancement, academic support through its programmes, services, and resources, collaboration with teaching and administrative staff of the University to support innovations in teaching and learning, developing innovative courses to be implemented into master's curricula, and facilitating a regular collegial shadowing between teachers.

The programme to be implemented at the International Centre for Teaching and Learning is called "Enhancing Teaching practices in PSU". It has been developed on the basis of outlined training needs and the above-mentioned problems to be solved, best EU practices, and recommendations of ENTEP Didactical Manual and ENTEP Guide.

The aim of the programme “Enhancing Teaching practices in PSU” is to develop academic staff teaching competences in new student-centred learning environments based on the pedagogical innovations of EHEA.

In order to achieve this aim, the following objectives are set:

– to help trainees improve knowledge and professional skills in designing an outcome-oriented discipline programme based on the integration of SCTL principles and requirements of the National Educational Standards and Qualification Frameworks;

– to provide trainees with the opportunity to upgrade their skills in applying innovative assessment & supporting feedback approaches and techniques fit for the learning outcomes of the discipline;

– to introduce trainees to the innovative teaching methods and approaches in the new student-centred learning environments.

The programme consists of several modules. They are: “Curriculum development and learning outcomes”, “Assessment and feedback”, “Classroom management”, “Innovative teaching approaches and methods”, “Integration of innovative information technologies into teaching practice”. The program contains a comprehensive assignment for the trainees to modify the programmes of the disciplines they teach.

Among the expected outcomes of the ICTL activities is introducing changes and approving of local steering documents promoting SCTL. These include the University development strategy aimed at SCTL as a new mission of PSU; internalization strategy updated in accordance with the Bologna Process principles; steering documents for developing an outcome oriented curriculum/ programme/ syllabi updated in accordance with SCTL principles; the Quality Code of teaching practice in new student-centred learning environments including indicators.

Moreover, new approach to curriculum development (learning outcomes → forms of assessment → teaching approaches & methods) will be introduced. Outcome oriented discipline programmes based on the integration of SCTL principles and requirements of the National Educational Standards and Qualification Frameworks will be designed. Besides, innovative assessment and

supporting feedback approaches and techniques fit for the learning outcomes of the discipline will be applied. And finally, innovative teaching methods and approaches in new student-centred learning environment will be introduced.

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EUROPEAN LANGUAGES AS AN INNOVATIVE LINGUISTIC MASTER'S DEGREE AT THE TECHNICAL UNIVERSITY DRESDEN

Abstract: The paper presents the structure of the Master's degree "European Languages", the programme in Linguistics. Its goal is the development and attainment of comprehensive linguistic knowledge and competency. This Master's Programme has been conceived in an interdisciplinary way. The special linguistic fields in the Master's degree are Historical Linguistics, Linguistic areas and systems, Communicative behaviour, Language acquisition and language didactics.

Keywords: Master's Programme/Degree, European Languages, EuroS students, linguistics, intercultural competence, course structure, language training.

1. Introduction

Master's Programme in European Languages exists from 2008 at the Technical University Dresden, Germany (TUD). This is a programme in Linguistics thus, its goal is development and attainment of comprehensive linguistic knowledge and competency.

This Master's Programme has been conceived in an interdisciplinary way. The TU Dresden graduates distinguish themselves by having acquired, in the

framework of Linguistics, particular competencies in the area of inter- and transdisciplinary methodology.

The programme syllabus leaves a lot of room for individual tailoring. The graduates of European Languages are therefore skilled at taking on academic as well as practical coordinating assignments.

Innovative teaching and learning formats, e.g. peer colloquiums and workshops, foster the team skills of our graduates. Internship components empower our graduates to autonomously plan and carry out their own projects. The acquisition of an additional modern foreign language and the stay abroad boost our graduates' intercultural competence.

2. Chairs involved in the European Languages Master degree

In the Master's degree "European Languages" are involved the following chairs: Applied Linguistics, English Linguistics, Linguistics and History of German, German as a Foreign Language, Romance Linguistics, Linguistics and History of Slavic Languages and Classical Philology (Figure 1).

Within these Linguistics the students of the Master's degree "European Languages" can choose one the special linguistic fields to focus on. It may be Historical Linguistics, Linguistic areas and systems, Communicative behaviour or Language acquisition and language didactics.

Historical Linguistics contains analysis of internal and external language history, e.g. based on historical periods of one language and/or in comparison with cognate languages; based on branches of Linguistics (such as phonology or syntax), etc.

Linguistic areas and systems take a close look to the analysis of the construction of linguistic areas, analysis of individual language systems or cognate languages.

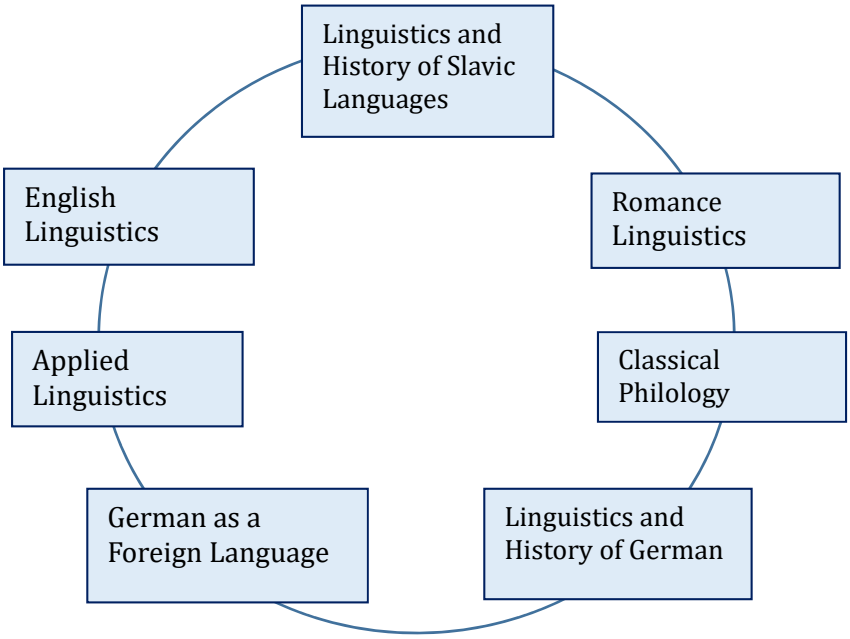

Figure 1: Chairs involved in the European Languages Master degree

Communicative behavior means theory and practice of speech acts, e.g. from the view of general pragmalinguistics, the research of corporate communication.

Language acquisition and language didactics occupy with the processes of acquiring and teaching languages in the context of (world) society determined by migration, multiculturalism and multilingualism, in which the traditional divisions into foreign and familiar, one's own and foreign culture, mother – and foreign language etc. don't fit in with modern visions. Within this linguistic field the didactic concepts and materials are developed and evaluated in order to promote language and culture-related learning for a wide range of target groups.

3. Course structure. Overview of the syllabus

The standard duration of the Master's Programme in "European Languages" is four semesters. The Programme[2] is organized in a modular way and concludes with the Master's thesis. Successful completion of the programme involves earning 120 ECTS Credit Points.

[2] The detailed structure of the Master's Programme "European Languages" can be found of the website of the TU Dresden under the link: https://tu-dresden.de/gsw/slk/studium/studienangebot/master-euros/studienaufbau-1

In the Concentration module (Schwerpunktmodul), classes can be selected from one of the following four concentrations and 12 Credit Points (CP) gained:

- Historical Linguistics
- Linguistic areas and systems
- Communicative behavior
- Language acquisition and language didactics

Classes within these concentrations have to be selected in such a way that at least two languages are covered.

In the Complementary Module (Komplementärmodul) students select classes – either from one or from both of the complementary modules – that will supplement their knowledge and competencies beyond the scope of the concentration module. At least two languages need to be covered and 10 CP will be gained.

The EuroS-Basic Module covering 10 CP comprises basic texts about the history and theory of linguistics.

Module EuroS-Academic Practice with 13 CP comprises aspects and topics in Linguistics and Cultural Studies and provides a cursory look at linguistically pertinent academic or non-academic job sectors. The teaching and learning formats involved here are a seminar in Cultural Studies, a seminar on Academic Writing[3] as well as a stay abroad with a duration of no fewer than 4 weeks. Thus, in addition to boosting students' subject-specific knowledge in Cultural Studies and methodology, this module also fosters students' intercultural and foreign-language competences.

In the second year of the programme students have to make the Extension Module (Ausbaumodul) and get 15 CP. This module's classes are in turn compiled by students again from one of the four concentrations:

- Historical Linguistics
- Linguistic Areas & Systems
- Speech Acts
- Language acquisition and language didactics

[3] The outcomes of the course on Academic Writing in the Master's Programme "European Languages" are demonstrated by particular examples in the paper "Learning by writing" written by Holger Kuße in this conference book.

At least two languages have to be covered. The concentration from the first year can either be continued, or another concentration can be selected here.

The Module-EuroS-Academic Talk (wissenschaftliche Präsentation) primarily serves as preparatory advice with a view to the Master's thesis. In the first stage, students discuss the projects of their Master's theses amongst peers. Then they present the prospectus of their MA theses to a committee and defend the draft of their thesis in front of this committee in a 45-minute defense colloquium. In this module 10 CP can be reached.

On the basis of the results from the Module "Academic Talk" (EuroS-Wissenschaftliche Präsentation), students prepare their Master's thesis in the 2nd half of their second year of study. The length of time designated for this is 17 weeks. There are two thesis advisors of the Master's thesis. The Master's thesis (20 CP) is to be drafted in German. However, based on the thesis advisor's consent or based on an official request submitted to the exam committee, it can also be drafted in English or any other language (French, Italian, Spanish, Russian, Czech, Polish) taught in the Master's Programme.

3. Language Modules

The language training in the Master's Programme in "European Languages" comprises one Romance language and one Slavonic language each. EuroS students have the option of learning the selected Romance and Slavic foreign languages from scratch or of consolidating and enhancing existing skills. Once selected, these languages have to be followed through for the entire duration of the MA Programme; anyway one time (in the first study year) a change is possible.

In the area of "Romance Languages", there is a choice between the languages of French, Italian or Spanish; in the area of "Slavonic Languages", students can choose between Polish, Russian, or Czech.

During the entire 4-semester Programme, three modules have to be completed for each language selected. The structure of the language modules conforms to the standard levels of the Common European Framework of Reference (CEFR):

A1 – Breakthrough I (Anfänger I)

A2 – Waystage II (Anfänger II)

B1.1 – Threshold I (Basis I)

B1.2 – Threshold II (Basis II)

B2.1 – Vantage I (Aufbau I)

B 2.2 – Vantage II (Aufbau II)

C1.1 – Effective Proficiency I (Vertiefung I)

C1.2 – Effective Proficiency II (Vertiefung II)

C2 – Mastery (Fortgeschrittene)

EuroS students complete three consecutive modules per language; however, they can "skip" individual modules if language proficiency has been consolidated and visibly improved by means of an extended stay abroad. For entry placement into the appropriate module, students should make use of Faculty and LSK language placement tests.

For every module, students attend 4 semester credit hours' (4 SWS) worth of language seminars, and take a 90-minute written exam as well as give a short academic talk. Students attain 5 ECTS credit points per module; consequently, 15 ECTS credit points per language.

4. Statistics of the students of the European Languages Master's course according to the countries of origin

According to the statistics from November 2019 at the TU Dresden are registered 38 EuroS students all together, including the students of the first, second years and others who prolonged his studying period. From that 38 students 53% are Germans, 13% – Russians, 8% – Ukrainians, 5% – Chinese, 5% – the students from Czech Republic and 16% from other countries (Belarus, Bulgaria, Egypt, Georgia, Italy and Croatia) (Figure 2).

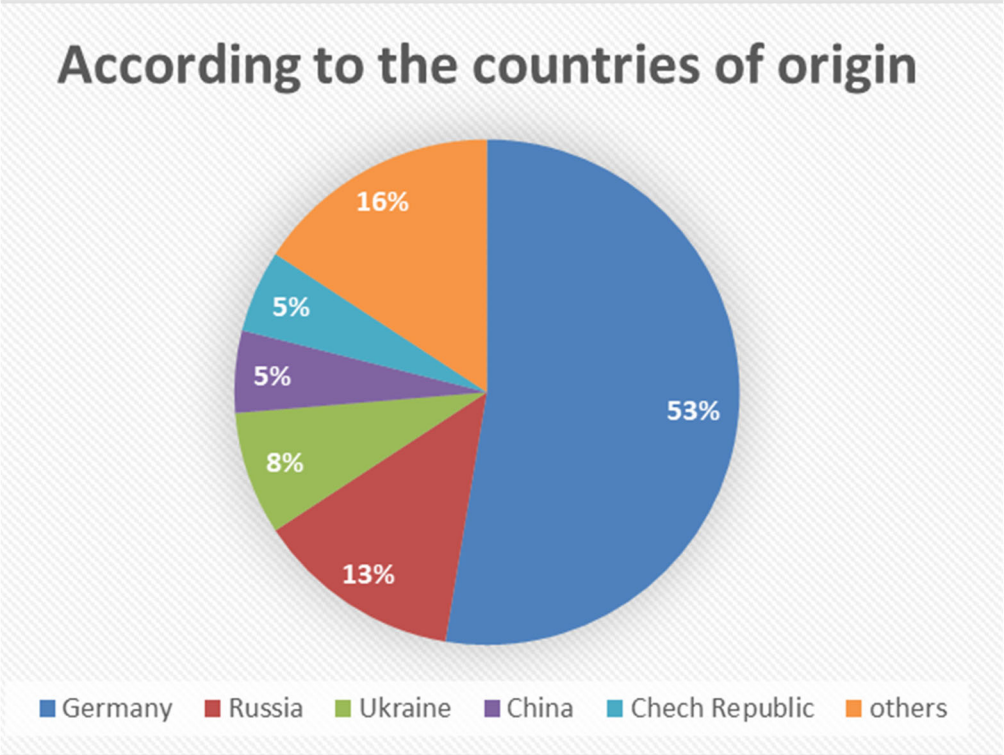

Figure 2: Statistics of the students of the European Languages

5. Master thesis' topics

EuroS students choose various topics for their Master's theses. It depends on the specialization in linguistics during the studying and personal interests as well. Some recent examples are listed as follows:

- "A Linguist's Perspective on Arrival. An Assessment of the Oscar-Winning Science Fiction Movie" (2019)
- "Frames in the Polish EU Discourse. Using Corpora for a Cognitive-Oriented Discourse Analysis" (2019)
- "Comparison of Disyllabics Adjectives: Competition between Inflectional and Periphrastic Forms" (2018)
- "Standardisation and koineisation in private letters of convicts and early settlers in Australia" (2018)
- "Multilingualism of children with Russian heritage language (in German, 2018)
- Investigations of diaphasic Variation in German" (in German, 2018)
- "BMW Group Compliance in its cultural context. A linguistic analysis of German and English BMW Group Compliance texts" (in German, 2018)

6. Working fields of graduates of the Master's Programme "European Languages"

With the linguistic master's programme "European Languages" students acquire a wide range of foreign languages' and linguistic skills. In general, this linguistic course forms the basis for various professional areas dealing with language. Depending on the chosen major subjects different professional fields are possible after the graduation as e. g. in the scientific, journalistic, cultural or social area and in the free economy.

The foreign languages, the ability to intercultural communication and understanding of cultural differences as well play an increasingly important role in the growing together of companies and organizations on an international level, so that the knowledge about various countries and the communication practices, acquired in the course, are essential for activities in the field of international cultural work.

In addition, the university programme offers skills and methodology that enable to independently acquiring of new knowledge, working on complex problems, planning and organizing activities – important skills required in all modern professions.

As to the individual preferences and linguistic focus during the study the graduates of the Masters' degree "European Languages" can choose from a wide range of working fields which are presented in this table:

Working field	Working specialization
Communication	• Text edition / editorial service, (e.g. for media and publishers), • Translation / interpretation, • Public relations work, • Language advising, • Communication and media advising, Coaching, • Intercultural communication and conflict management
Education	• Adult education in enterprises and public educational institutions, • Working in museums, libraries and archives, • Developing linguistic products for media and publishers (e. g. language books, dictionaries)
Research	• Research and Teaching in the linguistics' fields
Language and Cultural Teaching	• Language and Cultural Teaching and Didactics • Youth group's leader (e. g. international youth exchanges) • Writing trainings, • Transcription, • Conversation research, • Communication training
Cultural Institutions	• Museums, libraries, archives, • Documentation and revitalization of languages, • Cultural administration and event management
Computer / new media	• Optimization of Man-Machine interfaces, • Developing of new teaching and learning systems, • Technical edition and text production
Politics and administration	• Diplomatic service, • Working with terminology in government offices, • Academic advisors in the language and cultural (educational) policy, • Translator / interpreter

It should also be emphasized that a degree in linguistics (like many other subjects in humanities) enables an academic career in research and teaching with special qualifications. For professions outside the university, on the other hand, you are more successful to find a good job if you combine your linguistic skills with another subject, such as business administration or IT.

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[30]

LEARNING BY WRITING: WRITING REVIEWS IN HIGHER EDUCATION

Abstract: The paper presents the practice of review writing in seminaries of the linguistic Master's degree programme "European Languages" at Technical University Dresden, Germany (TUD). The main objectives and questions to deal with in review writing in humanities are shown. The outcomes of the courses are demonstrated by a particular example.

Keywords: Higher education, linguistics, writing in humanities, review

In times of digitalisation, when information can be reached through the mere clicking of icons, and visiting libraries seems to be needless in a student's and scholar's life, reading books and academics papers threatens to go out of fashion. Nevertheless, in the humanities, especially in philology, literature, and linguistics, textbooks and journals (in print or digital form) have remained the main way of accumulating knowledge and communicating within the scientific community. Therefore, it's understandable to bemoan the lack of interest in reading among students. Suggestions often sound like this: "Students don't read", "Students can't read", "Students don't know new releases in scientific literature", "Students don't know the main journals in their research area", "Due to the lack of interest in reading students can't write", and so on.

To these, our answer in the Master's degree programme, "European

Languages", at TU Dresden, which is an integrated linguistic study programme[4] consisting of linguists from German, Romance, Slavic Studies, Anglistics, and Classical Philology, is: "Let students be creative! Let students write a review!"

Writing about a publication requires the reading of not only the publication itself, but also the publication's context. If a student becomes seriously engaged in the topic they plan to write about, they will more often than not automatically read significantly more than without this motivation. But this is not the only reason for motivating students to write their first review. Our courses of review writing include objectives concerning individual interest in linguistics, strategies of orientation in humanities, and strategies of effective working. These objectives can be formulated in forms of requests to follow and questions to deal with. The requests are as follows:

"Know your interest area."

"Get an overview about the main publications in your field and select new releases that are of interest to you."

"Obtain the publication you have chosen."

"Get an overview of journals that are of interest to you."

"See if there are already reviews printed about the publication you have chosen."

"Read the publication."

"Read other publications in the same field."

"Write the review", and, if it's possible, "Try to publish the review".

Whereas the requests are mostly related to the context of review writing, the most important questions target the types of publications and the process of writing. These questions should be extensively discussed during the course:

[4] The structure of the Master's Programme "European Languages" has been described in the paper of Holger Kuße and Svitlana Vyshnevska "European Languages as an innovative linguistic Master's Degree at the Technical University Dresden", published as well in this conference book.

“What are the main features of reviews in the humanities and sciences?”

“What are the differences between monographies, conference proceedings and other textbooks?”

“How to start?”

“How to write about the author(s)?”

“How much research context should be mentioned?”

“How much description of the content is needed?”

“How much critique is allowed / needed?”

“What should be written about the writing style?”

“How to write the conclusion?”

At the very least there are specific steps in the practice of review writing and discussing reviews within the seminary which should be followed by all participants:

“Read some reviews and discuss them”

“Read the publication at least two times and notice its main features”

“Start to write the review”

“Upload the first version on the learning platform”

“Discuss the version with other students and with your supervisor”

“Write your final version”

“Ask your supervisor if the review could be published”, and if this is the case:

“Connect to a journal”

“Publish the review”

Due to the structure of the Master’s degree “European Languages” – it contains historical linguistics, theories of communicative behaviour, language and society, language and culture, applied linguistics, language contact, grammar,

structural linguistics, and foreign language acquisition – the topics of the programme are manifold. Languages of the publications the students have chosen within the last few years are English, Russian, French and German. Some of the English publications reviews have been written about include: William J. Crawford & Eniko Csomay (2016). Doing Corpus Linguistics. New York: Routledge; Viebrock, Britta (ed.) (2016). Feature Films in English Language Teaching. Tübingen: Narr Francke Attempo; Keel, Sara (2016). Socialization: Parent Child Interaction in Everyday Life. London et al.: Routledge; David J. Peterson (2015). The Art of Language Invention. From Horse Lords to Dark Elves, the Words Behind World Building. New York: Penguin Books; Fiona English & Tim Marr (2015). Why Do Linguistics? Reflective Linguistics and the Study of Language. London et al.: Bloomsbury".

The first versions of the reviews are uploaded on the learning platform of TUD for all participants and discussed within the classroom. After a consultation with the supervisor of the course, the final version is uploaded and sometimes published in linguistic journals. During the process of writing some students get not only an overview about the topic of the monography or textbook they are dealing with, but also acquire a certain skill in professional writing. I will show this using one example; a review on Sara Keel's book on parent child interaction, which is cited above. The unpublished review was written by a current postgraduate at TUD, Ramona Plitt. The example shows that the author achieved high competency in characterizing the research context of the investigation, comparing different linguistic positions in its field:

"Scholars who investigate the process of language acquisition can choose from among multiple lenses to frame their studies. Those linguists advocating the nativist approach align to Chomsky's seminal "innateness hypothesis" in tracing language development back to a congenital language acquisition device. In contrast, those researchers backing the emergentist theory consider the phenomenon of language acquisition as a process which highly correlates with other cognitive functions and the social input a child is exposed to."

She also successfully outlines the value of Sara Keel's investigation by characterizing its background in specific approaches in sociolinguistics:

"Sara Keel's work, Socialization: Parent-Child Interaction in Everyday Life, a recent addition to the Routledge series "Directions in Ethnomethodology and Conversation Analysis", is grounded in the social studies of child-hood, which recognizes that social interaction is salient for a child's cognitive development and its participation in social life. In using ethnomethodology and conversation analysis (hereinafter EM/CA) to detail everyday talk between parents and children, Keel contributes to the research field of language acquisition in enriching it from a sociologist's perspective."

The competence and experience of the author are briefly mentioned, and the content is clearly described:

"For almost ten years, Sara Keel has been tracking social interaction in microsocial settings. Now a postdoctoral researcher at the University of Basel, she has published and spoken extensively on the subject of parent-child interaction and is qualified to deal with the interdisciplinary complexity of a praxeological approach."

"The book consists of seven chapters, each with its own section of notes. The introductory chapter acquaints the reader with its methodological orientation and sets out the questions that the book attempts to …."

The review finishes with a conclusion that shows how deeply the reviewer understood the value of Keel's publication for scholars in sociolinguistics, as well as in other fields of linguistics and their related disciplines.

"Overall, the rigorous style of this book and its detailed analysis of communicative sequences in parent-child interaction will be of interest not only to scholars of microsociology but also to those working in the field of child development, language acquisition and many other sub-disciplines of sociology and linguistics. Additionally, it should be noted that this book will greatly appeal to researchers who favour ethnomethodological approaches and who share an interest in conversation analysis. The positive aspects of this book do outweigh the misgivings mentioned above."

The review shows by itself that the reviewer became successfully acquainted with a comprehensive field in linguistics and achieved a high standard in review writing.

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THE CHANGING ROLE OF ACADEMIC TEACHERS IN THE KNOWLEDGE SOCIETY

Abstract: In the Knowledge Societies, Higher Education has to reconcile its traditional role of educating the elite with the challenges of promoting employability and social cohesion. This changing mission influences the academic teachers, who have to shift from their role of "instructor" and content-transmitter towards a student-centred teaching approach, assuming the role of a "facilitator". This chapter discussed the set of skills that teachers are supposed to achieve in order to face with these new societal expectations.

Keywords: Knowledge Society, Higher Education, teachers, student-centered teaching, facilitators

Introduction

Today, "academic teachers are confronted by increasingly complex challenges" (Figel, 2005, p. 7) because they educate in complex societies and meet students with increasingly uneven resources, skills, socio-cultural end ethnic backgrounds (Crul et al., 2012).

Meanwhile, the discourse of the "Knowledge Society" implies a learning

society as the pace of knowledge creation and adoption is so fast that learning can no longer be limited to the attendance of education systems.

The traditional definition of education like "a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or researching" can no longer serve for the modern society. Some scholars state that modern education is not only a delivery system of knowledge, skills and information but the key to sparkle one's thoughts, inspiration, transversal competences (Ferrari, A., Cachia, R., & Punie, Y., 2009; Calvani ,2011).

Therefore, education is today expected to be a lifelong process in the human life that should also be structured lifewide as it is expected to be a combination of formal education coupled with the individual planning deriving from self-directed formal, non-formal, and informal educational endeavors (Bekerman, 2006). Although the paradigm's change from education to lifelong learning seems to charge students the main role in structuring his/her learning path, which should not only respect the requests of formal education, higher education (HE) plays a core role in the development of an active approach towards learning.

At the same time, significant changes in European HE systems have challenged universities' traditional identity as selective institutions whose role was to introduce an elite group of students into higher professions and ways of thinking. Under these new circumstances, universities still struggle to identify their higher mission in time of vocational mass HE. Some scholars argue that university stakeholders, and universities themselves are worried about their students' employability, neglecting their traditional focus on citizenship and social critique (Beck, 2008). In order to promote a new debate and to sensitize the institutions, the European research promote a lot of "capacity building" projects and actions targeted to students with specific aims. In particular, in view of

- increase of the possibilities of internship, curricular and post graduate;
- development of additional support actions for carrying out periods abroad (Erasmus, Overseas and other forms of mobility);
- implementation of transversal training activities on Soft&social skills (eg: Dedicated lectures, Service Learning, International cooperation, participation in international contest, etc.);

- promotion of multilinguism and interculturality.;
- support for interdisciplinary activities by identifying “minor” pathways, both curricular and extracurricular, which can be included in the diploma supplement.

Based on a literature’s review of several European scholars’ research, the aims of this chapter are to present and analyze both the changes that have taken place in European Higher Education’s institution as a consequence of the discourses on Knowledge Society (section 1) and the repercussion that this emphasis on knowledge have had on Higher Education’s teacher professionalism (section 2). The chapter ends with some concluding remarks on the results of the previous two sections (section 3).

1. Changes in Higher Education’s Mission

The discourse about the demands and implications of, but also the opportunities emerging from the Knowledge Society or Knowledge-based economy plays a deep influence on the current debate in educational research and policy. The main reason surrounding this widespread interest lays on the equation of more/better education with more social cohesion and more economic growth as suggested first in the Lisbon Declaration (European Union, 2000) and ten years later in the Europe 2020 Strategy, (European Commission, 2010). This last constitutes a partnership between the EU and its Member States aiming at promoting smart, sustainable and inclusive growth that will improve the competitiveness of the EU while maintaining its social market economy model and improving significantly its resource efficiency. Five interrelated targets in the areas of employment, research and development, climate change and energy, fight against poverty and social exclusion, and education represent the core of this ambitious strategy.

However, despite formally embracing this optimistic strategy, European government educational policies have chosen two opposite ways in order to react to the global financial crisis that started in September 2008 with the collapse of Lehman Brothers. At times of recession, they have adopted either austerity measures (Shattock, 2010), cutting the funding to education or, alternatively, they have expected higher education to play a counter-cyclical role, expanding it as a

way to address economic downturn (Douglass, 2010). In both cases, the past ten years have witnessed significant reforms in European HE's systems, for what concerns both research and teaching approaches.

This implies a huge change also for the societal expectations about the role of universities. Traditionally, they were elite, research-based institutions whose role was to reproduce an intellectual class. Nowadays, this expectation has shifted to a more vocational, mass educational focus, with universities playing a pivotal role in the development of professional, "white collar employees" (Olssen, 2005). This move towards vocationalism, internationalization and mass education has attracted students from a variety of ethnic and educational backgrounds, who are enrolling in far greater numbers. Academic staff opinions on this phenomenon assumes a whole range of positions between two extremes.

On the one extreme, the increasing diversity of the student cohort is perceived in terms of 'crisis' (Kirkpatrick et al. 2002, p. 74) and is mainly focused on student lacking skills. The supporters of this view argue that because of declining government's investments in school systems, a large number of both national and international students approaches their university degree without the skills needed to engage competently in their chosen career. According to Gallagher et al. (1996), academic teachers did not perceive students' learning difficulties as a reflection of their teaching practice and complained about 'too many students' with 'too wide a range of abilities' creating a 'problem' for universities (p. 24).

On the other extreme, are those academics who argue that teaching should change in order to meet the needs of an increasingly diverse students' cohort. This position is expressed by the 'student-centered' learning approach (Prosser et al., 1999), arguing that university teaching should be adapted to student ability rather than the other way around (Biggs 2003, p. 3–5).

The focus on graduate skills is nowadays part of a bigger and still unresolved debate about the final goal of HE and how to educate citizen who are both employable and able to contribute to the wellbeing of their society. In the discourse on Knowledge Society, unskilled graduates constitute a double failure: firstly, in terms of employability and, secondly, in terms of active citizenship. This is because, in contemporary societies, the ability to master knowledge, rather than be

mastered by it, is the mark of both a skilled knowledge worker, and a good citizen.

In order to truly master knowledge, the emphasis on what and how it is taught in HE should shift from the traditional focus on 'content' to a new one highlighting the 'process': what graduates can do with knowledge: Being able to understand, attach meaning and interpret knowledge through the development of intellectual skills like problem-solving, logical thinking and information gathering has ramifications for learners as graduates, but also as active citizens capable of understanding and challenging the social and political world for the public good (Barrow, 2004).

As argued by Heath, there is 'a fundamental incompatibility facing university teachers involved with the education of students/citizens/future workers where education is increasingly geared for the workplace in a complex, global, technological society' (1999, p. 1). Such critics mirrors the 'enlightenment' view about the role of HE: the pursuit of higher knowledge, and the development of good citizens who can challenge the dominant paradigm (Barrow 2004).

Reflecting this view, Tomlinson affirms that 'It is an obligation to provide a supportive education environment, which educates students to live in society rather than simply equipping them to become pliable peons in the global market place' (2006, p. 57).

Two broad issues steam from these criticisms. First, that HE institutions should aims at graduates who are critical, autonomous citizens. Second, that they should produce graduates who are self-reflexive professionals with a high sense of vocation and social justice offering teaching process including higher order activities such as analysis, critical thinking and ethical behaviour. Graduates who are both able creators and manipulators of knowledge, as well as capable of informed judgement are also potentially good citizens. If the mission of universities has changed, academic teachers are expected to change accordingly their way of teaching.

2. Changes in HE's teacher professionalism

In the educational debates of the last twenty years, much attention has been given to the quality of teachers, who are identified as the most important factor influencing the quality of education (Robertson, 1996: Abbott, 1988). As a result,

much attention is given to policies with respect to teacher quality. Although the jurisdiction of the European Commission is limited in the area of education, the Commission has given considerable importance to the quality of teachers, thus stimulating national governments to invest in the improvement of teacher quality, for example by exchanging policies and practices across Europe (Snoek, Uzerli & Schratz, 2008).

In this vein, the 'Common European Principles for Teacher Competences and Qualifications' (EU Commission, 2010) clears the new trends in teacher education and teacher's professionalism, which stem from discourses and major features of the Knowledge Society. In the document, the key competences teachers are expected to achieve are clustered under three macro-categories (ibid. p. 3–4):

1. Work with others: working with students as individuals, supporting them to develop into active members of society, supporting cooperative competences and activities, which enhance the collective intelligence of learners, and collaborating with colleagues to promote their own professionalism.

2. Work with knowledge, technology, and information: operating with several kinds of knowledge, being able to access, process, reflect on and transmit knowledge, using ICT tools and insights.

3. Work with and in society: preparing students to be socially responsible and reinforcing intercultural respect and understanding. Teachers need to be aware of what contributes to social cohesion or, on the other hand, exclusion in society, focusing on the ethical dimensions of learning and networking with other educational and societal stakeholders.

Furthermore, teachers have the task to inspire motivation in their students in order to help them to develop an autonomous learning biography realizing that learning, as an ability and challenge, is a lifelong process that does not end with HE and is not limited to the formal education's environments. This implies facilitating and enhancing self-directed (meta-cognitive) learning skills (learning how to learn) and attitudes by establishing a learning setting that recognizes individual learner differences, and is favorable to an effective facilitator-learner relationship (Scott et al., 1996). Accordingly, teachers require constant updates about subject knowledge and need to be open to using new didactics and tools. Furthermore, in contemporary HE' institutions, homogeneous middle-class

students are not anymore the rule. Therefore, teachers have to be ready to acquire knowledge about broader social realms, including the concrete life worlds of contemporary young people (Lima & Guimares, 2011; EU Commission, 2010), adopting in their teaching praxis an approach that is intercultural in its broader sense. This implies to reflect on the multifaceted needs of all their students, discovering who these young people are, and understanding the reasons behind their actions and behaviors, which may be cultural rather than purely individual (Crul et al., 2012). In multicultural European societies, the importance of pro-active social and communicative skills has to be taught and learnt, enabling students to dialogically deconstruct stereotypes and prejudices that threaten social cohesion.

Here, it is of the upmost importance to transmit an attitude of reflexivity that will enhance students' chances to learn how to shape and reshape their learning biographies, adapting their educational paths to changes in the labor market, looking for new opportunities and challenges, and taking autonomous decisions about their academic abilities and expectations (Diepstraten et al., 2006; Cuconato, 2011). This implies that teachers themselves should adopt a reflexive approach in their profession in order to be aware of the implicit attitudes, beliefs, and knowledge that guide their daily activity with the aim of constantly shaping and reshaping their practice, thereby adapting it to changing students' needs. As Diamond and Mullen argue in their reflections on the professional development of post-modern educators, 'Teachers can each learn to be scholars of their own consciousness and experts in the remodeling of their experiencing of the experience of teaching' (Diamond & Mullen, 1999. p. 123).

Currently, university and teaching staff need to develop sustainable networks within and outside the academic environment in order to master their tasks. University – and the HE's teacher in his/her classroom – is no longer a closed universe but potentially an open space for combining knowledge and expertise from several and different sources and resources and cooperating with non-academic professionals, teacher training colleges, municipalities, and local labor markets for in-service, which helps students to prepare either for their academic career and future professions.

Summarizing, not only student but also teacher themselves in their profession are

expected to become those 'challenging, innovative and lifelong learners' (Coolahan, 2002, p. 14) who are highly needed in the contemporary Knowledge Societies.

3. Some concluding remarks

From the revision of the literature on the field of HE, it emerges that specifically during the last decades the creation of knowledge and generation of innovation have become the primary objectives of Knowledge Society (Beerkens, 2008). Since universities are regarded as the main knowledge producers, they are expected to master the challenges Knowledge Society poses on them. In consequence, while pursuing such objectives, universities will have to incorporate reforms that support its development (Neubauer, 2012), contributing both to general economic development and social wellbeing.This implies implementation of visions', missions' and teaching approach's revision.

Under these circumstances, teachers are expected to shift from their traditional instructing role of "knowledge owners" and "knowledge givers" to that of "facilitators". This deep shift implies that a facilitator needs a totally different set of skills than that of a teacher. However, which are the main differences between the two roles?

First, whereas a teacher mostly gives to passive students a frontal lesson on his/her subject matter, a facilitator activates a learning process leading the learners to get to their own understanding of the content. In this way, the focus shift from the instructor and the content towards the learner.

Second, a teacher tells, a facilitator asks. While the first lectures from the front, a facilitator supports from the back. A teacher answers according to a set curriculum, a facilitator creates guidelines and designs a supporting learning environment for the learners to derive their own conclusions, challenging their critical thinking and therefore giving them the ownership of the problem and solution process. The critical goal is to support the learner in becoming an effective thinker. However, this goal implies that academic teachers are open to become themselves self-reflective professionals.

In order to conclude, the challenge of the facilitator it' maybe the same challenge of the contemporary pedagogy, namely "more problems to be posed, more areas of thematization to be entrusted to the theorization (cognitive, ethical, political,

affective, aesthetic, etc.). For pedagogy, in short, more challenges to be defined. But perhaps – this is my hypothesis and my working proposal – a single reasonable "utopia" that can allow us all to work together for the formation of those people who are our young people" (Colicchi, 2008, p. 24).

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Research Informed Teaching Approach: Models, Steps and Limitations (Russian case)

Abstract: The paper analyzes the conceptual framework of research informed teaching taking into account the leading universities experience. The basic principles and models of research informed teaching approach are considered taking into account possible limitations in the Russian universities. The steps of the university strategy of research informed teaching are discussed. The experience of Russian universities in the research informed teaching is analyzed. The structure of the module of advanced training for university staff is proposed, which will help to expand research informed teaching in the Russian universities.

Keywords: Curriculum Design, Research Informed Teaching, Individual Research Trajectory, Teaching-research Nexus, University Strategy

JEL: I21; I23

- The introduction of science-oriented education in the higher education system is based on the concept that education is not just the consumption of knowledge, but a more complex process of their production [14,23].
- Within the framework of this concept, research is an integral part of the education process. Many believe that teaching and research are harmonious and mutually beneficial activities [1,2,3,7]. All stakeholders of higher education benefit in this process. The use of elements of research activities in the educational process allows students to form the skills of problem-oriented

analytical and critical thinking, search for the necessary information and data, which ultimately increases the effectiveness of the learning process. It cultivates students' innovative spirit, scientific research consciousness and creative ability [2,4,21].

- For many employers, the competencies of the graduate obtained as a result of scientific activity are significant, since global changes in production processes require the use of qualitative analytical abilities.
- In addition, the requirements imposed by society on universities as centers of scientific research involves the restructuring of the entire system of the University, in which the field of research comes to the fore. In this case, the active involvement of students in the research process helps to increase its efficiency, gives a chance to new ideas, allows to test certain technologies, products or research methods [6,13].
- The research-oriented teaching model involves changing organizational forms of education process, including investigation research, project research and design, etc., and teaching methods, including heuristic, exploratory, discussion, and Project-Based Learning (PBL) mode.
- In PBL mode the teacher's role is monitor and facilitator, setting up frameworks for communication, providing access to information and giving students opportunities to produce a final product or presentation/
- In order to stimulate innovative teaching methods the ministries of education of a number of countries adopts normative or recommendatory documents. For example, the Ministry of Education of China issued "Some Opinions on Improving Comprehensively Higher Education Quality" [22]. Despite the fact that education strategies in many countries now focus primarily on strengthening the research component, this process is not so fast and can fail at various stages. For example, the results of some research refute the claim that Finnish teacher education has resolved the complex relationship between theory and practice [20].
- Research-oriented education involves the inclusion of a research component in the University strategy. This is the formulation of the University mission and goals, and a comprehensive approach to the curricula and programs development.

- There are several models of research-oriented teaching, which differ in the ways and strength of students ' involvement in research processes and focus on the final result [7,8,16]. Consider the possible models from simpler to more complex.
- The first model based on simple teaching of student's universal methods of research. This may be in the form of lectures or scientific seminars, but students are more likely to perform a passive role, which is given knowledge in a systematic form and may be more suitable for the level of bachelors [9].
- The second model focuses on the professional (industry) environment. This model implies not only teaching students research methods that are most applicable to a given branch of knowledge, but also a review of modern scientific achievements in a particular field of science. Students in practical classes in the form of a discussion can go through the already done research path, repeating the solution of certain problems.
- The third model based on the active involvement of students in the research process. Students are assigned a specific research task and they must find a way to solve this problem, using known methods and approaches.
- Finally, the fourth model is formed in the leading scientific schools, where students themselves are able to set scientific tasks and solve them consistently, using advanced scientific experience and knowledge. As noted in a number of studies, the formation of this model requires leaders with research competencies and the ability to initiate meaningful research projects and lead a research team [12].
- The curricula and programs development at the university, which applies the principles of science-oriented education, must meet certain requirements. In particular, programs should focus more on contemporary scientific problems and research issues than simply on specific topics; learning outcomes should be linked to research issues and the research process; and students should be involved in the research process. It could be research practice, research projects, participation of students in scientific conferences, scientific seminars, preparation of scientific publications, etc.
- The introduction of science-oriented training causes many problems and contradictions, as foreign researchers say [11,15]. Many of Russian universities have not yet began the reform and practice of research-oriented

teaching mode. The problems and realities for Russian universities are largely related to the overload of teachers with classroom load and the preparation of various reports, which largely causes opportunism in the teaching environment and resistance to the introduction of something new [18]. This situation is not unique only for Russian universities. Some research demonstrated that a significant part of teachers is poorly involved in research and does not use enough approaches and methods. For example, teachers with low or no research activity undertake 66% of the teaching in Swedish higher education [10].

- There are also problems of teaching conditions. Research-oriented course is expected to be provided in a small-class. The most appropriate situation for teachers and students is to sit around a table in a special-equipped small classroom.
- In stimulating the research component in education, all components of this process are important, including evaluation system providing incentives and motivation for teachers and students [5].
- Therefore, the transition to the strategy of research-oriented training on the recommendation of a number of foreign authors can be phased [25, 21, 19].
- At the first stage, it is possible to introduce separate pilot projects (courses) of the most advanced teachers using a research-oriented approach [17]. At the second stage, we can already consider the transition of the entire educational program to the principles of a research-oriented approach. The analysis of this approach implementation is given by Z. Newman on the example of students studying food technology [19]. At this stage, it is important to define the research core of the program and build the logic of the entire program around this core. As a result, an individual research trajectory is built, uniting the majority of independent research tasks. The third stage involves the development of a kind of research-oriented educational clusters, including several programs. A number of authors speak about so-called academic communities or scientific schools [4]. Finally, at the last stage we can talk about the principles and approaches for the development of a common research-oriented university strategy.
- Teacher qualification play an important role in in the implementation of research informed teaching methods. There is overview of research on

teacher educators' competences in preparing their students to teach with technology [24].

- To solve one of the problems linked with the insufficient level of the university teachers and staff qualification in the framework of the ENTEP project the Ural State University of Economics (Russia, Yekaterinburg) developed module for teachers training "Development of research-informed teaching".
- The aim of this module is to increase the research-orientation during all stages of university education; to introduce teachers to the principles of research oriented teaching; to equip teachers with tools for integrating the research oriented teaching into teaching and learning process. In this course, we will look at existing research-oriented learning concepts. We will discuss approaches to curriculum development and models and principles of research-oriented teaching program. We will explore approaches to the formation of a research-oriented strategy of the university

Learning Outcomes:

- Learning outcome 1: You will be able to design research-oriented teaching program;
- Learning outcome 2: You will be able to analyze existing educational programs and to identify possible reserves for the introduction of research-oriented teaching and learning elements;
- Learning outcome 3: You will be able to design assignments, develop critical thinking and research skills of students; to give a systematic structure and approach to initiatives aimed at linking research and teaching activities.
- The program is divided into two weeks. The following topics are expected to be considered in the first week: models and principles of research-oriented teaching program; research-oriented teaching concepts; curriculum design and the research-teaching nexus; research-oriented strategy of the university.
- The second week will focus on the following topics: implementation of the research-oriented teaching principles to the educational program; transition of the educational program to the research-oriented teaching principles; assignments, developing researching skills of the students; develop a research project under the guidance of a faculty mentor.

- The program will be implemented at the University's International Center for Advanced Training of Teachers.
- Ultimately, it is necessary to rethink the role of higher education and to reconsider the relationship between teachers and students, between teachers and university administration, between universities and their controlling organizations.

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IS FEEDBACK A CHALLENGE FOR RUSSIAN UNIVERSITY TEACHERS?

Abstract: Feedback can make one of the most significant impacts on student learning. Since educator is the predominant source of feedback comments in higher education, understanding the experiences, including challenges, of educators is as important as those of the student. For these reasons, the present study aims to identify the range of challenges to feedback perceived by Russian educators. This paper reports the findings of a small-scale survey carried out in the Ural State University of Economics (Yekaterinburg, Russia) within the framework of the ERASMUS+ENTEP Project. The objective of the study was to clarify the different conceptions that Russian educators have of feedback within the assessment process. The evidence from this survey suggests that Russian university teachers recognise the place of feedback in learning and have faith that it makes a contribution to learning. However, staff experience is influenced by a number of challenges including understanding of what feedback involves, the burden of traditional teacher-centered assessment methods inherited from the Soviet educational system and staff feedback literacy.

Keywords: Assessment, Effective Feedback, Higher Education, Teaching and Learning

1. Introduction

Higher education institutions around the world are facing a number of challenges. Sarker et al. [1] reviewed the literature and identified 20 most burning challenges. One of the identified challenges is assessment, which is not surprising:

in an era of mass participation, universities are faced with ever-increasing student enrolments and greater demand for assessment.

Assessment feedback is arguably the most important part of the assessment process. Over the last decade, assessment feedback practices in higher education have gained considerable attention among educators and scholars. Research has confirmed that feedback is central to student learning process [2, 3]. Ramsden [4] argues that effective comments on students' work represent one of the key characteristics of quality teaching. Hounsell [5] notes that feedback plays a decisive role in learning and development. Gibbs and Simpson [6] highlight the importance of feedback being understandable, timely and acted upon by students. Yorke [7] argues that, as well as the content of feedback, an awareness of the psychology of giving and receiving feedback is vitally important to student learning. Feedback can only be effective when the learner understands the feedback and is willing and able to act on it [8].

The meanings of various terms in the field of assessment and feedback have changed over recent decades [9]. The feedback literature has moved from a focus on providing better information to students (e.g. feedback comments on student work) to designing the tasks and activities in which students engage (e.g. requiring students to use feedback comments from their first assignment in their second assignment). The conceptualizations of feedback currently prominent in the literature consider the entire feedback process, driven by the student rather than the educator, involving a multitude of players, and necessarily involving the student making use of information to effect change. Henderson [10] adopts the idea that feedback is inherently socially constructed and contextually situated.

Despite its central impact on learning, feedback is still relatively underexplored [11] and continues to be poorly understood and enacted by both educators and students [9; 12]. Although a frequently used term, feedback does not have clarity of meaning. It is a generic term which disguises multiple purposes. The roles attributed to feedback fall broadly into five categories [8]: correction, reinforcement, diagnosis, benchmarking and development. These categories act as a hierarchy, each building on information provided by the previous category. Feedback is a social process which faces challenges, such as time, miscommunication and emotional barriers [2].

Feedback-related studies in Russia are exceptionally theorised [13] and though some of them claim providing methodological recommendations on giving feedback, this intention is often overstated. Perceptions of feedback focus on a single discipline (most frequently, foreign language or medicine) at a single institution or concentrate in limited discipline groups (e.g. IT). Educator's capability to apply effective feedback is not adequately reflected in any documents regulating to teaching and learning processes in the Russian higher education. Thus, there is a major shift in the focus in the evaluation process from a student to a formal need for assessment *of* learning.

Feedback is a learner-centred process, and the predominant source of feedback comments in higher education is generally the educator [14]. Therefore, understanding the experiences, including challenges, of educators is as important as those of the student [15]. For these reasons, the present study aims to identify the range of challenges to feedback perceived by educators.

2. Data collection

The data for the small–scale feedback survey were collected within the specific context of higher education at the Ural State University of Economics (USUE) (Yekaterinburg, Russia). Respondents were university staff, who teach across a range of subjects within the different business schools, and who participated in the Teachers' Training workshop held in October 2019 within the framework of the ERASMUS+ ENTEP project.

The intention of the survey was is to clarify the different conceptions that educators have of feedback within the assessment process. The questionnaires were completed (in Russian) by 39 staff members. The questionnaire included 9 items (4 multiple-choice; 3 Likert-scaled and 2 open-ended) relating to staff's feedback beliefs and perceptions; assessment experiences at university; comprehensibility of feedback and its criteria. The questionnaire is given in Appendix 1.

3. Results and discussion

The findings describe the perspectives of staff on feedback; assessment experiences at university; comprehensibility of feedback and particular factors that participants identified as pertinent to its effectiveness.

First, the teachers were asked to comment whether they consider feedback an important element of their curriculum (Item 1). Respondents chose from the options 'yes', 'sometimes', 'rather *yes* than *no*', and 'never'. The results indicate that over half of teachers (n=22; 56%) were very positive in their responses. One third of respondents (n=13) were less sure and chose 'rather *yes* than *no*' option.

In regard to the patterns of giving feedback (Item 2), most of the educators (n=31; 79%) acknowledged that all three mentioned (T-St; St-T, St-St) were applicable. One respondent added T-T (peer) feedback which has gained popularity in feedback literature over recent years [16].

Staff recognised (n=29) that they used feedback for both formative and summative assessment (Item 3). When asked to specify the stage of the lesson for giving feedback (Item 4) most teachers (n=28) acknowledged that they provide feedback after each learning activity; few were more specific and marked presentations (n=4) and written tasks (n=7).

Figures 1 and 2 represent lecturer responses to Item 5 related to most / least frequently used assessment methods. Staff respondents chose from the options, 'often', 'usually', 'sometimes', 'rarely' and 'never'. The results indicate that the most common assessment methods were written tests ('often' n=15; 'usually' n=15); oral presentations ('often' n=15; 'usually' n=9); and oral examination ('often' n=13; 'usually' n=10) (Fig. 1). On the other hand, the methods that were the least used were individual essays ('rarely' n=12; 'never' n=4); posters ('never' n=17); peer review ('rarely' n=5; 'never' n=9) and portfolios ('never' n=9; 'rarely n=8) (Fig. 2).

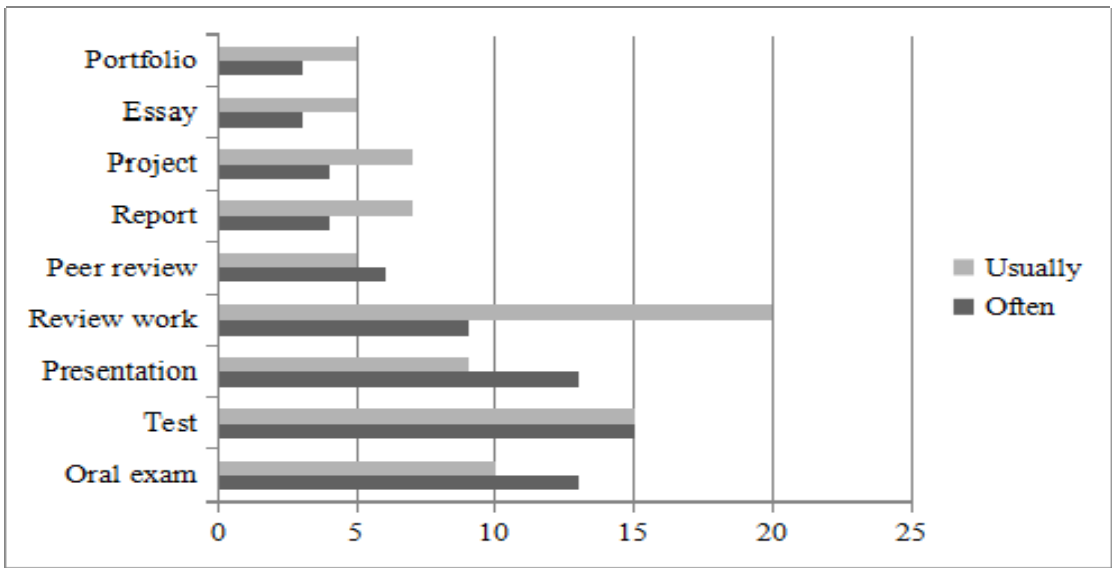

Figure 1. The most frequently used assessment methods

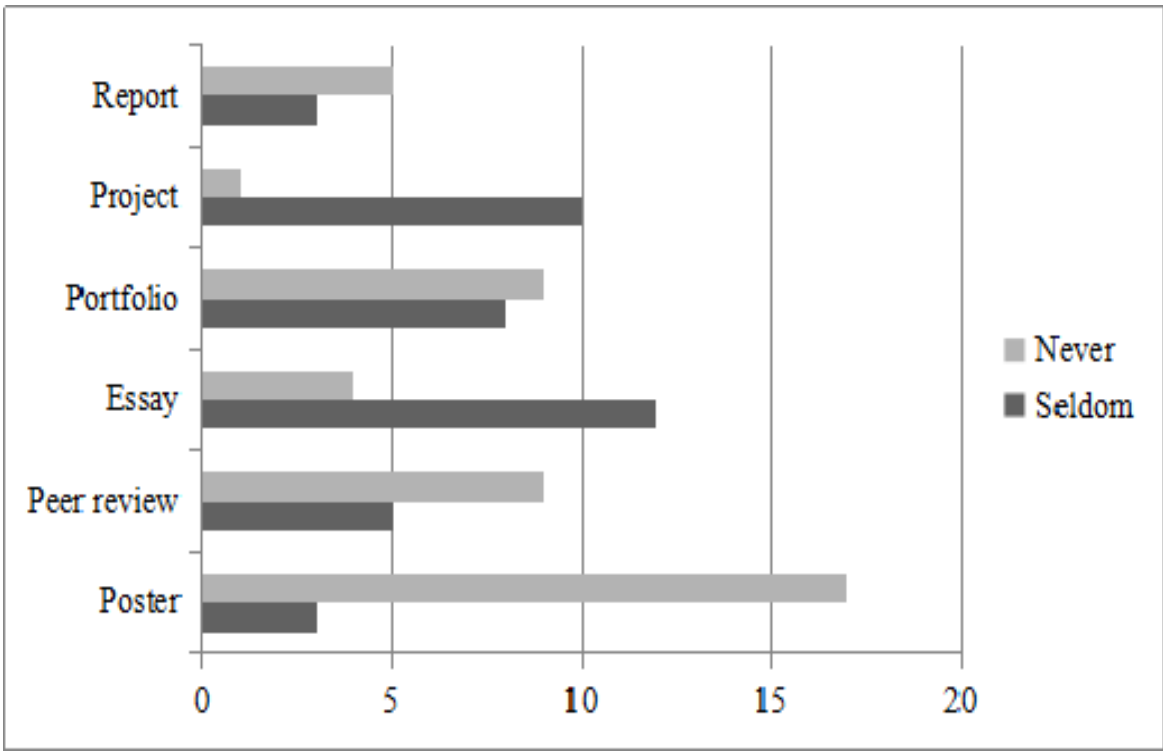

Figure 2. The least frequently used assessment methods

By asking Item 6, we wanted teachers to 'match' feedback with an assessment method. The findings are presented in Figure 3 and show that the highest number of participants associated feedback with oral examination (n=27) and presentations (n=24). Tests, projects and review works were almost equally rated (n=18; n=17; n=16 respectively).

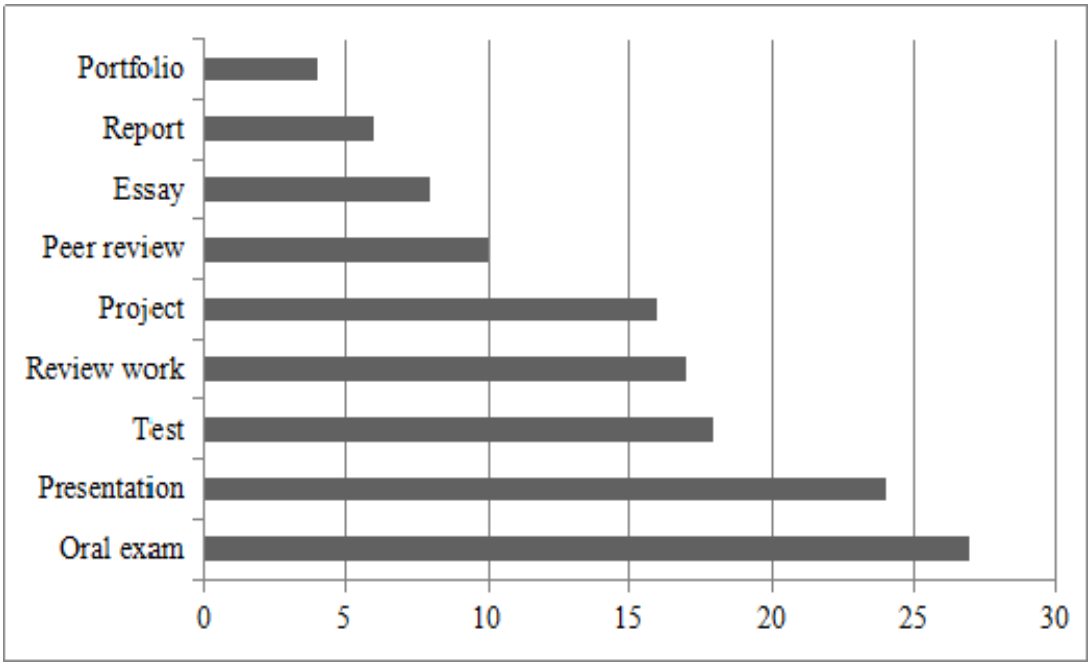

Figure 3. Assessment methods, associated with feedback provision

Responding to Item 7, the staff made clear that three most important factors of effective feedback [17] are as follows: feedback should be specific and clear (n=22), well timed (n=20), and it should have understandable success criteria (n=19).

Since providing feedback is a multifaceted skill and needs to be a two-way process between teacher and student [17], staff members were asked whether they teach students a skill of giving feedback in a constructive manner (Item 8). While the overwhelming majority of respondents welcomed this opportunity (n=21; 72%), still 28% (n=8) commented that they did not see any need for student to be taught to engage with feedback, which is not a figure to be neglected.

Responses to Item 9 clearly showed that there was near consensus ('yes' n=16; 'rather *yes* than *no*' n=16) about necessity to provide teachers with more information on the quality and innovative forms of feedback that teachers and learners engage in, thus making feedback a key aspect of successful assessment for learning.

4. Conclusion

The evidence from this small-scale survey suggests that teaching staff recognised the place of feedback in learning and had faith that it made a contribution to learning. The findings allow us to look upon feedback as a complex endeavour, in which student and staff experience is influenced by a number of challenges. In some cases teachers may not fully understand what feedback involves. They may believe that they engage in regular feedback provision when closer scrutiny suggests this is not always the case. For Russian academic staff favouring practice tests and oral examinations as main evaluation methods is inherent in the traditions of the Soviet teacher-centered system of education, on the one hand, and may be the negative effect of institutional pressures to deliver good results, on the other hand. Issues of individual attitudes or capabilities to provide feedback can also present a challenge. In teachers' practice, the evaluation of feedback relies more on faith and intuition than scientific investigation. Carless and Boud [12] argue that both students and staff require feedback literacy, that is the ability to generate, understand and use comments. The findings indicate that staff need more expertise, competency, credibility, knowledge, skill, or training in relation to feedback the content or concepts of the subject [10]. Though small in number, the responses of the survey are thought-provoking and can be used for needs analysis, generating topics for teacher training courses, as well as a starting point to further research. It would be important to understand the kinds of feedback used (oral, written, individual, in group, etc.) by Russian educators and their effects both in the case of traditional and learner-centred methods of assessment.

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Appendix

1. Do you include feedback as a component in the curriculum design?

Yes	Sometimes	Rather *yes* than *no*	Never

2. What patterns of feedback can be used in teaching and learning?

a) Teacher → Student

b) Student → Teacher

c) Student → Student

d) All the above

3. Do you used feedback for

a) formative assessment?

b) summative assessment?

c) both formative and summative assessment?

4. At what stage of the lesson do you give feedback?

a) after each learning activity

b) after presentation

c) after written works

d) other (specify)

5. How often do you use the following evaluation methods?

	often	usually	sometimes	rarely	never
oral examination					
essay					
review work					
test					
peer review					
report					
portfolio					
presentation					
project					
poster					
other (specify)					

6. What evaluation methods do you use to have feedback?

a) oral examination
b) essay
c) review work
d) test
e) peer review
f) report
g) portfolio

h) presentation
i) проект
j) poster
k) other (specify)

7. Choose three most important elements of effective feedback

a) descriptive with learning clues
b) focus on the task not the learner
c) strategies not solutions
d) understandable success criteria
e) well timed
f) specific and clear
g) actionable and achievable
h) other (specify)

8. Do you teach your students how to give effective feedback?

Yes	No, there is no need

9. Do you think you need to learn more about effective feedback as the key to successful assessment for learning?

Yes	Rather *yes* than *no*	Not sure	No, there is no need

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PROFESSIONAL TRAINING SCHEME IN USUE: OUTCOME OF ERASMUS-ENTEP PROJECT DISSEMINATION

Abstract: The paper focuses on the challenges that modern universities are facing when planning pedagogical and methodological professional development of their academic staff. These challenges are affected by the current trends in the modern tertiary sector and can be tackled by studying European best practices in quality assurance. The paper presents the case of the Ural State University of Economics (Yekaterinburg) that draws on European experience in teaching and learning within the framework of the Erasmus-ENTEP Project.

Keywords: Higher Education; Quality Assurance; Academic Staff; Pedagogical Competence; Professional Development

Over the past decade, higher education in Russia has changed significantly. These changes have resulted from a range of economic and social reasons, including the creation of a competitive economy which is based on high-tech industries, and social modernization of society. Higher education institutions are tasked with training qualified workforce for the most important sectors of the country's economy. At the same time, this training would be virtually impossible if universities do not have professional teaching staff. Thus, the tertiary sector in Russia is currently facing the following challenges: development of high-tech industries; lack of highly qualified teaching staff; shortage of qualified teaching staff for postgraduate studies; 'aging' of the teaching staff; differentiation of

universities by the level of teacher qualification and quality of teaching; and poorer quality of new teachers' training [1].

Russia's joining the so-called Bologna process in 2003 called for bringing about changes in the national system of higher education. A tangible positive outcome for the Russian higher education would be standardization and unification and national curriculum restructuring with implications for teaching and learning strategies, which could assist Russia in entering the single European educational space; ensure student and academic staff mobility and open up the Russian market of educational services. Nevertheless, the introduction of the Bologna system raises some controversial issues. Some experts [2] question the validity of persistent claims in Russia about the positive consequences of ratifying the Bologna Declaration that turned out to be myths. In reality, the transition to the Bologna process in Russia is limited by the introduction of the bachelor and master level programs only. The most important task has not been completed, i.e. a shift from teacher-centered to student-centered teaching and learning. The once well-functioning Soviet system of higher education was mechanically replaced with a new one. As a result, none of the systems is working. This context entails problems associated with the state regulation of the education system through Federal State Educational Standards (FSES), and with teaching and learning strategies, in particular, formulation of learning outcomes (which in the regulatory documents are called competencies, and these are different things!).

In 2015, the Russian Federation adopted the Federal State Educational Standards of secondary and higher professional education of the third generation (FSES 3+), which put forward the requirement for a transition to new milestones of the whole education system, i.e. to the outcome-based approach. It refers to students' abilities to gain relevant information from a variety of resources; critically analyze it, and apply for solving existing problems. One of the essential factors in setting learning outcomes is teaching staff understanding of what learning objectives are. However, the reality is that university teachers often do not have relevant pedagogical and psychological training, or maybe went through it long ago. Young educators, who join the academic staff of the university, are, as a rule, this university graduates, and thus lack pedagogical training. That is why, at the beginning of their teaching careers young tutors experience considerable

difficulties: copying the teaching models they were observing while students, they continue to play the outdated role of a teacher as a translator of knowledge.

On the other hand, following recommendations of the FSES 3++, universities should involve employers in the teaching process. However, employers also lack relevant pedagogical and / or psychological background and thus do not meet the requirements of the university teacher professional standard.

In order to comply with the qualification standard [3], educators are required to undergo pedagogical retraining every 4 years. Though universities offer various forms and types of teacher training, the approach to improving pedagogical skills is often quite formal and narrow either limited by pedagogical theory, or focused on innovative educational technologies without discussing how the use of technologies helps to set and attain relevant learning outcomes.

Our belief is that the system of university teacher training should be built around innovative pedagogy and methodology; assist educators in application and design of blended and advanced methods of delivering educational content [4].

The main areas of training academic staff are determined by the need to update the existing educational programs, which must meet the changing needs and expectations of society. Under the conditions of fierce competition, universities should offer interdisciplinary courses that meet the needs of future students, both in terms of content and quality of teaching [5]. In order to successfully deliver new training programs, universities need not only to form a cohort of young educators, but also to develop new skills for experienced teachers and offer, among other things, new approaches to improving their skills.

University teachers need to demonstrate the following skills:

- encourage students to acquire skills of critical thinking, problem solving and decision making;
- focus on student learning outcomes and student engagement (participative forms of teaching);
- using teaching methods for group work;
- effective presentation skills;

- e-learning technology skills;
- ability to search, evaluate and deploy learning materials;
- ability to build individual research pathways for master and PhD students;
- ability to resolve conflicts;
- ability to work in multicultural classrooms;
- leadership and self-management skills.

In most Russian universities, the potential of information and communication technologies (ICT) for teaching and learning is not fully realized due to the fact that there is a significant gap between the institutional strategic ambitions for introducing e-learning and the reality that university teachers faced. Moreover, the lack of integration at the curriculum level means that ICT seem to be a complementary rather than a core element of a course.

To exemplify the above stated, let us study the case with a Russian university located in Yekaterinburg. Ural State University of Economics (USUE) was established in 1967 and is the only regional state university with the economic subject profile. The university academic staff includes 505 people. The current number of students (both full-time and part-time) is 18 000. There are 500 international students from 39 countries. Structurally, USUE is comprised of eight institutes: Institute of Economics; Institute of Finance and Law; Institute of Management and IT; Institute of Commerce, Catering and Service; Institute of Distant Learning; Institute of Lifelong Learning; Institute of Continuing Professional Training; and Graduate School (Master-degree programs).

Today USUE is a classical university of the 2nd generation. The dominant form of teaching is a lecture, a passive method of instruction with the teacher being the center of the lesson while the learner remains to be a passive listener. Consequently the teacher's role is rather traditional: knowledge translator. The most common assessment method is oral examination since it allows teachers to evaluate the amount and quality of acquired knowledge quite easily. Interactive teaching methods (interactive lectures, discussions, project work, brainstorming, case studies, portfolio etc.) exploiting the principles of activity, partnership and unity of cognitive, research and future professional activity [6], are used intuitively and sporadically.

Based on the FSES requirements, USUE offers its staff members Professional Development courses in pedagogical management, the use of electronic information educational environment in the organization and methodological support of educational process, distance-learning technologies etc. Psychological aspects such as features of the current generation of students are not taken into consideration; neither the issue of interrelating all elements of the quality assurance system. The latter could enable educators to design their teaching materials by fully understanding the cohesion among different elements of the curriculum, rather than by blind copying a sample.

The content of the educational process also requires modifications. A definite pattern of learning was described by the American researchers Karnikau & McElroy [7]: people remember 10% of what has been read; 20% of what has been heard; 30% of what has been seen; 50% of what has been seen and heard; 80 % of what they say; and 90% of what has come through activity.

A shift to learning outcome-based approach demands a certain degree of flexibility from university teachers: they need to adapt the existing and introduce new active and interactive teaching strategies and methods, where the student is the subject, rather than an object of educational activity: they actively participate in the cognitive process through a dialogue with the teacher and carry out creative and problem-based tasks and research studies. In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future [8]. Are our teachers prepared for these changes? The question deserves to be asked.

What can we learn from our European colleagues? Shared European experience gained during implementation of the Erasmus-ENTEP Project could contribute to enhanced quality assurance, however specifics of the Russian educational system should not be neglected. Based on the approaches and strategies studied during teachers' visits to European universities, USUE has design a new professional development teachers' training program that is comprised of six modules.

Module 1: Educational Standards and Quality Assurance: the module will focus on the role of state educational standards in the design of educational

programs; and the role of professional communities in quality assurance provision.

Module 2: Learning Outcome-Based Approach on the Program Level and Module Level: the module is built around principles and guidelines for program and module structuring.

Module 3: Teaching and Learning Technologies. Assessment and Feedback: the module targets teaching and learning technologies, evaluation methods and feedback as effecting assessment tool.

Module 4: Research Informed Teaching: this module describes principles and models of research informed teaching and methods of engaging students in research.

Module 5: Student Engagement and Support: the module looks upon different types of student engagement (in-class vs out-of-class engagement) and techniques of enhancing students' learning interest.

Module 6: Self-Evaluation, Program and Module Evaluation, Enhancing Quality of Teaching: the final module presents student self-evaluation techniques, assessment criteria for program and module quality and how to enhance teaching using the results of self-evaluation and student evaluation.

USUE Master Programs will also be updated in terms of teaching methodology, pedagogy and psychology within the framework of the "Methods of Teaching Management Subjects» course (started in November 2019) whose aims and content are tailored to the Professional Development course.

The work on USUE academic staff professional development has already started with a series of workshops run in March and October 2019. The topics covered include curriculum design; student engagement; research informed teaching; assessment and feedback; teaching innovation at the university; learning processes and student motivation.

Thus, many of the approaches that need to be used in modern higher education, especially quality assurance, can be successfully learnt from the experience of European universities.

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Necessity and Feasibility of Introducing the Extended Professional Curriculum to the Talents Training Program in Universities' Art Design Major

Abstract: In this paper, problems concerning the current talents training program in the art design major of contemporary universities are analyzed from three aspects: the structural restrictions of the current talents training program, the psychological restraints of students themselves and the position limitations of corporate demands for talents; the necessity and feasibility of introducing extended professional curriculum are accordingly expounded; and the approach of integrating extended professional curriculum into the talents training program is explored in terms of curriculum linkage, tutorial system and outcome upon graduation.

Keywords: art design; talents training; extended professional curriculum

In the course of the 14th Five-Year Plan, the Ministry of Education highlights in the work plan of 2021 that we should promote the quality and innovative development of higher education, which will facilitate the continuous improvement of high-quality development system of higher education and the cultivation quality of urgently-needed talents, the effective optimization of the disciplines and specialties structure of higher institutions, the increase of the high-quality resources supply for higher education, the further advancement of "double first-class" initiative and expanding employment of college graduates. In respond to this, this paper focuses on the cultivation strategy

of innovative and compound talents of art design discipline in higher institutions, views from the talents cultivation standard of higher institutions and social demands for talents, and analyzes the problems identified in the talents training program of art design discipline in the contemporary higher institutions in terms of the structural restrictions of the current talents training program, the psychological restraints of students themselves and the position limitations of corporate demands for talents to propose the concept of extended specialized courses and highlight the necessity of its introduction. Based on the experience of talent cultivation in contemporary art design discipline, this paper puts forward that a "person" should be regarded as an independent individual with differences in the process of talent cultivation, integrating the cultivation elements of knowledge, individual and society into an organic closed loop with mutual constraints and complements. Moreover, this paper discusses the feasibility of the introduction of extended specialized courses from the perspective of the passive input and active exploration mode of curriculum and its effective association with the corporate talent mechanism. The paper explores from the implementation approach of introducing extended specialized courses into the talents training program from aspects of curriculum connections, supervisor accountability system and graduation work, and further expounds the necessity and feasibility of extended specialized courses introduction in the talent training program of art design discipline in higher institutions.

1. Problems of Art Design Education in Contemporary Higher Institutions

1.1 Constrained "Hierarchy" and "Forms"

The traditional curriculum system structure pattern consists of "hierarchical composition", that is, the common fundamental course, the specialized fundamental course, the specialized course, the interdisciplinary course, as well as "formal composition", that is, the compulsory course, the elective course with limited varieties, the optional elective course. On this basis, different higher institutions in different regions will make appropriate adjustments according to their school-running concepts and characteristics. At the same time, the personnel training program which is more in line with the needs of the current society is

formulated based on the educational policies of the Ministry of Education of China issued in different times, and such way is undoubtedly scientific, systematic and mobile. However, in the course of its implementation, there are still a number of problems such as the students' lack of practical ability, the mismatching of concept and technique, the lack of dynamic development of thinking ability, the lack of adaptability of teaching mode and the lack of team cooperation ability. Especially for such a comprehensive interdisciplinary discipline as art and design, where the cutting-edge knowledge is rapidly updated, the visual requirements is constantly innovated, and the hardware carrier is iterated in an innovative manner, it is necessary to constantly optimize the curriculum system with a view to making it better meet the needs of social enterprises in this changing and developing times.

1.2 Self-handicapping Ability

Although there is a conscious effort in higher institution education to plan the talent training path for students at the early stage of their professional learning, and even encourage students to make progress on their own with the "course map" as the blueprint, students are still treated as passive receptacles in the process of tailoring curriculum, especially elective courses, which only focuses on the existing ability of students instead of exploring their potential. The self-handicapping mentality leads to the neglect of the importance of "ability" enhancement in the process of pursuing "knowledge", and it also ignores the exploration of possibilities in the development of one's abilities and career planning upon the mastery of current knowledge system. Such issue of "self-handicapping" becomes overlooked in the discipline training system planning.

"Imperfection" of Talent Development

The requirements for art design positions for fresh graduates on Zhaopin. com, BOSS Zhipin.com, 58 Tongcheng.com and other mainstream recruitment websites in China can be concluded in three main aspects:

(1) Focusing on the quality and quantity of art and design works;

(2) Requirements for technical skills and proficiency in professional software;

(3) Decent personality and work attitude, etc.

Meanwhile, primary technical positions concerning the employment of

software and techniques like art designer, design assistant, designer, draughtsman and merchandiser ,are in the majority, while positions related to creative thinking like planning, corporate image, brand promotion are less. In the professional education, higher institutions have laid excessive emphasis on enhancing students' mastery of technology, methods and skills according to the requirements of enterprises, but neglected the cultivation of creative thinking ability and cultural ideas.

2. Feasibility of the Introduction of the Extended Specialized Course

Curriculum system aims to design the direction and the nurturing function of the courses as required by the society, with the talent training goal and the specification as the main body. There are three aspects that should be taken into consideration: first, the necessity of social needs, second, the imperfection of human development, third, the overall status of knowledge, which account for the target sources of higher education, and also the three basic sources of knowledge, the individual and society. Once the goal of the training program is set, it will determine the path and direction of the curriculum construction. The extended specialized course belongs to the third category in the professional curriculum dimension, which is distinguished from the professional compulsory course and professional elective course, and is the extension and supplement of the professional course, as well as the deep excavation of students' personal characteristics and interests in the disciplinary training system of higher institutions.

2.1 Forming a Closed Loop of the Three Elements: Knowledge, Individual and Society

The three basic sources of the aforementioned higher education goal are knowledge, individual and society. Among them, the nature of imperfection of human development, emphasized in the basic source of "individual", is the necessary supplement and important basis for the construction of talent training program. Students who have completed their higher education courses will meet the needs of social enterprises, however the most important factor in this loop is

the individual "person", who, even if receiving the same information, will demonstrate differentiated models of output. Therefore, in addition to the study path of the elective and compulsory course, the extended specialized course is incorporated to allow students to seek knowledge that is distinct from and can be integrated with their major while receiving input knowledge in a unified manner.

2.2 Extensive Construction of Diversified Curriculum System

Due to the high requirements and comprehensive nature of the art design discipline, the formulation of the curriculum system tends to be diversified, which is evident in the establishment of courses such as design psychology, art design communication, design aesthetics, design behavior, etc. It indicates that many domestic higher institutions in China are aware of the close relationship between the art design discipline and other disciplines in the establishment of the training system of art design discipline. In recent years, as the new media technology continuously innovate, the carriers of art design visualization have become more and more abundant, and the combination of resources between platforms has made many emerging industries subdivided in different fields. Before scholars have had time to delve deeply into new industries, students can reach out and learn about those latest information through channels such as the Internet. How to understand those new things based on the existing cognition and the underlying logic in an effort to explore the possibility of one's development and widen the boundaries of professional knowledge, has become an important basis for the establishment of the extended specialized course.

2.3 From Passive Input to Active Exploration

"From passive input to active exploration" is one of the important goals in the talent training system of many higher institutions in China, and "the path of guiding students' active exploration" has become a hotly debated topic in the recent innovation of training programs. In regard to the extended course, students can combine their individual characteristics with their major under the guidance of the supervisor to produce the work concerning the limited themes, such as handicrafts, food, Vlog, language expression, religious beliefs, etc., which may not seem to be related to the major, but can be integrated with professional knowledge

in a theme-based manner to create works individually or jointly. The extended specialized course can contribute to the enlightenment of innovation and entrepreneurship on one hand, and is conducive to the active exploration to students' ability and the output of comprehensive talents on the other hand.

2.4 Linkage with Enterprise Talent Mechanism

As for the enterprise's selection process of talents, the work output in the extended specialized course will help the enterprises to gain a deep understanding of the talents, including their ability, personality, expertise, job preferences and other factors can not be seen directly from the resume or portfolio, and the category of the work can be also regarded as an important basis for selection. At the same time, students can demonstrate their targeted job search intentions based on their precise positioning of their capabilities. The establishment of extended specialized course provides an important reference in the school-enterprise cooperation concerning talent output.

3. Primary Exploration of the Method of Incorporating the Extended Specialized Course

3.1 Linkage with Specialized Compulsory Course and Elective Course

The establishment of the extended specialized course is different from the specialized compulsory course and elective course, but the effect of the course is closely related to the existence of the elective course and the compulsory course. The specialized compulsory course is designed for the cultivation of students' individual accomplishment and common professional ability, and the specialized elective course is designed for developing students' preference and individuality in the professional planning, while the extended specialized course aims to mine more possibilities in the development of commonality and individuality at the same time, which is more open and more independent. Therefore, the incorporation of extended specialized course in the initial stage of students' professional education in higher institutions will contribute to nurturing students' individual qualities and professional abilities, and exploring students' individual capabilities and personalized needs with the assistance of the limited elective

courses, which will allow students to develop a relatively holistic sense of career planning at the beginning of their professional studies.

3.2 Supervisor Accountability System and the Mode of Curriculum Teaching and Management

The extended specialized course is taught in a different way from traditional courses. In terms of the course supervisors, the pre-preparation for teaching materials and other related stuff takes up a smaller proportion of the course. Instead, the course focuses more on the exploration of individual students' abilities, interests and personality development. At the same time, the comprehensive quality of the supervisors is required to be high, which should be embodied in the their understanding of various disciplines of art design, the inclusion of new things, sensitivity to cutting-edge information and technology, interdisciplinary knowledge reserves and good organization and coordination ability. Drawing on the flipped classroom lecture format, research, student peer evaluation, group discussion, teacher-student dialogue, thematic discussion, and inducing-mode questioning are the main methods, supplemented by the supervisor's explanation. Supervisor accountability system is adopted in the teaching and management of the course, encouraging student-teacher two-way selection and limiting the number of students enrolled in the course with a view to improving teaching quality and ensuring deeper communication between students and teachers.

In regard to students, the traditional teaching method prevents them from fully expressing their ideas in the fixed time, and makes it difficult to combine the personal characteristics with the professional field more flexibly. However, the extended specialized course finds a way out of the relatively serious atmosphere in the traditional classroom, where the methods of "round table", "impromptu group" and "free speech" are utilized for teaching to create an orderly and relaxed atmosphere. In this way, the teaching purpose of organically combining students' personal characteristics, interests and professional knowledge can be achieved.

3.3 Linkage with the Graduation Work

According to the disciplinary training program of Chinese higher institutions,

the themes of graduation design/thesis are usually determined in the second semester of the third year. The incorporation of the extended specialized course can inspire students to identify the direction of their research in advance in the four-year academic study, to study the courses in a more targeted way after communicating and discussing with the supervisor, and become more aware of their research direction in the process of data collection, industry research, social practice and professional internship. The graduation design of art design discipline is unique in that it sets dual requirements for students' professional technique utilization and creative design thinking ability. The professional technique utilization can not be separated from technical research and repeated training, while creative thinking ability can be manifested by a kind of "personal consciousness" on basis of the study of various courses, which can be cultivated consciously in the extended specialized course at the early stage of graduation thesis's theme determination.

4. Conclusion

Considering the goal of continuous improvement of higher education's high quality development system and the problems confronted by the educational work, the modern art design discipline in China, after more than thirty years of development, has unveiled the necessity of incorporating the extended specialized course. Although the factors that determine the quality of personnel training involve with many aspects, the purpose of talent training still lies in broadening the boundary of students' knowledge, enriching their professional abilities and improving the quality of higher institutions' talent output. The exploration of extended specialized course is still at its initial stage, and the implementation of the relevant courses needs to be constantly improved in the changing market economy, however it is still necessary to incorporate the extended specialized course into the cultivation of art talents.

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With the support of the
Erasmus+ Programme
of the European Union