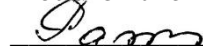EDUCATIONAL ESTABLISHMENT
"VITEBSK STATE UNIVERSITY NAMED AFTER P.M. MASHEROV"

Faculty of Art and Graphics

Department of Pedagogy and Educational Management

AGREED   AGREED
Head of the Department   Dean of the Faculty
_____Rakova N.A.   _____Sokolova E.O.
30.10.2023   30.10.2023

EDUCATIONAL MANAGEMENT

COLLECTION OF EDUCATIONAL AND METHODICAL COMPLEXES
BY ACADEMIC DISCIPLINES:

Adult education theory
Personal and professional development of teacher research
Concepts and strategies for the development
of pedagogical science and education

for the specialty of advanced higher education
7-06-0114-02 Educational management
(for foreign citizens studying in English)

In 2 parts

PART 2

Compiled by: N.A. Rakova, L.S. Dyachenko, O.A. Lyubchenko

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The collection of educational and methodical complexes is intended for foreign students studying in English in the specialty "Educational Management".

CONTENTS

ADULT EDUCATION THEORY

EXPLANATORY NOTE

The purpose of teaching the discipline:

To form a holistic view of the structure and content of the theory of adult education as the basis for future professional andragogical activity in the audience.

Objectives of studying the discipline

Inclusion of listeners in interactive self-guided activities to master the composition of the content of andragogical education.

Assimilation by listeners of the didactic and educational foundations of the andragogical process.

Development of abilities for acmeological, personal and professional self-improvement based on tolerant interaction.

Formation of andragogic skills and abilities necessary in the professional activity of an andragog and continuous education of a specialist throughout his life.

Master's professional competency requirements

1. Formulate the goals and objectives of decision making.

2. To carry out pedagogical measurements and monitoring of the educational process.

3. Organize your work on a scientific basis, independently evaluate the results of your activities.

4. Develop, test and implement educational projects.

5. To develop concepts and programs for the development of educational institutions.

6. To plan the activities of educational institutions and the educational process on the basis of regulatory legal acts in the field of education.

7. Make optimal management decisions.

8. Timely control the implementation of the adopted management decisions and carry out the necessary adjustments.

As a result of studying the course Theory of Adult Education, the master should know:

- theoretical foundations of education and upbringing of adults;
- characteristic of the concepts of "adult learner";
- basic methods, principles, forms of education and upbringing of adults and the principles of context, electivity.
- technologies for teaching an adult personality Be able to:
- to carry out self-guided cognitive activities;
- communicate at a syntonic, tolerant level.
- To manage the cognitive activity of listeners: while reading reports, conducting classes as a teacher's assistant.
- to carry out pedagogical measurements of diagnosing the corresponding level of education and upbringing.
- Own: the ability to conduct a dialogue, polylogue, communicate at the conventional, business, spiritual levels.

The academic discipline "Theory of Adult Education" belongs to the HEI component of the cycle of disciplines for special training of undergraduates.

In total, 108 hours are allocated for the study of the discipline of the daytime form of education, of which 36 are classroom (12 lectures, 24 practical).

THEORETICAL UNIT

TOPIC 1. ANDRGOGY AS A SCIENCE
AND ACADEMIC SUBJECT

Lecture plan:
1. Stages of formation and development of systems of pedagogicaland andragogical education.
2. The main categories of pedagogy and andgragogy ;the common features and difference.

1. Stages of formation and development of systems of pedagogicaland andragogical education

Lifelong learning (life-time learning) is a necessity in modern society and it has inevitability been caused by factors of the technical, economic, scientific and cultural processes of any country, any human community. To study continuously, during the whole life, we are prompted both by our own desire to achieve the "acme" level in personal self-development, and by the constantly changing world, which requires social and professional mobility from a modern person.

Andragogs are engaged in the study of the essence and structure of lifelong education, the development of the theory of adult education and technologies of the andragogical process.

Andragogy as a science and art of adult education (M.Sh. Knowles) can and should become a subject of study in higher education (in universities of the classical and pedagogical type). Both IPK students and students studying at the bachelor's and master's level can master the basics of andragogical knowledge and skills.

The purpose of the lecture: to generalize and systematize the students' knowledge of pedagogy as the basis of andragogical education, to emphasize the conditions for andragogic sound of pedagogical categories.

Pedagogy is the theoretical and practical basis for andragogy as a science intended for teaching an adult personality. Analyzing the meaning of the term "pedagogy" (paida is a child, gogos is to conduct), we always emphasize that it would be more correct to call pedagogy andragogy, since pedagogical knowledge, pedagogical skills and the whole composition of the content of pedagogical education have powerful acmeological opportunities that help a maturing person find harmony between the uniqueness of their own "I" and the universality of social requirements, ie. to socialize in macro, mega and micro societies, to achieve prosperity, tops in their own selfdevelopment.

The above emphasizes the categorical proximity of the two sciences, their interpenetration and necessity for each other. The two sciences are brought together not only by a common object, by which both teachers and andragogues

understand those phenomena of reality that determine the development of the human individual in the process of purposeful activity of society. These phenomena are called "education".

In the case of andragogy, we are talking about the formation of an adult personality.

Despite the apparent identity of the concepts of the two sciences, the categories of andragogy have their own specificity, due to the state of adulthood of ndall subjects of the educational process.

A noticeable difference in the conceptual apparatus of the two sciences is revealed when comparing their subjects.

The subject of pedagogy is the pedagogical process, purposefully organized in special social institutions (V. Slastenin).

Andragogy (andros - a man, a person, gogain - news) accompanies an adult through life. The subject of andragogy is the theory, methodology, technology of teaching adults in the process of lifelong education.

There are differences in the methods of andragogical and pedagogical research.

Characteristics of andragogic research methods Method name Brief description and purpose of the method Sociological:

Sociological surveys, sociometry Obtaining factual data on the state of adult education Statistical Identifying development trends in adult education.

Comparative analysis:

Establishing the specifics of age periods and various models of adult education.

Longitude:

Study of the same persons (for a long time) receiving continuous education, obtaining a qualitative assessment of the development trends of educational phenomena based on periodically repeated quantitative measurements Biographical Study of memoirs, bibliographic materials reflecting the experience of obtaining continuous education.

Content analysis Qualitative and quantitative analysis of documents Interactive Discovery of meanings and values that determine the content and methods of education for various categories of the population.

If we compare the age of the two sciences, then andragogy, which originated in the depths of pedagogy (which is over 4 centuries old), is a relatively young branch of knowledge, and as a science, it is in its infancy. A retrospective analysis of the development of andragogical scientific knowledge makes it possible to distinguish a number of stages.

Stages of development of andragogical knowledge Time frame of stages Brief characteristics Late 19th century A spontaneous adult learning experience 40-60s of XX century andragogical knowledge proper is being developed 70s-80s of the XX century Andragogy acquires the status of an independent science, a model of andragogic activity is created 90s of the XX century The status of andragog is being formed, systemic in some concepts.

2. The main categories of pedagogy and andgragogy ;the common features and difference

Usually the question: "How old is pedagogy as a branch of humanistic knowledge?" students answer: "As old as humanity itself." Generations of parents and adults at all times have contributed to the education of their children, passing on their own accumulated social experience. As for the science of "pedagogy" it owes to the great Czech scientist Ya.A. Comenius / **Yan Amos Komensky**, having created his famous work "Great Didactics", in which he developed the theoretical foundations of the content of education and the learning process, the scientific and theoretical foundations of educational activities. The term "didactics" was first used thanks to the research of the German scientists Helwig and Jung of the works of R. Rathke. They published A Brief Report on Didactics, or the Art of Teaching Ratichia. Of course, the Didactics of Jan Amos Komensky (1592–1670) and the modern theoretical foundations of teaching are not identical to each other. And yet over the century ago, Ya.A. Komensky gave a powerful impetus to the development of the basic didactic categories, its principles, methods, forms of the learning process. Compare the principles formulated by the Czech scientist with the modern principles of a unified pedagogical process: "Teach everyone everything", "Go from simple to complex", "School is a workshop of humanity". He took the baton for the development of learning theory from Ya.A. Comensky, the famous German teacher Johann Herbart (1776–1824), from him she passed to John Dewey (1859–1952), who did not share the main thesis of I. Herbart about the appointment of a teacher as a simple transmitter of knowledge. John Dewey led a movement that believes that the main thing in learning is the independence and activity of students. American psychologist Bruner laid the foundations for creative learning, learning through discoveries made by students themselves. Among the outstanding didactics of the 19th century, one should also recall K.D. Ushinsky, who made a significant contribution to the development of all didactic categories. Famous didactics of the XX century - M.N. Skatkin, I. Ya. Lerner, D.B. Elkonin, V.V. Davydov laid the foundations of the theory of developmental education.

With the names of which outstanding scientists is the development of andragogical thought associated? Who first used the term andragogy? When did andragogy come to be considered an independent branch of scientific knowledge?

As already was mentioned, didactics is a science that studies the theoretical foundations (laws, principles, methods) of the learning process and the theoretical foundations of the content of education. The composition of the content of education, all four of its components - knowledge, skills, experience of creative activity and the experience of an emotional-value attitude to reality, is a semantic core that connects both the two sides of the learning process (teacher's activity and learning activity), and most didactic categories together. Indeed, already in the first, most important definition of the "learning process" as the interconnected activity of the learner and the educator in transferring and

assimilating the composition of the content of education, the above-mentioned category of didactics "content of education" appears. In the definition of such an important category of didactics as "method", the same key concepts are again present: methods are ways of interrelated activity of the student and the teacher in transferring and assimilating the composition of the content of education. In the two most important features of the learning process, the category "content of education" is also visible. Try to independently reveal the meaning of the first sign - the two-sidedness of the pedagogical process, i.e. the presence as a mandatory component of teaching and learning, and after the first attempts to do this, you will understand that the content of educational information transmitted by the teacher and assimilated by students can establish the relationship between the activities of the teacher and the student.

Let's trace how the composition of the content of education is "present" in all structural components of the learning process. Let's also remember that the structure is the interconnected parts. The first component is target and the goal set by the teacher is realized with the help of three tasks - teaching, educating and developing. The teaching function (task) is implemented through the transfer of knowledge and the formation of skills; developing - only through the assimilation of the experience of creative activity; upbringing - by acquiring and multiplying the experience of an emotional-value relationship to reality. If the teacher manages, even if not in one, but in a series of lessons, to cover a fragment of the content of the educational material (as a rule, this is one topic), to realize all three functions and, moreover, to make them the property of the personality of each child, then here we can talk about the following structural component - motivational-need. The rise of needs (cognitive, spiritual) can occur only if the solution to the triune task of education-upbringing-development is successful.

The next operational-activity component explains the mechanism of assimilation of educational information. The first two stages of assimilation are perception, the result of which is the presentation comprehension and comprehension, the result of which are concepts, then generalization and systematization, the result of which should be a system of concepts (i.e., if three stages of assimilation of educational information work on the assimilation of the first component of the content of education - knowledge, then the fourth stage is application in the familiar and unfamiliar situation, makes it possible for knowledge to move into skills of the reproductive and creative level).

Control and adjustment and evaluation and performance components are designed to ensure control and assessment of the development of knowledge and skills (intellectual and practical). In addition, the modern teacher is called upon to follow the creative development of the student's personality, as well as the development of his spiritual potential. Spiritual, moral development is impossible without emotional education, without a value attitude towards people, towards life, in all its manifestations.

The next category of didactics is principles. Most of the principles are the same for a holistic pedagogical process in which education and upbringing are

fused together. So, for example, the principles of humanization and democratization are certainly relevant both for the lesson phase of the pedagogical process (the learning process) and for the extracurricular phase, where there are much more opportunities for including students in various types of educational activities (physical culture, health, labor, moral and practical). Both the one and the other principles are relevant both for the learning process and for the upbringing process. Are they fully implemented in the modern school? Certainly not. One of the wonderful teachers E.N. Ilyin proposed a very precise formula of humanism: "To love a child means to accept, understand, help!"

Most of the teachers are still focused on a knowledge-based, informative-effective teaching model that ignores the third and fourth components of the educational content - the experience of creative activity and the experience of an emotional-value attitude towards reality.

We have departed from the traditional sequence in the list of teaching principles, focusing on the characteristics of only those where it is possible to clearly demonstrate the relationship of teaching principles with such an important category as the content of education.

The scientific principle in this regard can be analyzed as follows. To make the process of teaching and learning (which together is learning) scientific, this first of all means giving the student not only empirical knowledge (from practice to theory), but also teaching him to think abstractly, deductively, while forming theoretical thinking.

Theoretical knowledge, in contrast to empirical, involves the operation of laws, regularities, theories, with the help of which the student analyzes facts and phenomena. The principle of scientific character is not fully implemented in school also because for the activity of teaching, its implementation presupposes the assimilation of methodological knowledge by students. This knowledge about knowledge - how to teach, how to study the law, how to systematize, generalize material, how to reflect on your activities. In other words, this is the knowledge underlying the scientific organization of educational work.

No doubt, the scientific principle is in the most direct way associated with the principles of awareness, consciousness and activity of learning. In the full sense, only learning can be scientific, in which the student deeply comprehends what is being studied, the latter is possible only with the active application of knowledge, which, in turn, presupposes the ability to transfer knowledge near and far into the familiar (reproductive level) and unfamiliar (creative level) situation. That is why the catch phrase is relevant: "Repetition is not the mother, but the stepmother of learning, the mother of learning is application." Knowledge only becomes power when it is quickly applied, used by students in solving problems, performing creative tasks, only then they become a means of personality development.

The principle of consistency - draws the teacher's attention to attention to the intrasubject and inter-subject level of knowledge assimilation.

Interdisciplinary, systemic knowledge is generalized, mobile, effective knowledge, easily transferred from one object to another.

Try to formulate the basic principles of the andragogical process, comparing them with the didactic principles of teaching a student.

In the andragogical process, the principles of humanization, democratization, personal approach, scientific approach, consciousness and activity, differentiation, and connection with life will be in demand. The principles of teaching an adult personality are designed to organize the learning process in such a way that it maximally contributes to its self-actualization, self-realization, self-improvement, both professional and personal. The specificity of their implementation in adult education lies in the establishment of tolerant, syntonic relationships between all subjects of the andragogical process, both teachers and students.

The principle of democratization can fully manifest itself in the andragogical process, since it is characterized by the minimization of the framework of strict regulation - andragogical education is orderly, non-reactive, absolutely non-violent. The freedom of choice, which the subjects of the educational process are endowed with, helps them feel like co-authors (together with the teacher) of their own educational route in achieving professional and personal "acme".

The principle of scientific character can also be implemented more effectively in the educational process, since the main problem of the relevance of this principle in the pedagogical education system is the insufficiently formed ability of schoolchildren and students for reflective, theoretical thinking. This ability in an adult is more pronounced, because the main essence of the andragogical process is the orientation towards solving the problems of an adult.

It is obvious that all the classical principles of didactics are in demand in the educational process by an adult. Moreover, many problems of the implementation of the above principles are removed due to the peculiarities of the main categories of andragogy "adult and adulthood".

Teaching methods help to translate the teaching principles into pedagogical reality. In its development, the method as a didactic category went through three stages.

Development stages of teaching methods Stages Sources classification Method name Stage I All actions of the teacher and the student were considered methods Method of working with a book, method of work on the school site

Stage II Methods are allocated according to the source of information transfer and assimilation Verbal, visual, practical

Stage III Sources of classification:

1. Levels of assimilation of knowledge (there are 3 of them).

2. The nature of cognitive activity (reproductive or creative) Explanatory and illustrative, reproductive, partially exploratory (problem statement and heuristic conversation), research.

On the first, any action of the student and teacher in the lesson was considered a method (method of working at the blackboard, method of working with a book, etc.), on the second, methods began to be classified according to the source of transmission and assimilation of information (verbal, visual, practical). And only the third stage made it possible to group the methods on two didactic grounds: the nature of cognitive activity and the levels of assimilation of knowledge. In activities, it is customary to distinguish reproductive (reproducing) and creative nature. There are three levels of assimilation of knowledge: perception, comprehension, application. Hence the methods: explanatory-illustrative, reproductive, partial-search (problem statement, heuristic conversation), research.

When a teacher begins to present a new topic (a fragment of the content of educational information), he first of all gives students the basics of knowledge (facts, concepts, laws, patterns), and then he teaches students to operate this knowledge in a familiar situation (action according to an algorithm, a sample), but, having laid the foundation, the teacher can try to present some of the topics in a problematic way, or, by posing a problem for the students, break it down into a number of problems and, creating an atmosphere of collective co-creation in the lesson, lead students to discover something new for them (subjectively new) - method of heuristic conversation (eureka - discovered, found).

An example of the close transfer of knowledge is the search for an answer to the question: "How is the classification of teaching methods by the nature of cognitive activity related to the composition of the content of education?"

Classification of methods (I.Ya. Lerner, I.Ya. Skatkin) by the nature of cognitive activity and the level of assimilation of knowledge is relevant for the andragogical process. The educator and learner in the andragogical process need each other's professional experience and therefore can act both as consultants (explain, illustrate the material) and as experts - check the degree of its assimilation (reproductive methods). The role of a facilitator will allow both the teacher and the listener to inspire the audience to search for new knowledge, organize problematic non-standard situations.

Methods for organizing andragogic practice.

Name Method characteristic.

Simulation modeling.

Allows you to create, in the process of group learning, situations that affect professional and life problems of an adult.

Design.

Assumes a targeted prognostic change in the subjects of educational processes.

Various types of reflexion Allow to comprehend, evaluate, correct progress according to the educational method.

Programmed and algorithmicization.

Use of the orientational basis of actions that contribute to the complete assimilation of information.

Will our reference signal work for forms of learning? Do you have any hypotheses in this regard?

We remind you that a form is a specific construction characterized by a predetermined order and mode. Despite numerous attempts to deviate from the traditional form of teaching, which is a lesson, it is he who still continues to be the core of the integral pedagogical process. You can get to know the didactic essence of the lesson with all its features through concepts such as type and type. And since the types are classified by the main he didactic goal of the learning process, then you can easily trace the connection between concepts such as the type of lesson and the composition of the content.

Type Components educational content

In the lesson of acquiring new knowledge knowledge

In the lesson of improving skills skills

In the combined lesson everything

In a lesson problematic experience creative activity

What forms of training will, in your opinion, be in demand in the andragogical process?

- conferences;
- discussions;
- polylogues;
- business, imitation, role-playing games;
- individual interviews;
- workshop.

It is also necessary to focus on the composition of the content when diagnosing training. It is necessary to diagnose not only the assimilation of knowledge (facts,theories, concepts, patterns, laws), but also the ability to use them in solving specific problems that require the reproduction of knowledge in a familiar situation. It is also important to check to what extent students have mastered the experience of creative activity (the ability to see alternative functions of the same object, the ability to apply knowledge in an unfamiliar, non-standard situation). Assimilation cannot be considered complete if the emotional-value sphere of the personality is not involved.

The criterion for assimilating the experience of an emotional-value relationship can be the level of increased intellectual and spiritual needs, the level of increased cognitive motives and the development of personality empathy.

In the andragogical process, the self-diagnosis of both the teacher and the student will take a large place. In the current control over the assimilation of the composition of the content of andragogical education, unscheduled control is used, at the same time, a positive assessment of the students' knowledge should be constant.

Summarizing the above, we draw conclusions: all the concepts of modern classical didactics are in demand in the andragogical process, but when applied, they are filled with a new andragogic sound due to:

- strengthening the subjectivity of all participants in the educational process (the principle of conscious action);

- actualization of the active use in the andragogical process of life and professional experience, both teaching and learning (principles of context and electivity).

TOPIC 2. ADULT AS A SUBJECT
OF TRAINING AND EDUCATION

Lecture plan:
1. I felt like an adult in a situation where.
2. An adult educator and learner.

1. I felt like an adult in a situation where

An adult educator and learner. As the title implies, the lecture concerns the problems of mature or maturing learners . Such an audience includes university students studying the special course "Introduction to Andragogy", undergraduates who mastered the discipline "Theory and Practice of Adult Education" or "Fundamentals of Adult Education Technology". For students of the IPC (teachers, professors, executives of educational institutions of various types, people who want to get a second (third, additional, continuous) education), the question mark is not appropriate. What is an adult who wants to improve his professionalism or acquire a new profession, like? Is it possible to sketch up an adult learner personality and why is it necessary within the framework of this course "Theory of adult education?" The answer is obvious. In the academic discipline "Andragogy" and in its most important section "Theory of adult education" the concept of "adult" is the main concept and its signs, the main characteristics must be determined in order to effectively implement educational goals and objectives. Let's try to answer the question posed in the title of the lecture and finish the sentence: 2.1 I felt like an adult in a situation where ... The feeling of adulthood, the awareness of oneself as an adult is primarily associated with responsibility for fate, life, raising their children, the well-being of loved ones, for their profession and life in general. Responsibility to whom? First of all, in front of oneself, parents, society, one's children, the Creator. An adult integrates in himself three most important principles: biological, social, spiritual. Purposefully preserving and protecting his health, the adult person improves himself during his life, striving for moral, spiritual, social maturity - this is the main purpose of human existence. Considering the essence and structure of social maturity, A.A. Rean and N.V. Bordovskaya distinguish three most important characteristics in this concept: responsibility, tolerance, self- development. It is very important to distinguish between two types of responsibility. The first type of responsibility must be in an adult. This is the case

when a person considers himself responsible for everything that happens. (J. Rotter calls this relationship an internal locus of control). Fighting for life and finding a way out of any situation, relying only on yourself and not blaming anyone - this is what the internal locus of control means. Responsibility of the second type (external locus of control) is characteristic of a person who is immature in social and moral plans. It is rather irresponsibility - after all, an "adult" places the responsibility for his failures on society, the state, colleagues at work, and least of all on himself. Such adults, but in reality socially immature people, have a habit of blaming the whole world, taking offense at their own fate, which does not make them and the people around them happy. Please give examples from the world of literary heroes, people living in accordance with the internal and internal locus of control. What life scenarios do you think the habit of shifting responsibility for your actions onto other people can create? Prominent scientists (philosophers, psychologists) M. Bakhtin, E. Fromm, V. Frankl unanimously believed that responsibility and the feeling of being a free individual are closely related. Try to give arguments to support this idea. For a harmonious coexistence with all levels of society, such a quality of a socially mature personality as tolerance is extremely important. Moreover, constructive for the organization of aperson's life is non-sensual tolerance associated "with resistance to the effects of the social environment, with a weakening of the response to adverse factors due to a decrease in sensitivity to its effects" [2]. In professional, personal communication, it is important to implement the dispositional type of tolerance. All people have the right to make mistakes, all people have the right to their opinion.

2. An adult educator and learner

Adult educator and learner Are adults, mature people able to participate in the process of lifelong education, to learn successfully throughout their lives? A number of scientists (E. Claparede, E.N. Guryanov) believe that the ability to learn weakens with age: memory, speed and flexibility of thinking deteriorate, hearing and vision decline. Scientists R.B. Cattle and G.B. Long distinguish between mobile, forming abilities, on which the ability to solve any problems depends and frozen, already formed intellectual abilities. According to scientists, they are associated with human neurophysiological structures - indeed, with age, these abilities weaken. Formed abilities acquired by a person in the process of learning, verbal communication, life professional experience do not weaken with age, and with successful training they can increase [1]. Researchers of the problems of the adult personality, considering the concept of "adult", emphasize a number of important qualities of his personality. M. Knowles, whom we have repeatedly mentioned, considers an adult the person who "behaves like an adult", ie plays adult roles (employee, spouse, parent, responsible citizen, soldier) [3]. The scientist also pays attention to the development of self- awareness of an adult personality. A person is an adult insofar as he perceives himself to be responsible for his life. R.

Muclelli, a well-known French researcher of adult education, believes that adults are people over 23 years old who enter into a relationship of a different type of interdependence and take upon themselves the work of organizing their lives and their time horizon. Following S.N. Zmeev, we note that an adult is "a person performing socially significant productive roles (citizen, professional, family member); possessing physiological, psychological, social, moral maturity; relative economic independence; life experience and level of self-awareness, sufficient for responsible self- management of behavior. " The scientist endows the adult learner with five essential characteristics, which we presented in the form of a diagram.

Do you agree with the highlighted features of an adult learner? Which of the signs is unclaimed, in your opinion, in the educational process of an adult (your) personality? Is it easy to be an adult? Let's think about this issue together. Why does a person decide to change something in his life? Does he not feel himself to be the support of the family economically? Is he (she) disappointed in the choice of a life partner and wants to find support and escape from loneliness? Or don't they feel in demand in the profession and in society and want to get some additional or another education? Anyway, the education of an adult personality is always a solution to a lot of very difficult, often dramatic problems. We have already found out that the ability to learn in an adult does not change significantly from 20 to 60 years. However, the learning opportunities of each individual person depend on many subjective and objective factors. The difficulties that an adult faces in learning are usually psychological in nature. Their essence was reflected by

A. Maslow. Emphasizing the need for knowledge, which is clearly expressed in adults, the famous scientist notes that it (the need) integrates with the fear of knowledge, with anxiety, with the need for security and confidence [4]. The experience of communicating with people raising their professional level in various institutes of postgraduate education showed that for the majority of students in the IPC system, study is not accompanied by stressful situations if: - such an educational situation is created where the subjects of the educational process become partners, are able to communicate syntonic and conventional (friendly and on an equal footing); - the teacher knows how to act as a person who provides pedagogical support to the students of the course, purposefully not creating success for each situation, helps to climb the ladder of achievement (acts as a tutor, facilitator, mentor); the teacher knows the technologies of non-violent, tolerant interaction and knows how to teach this to the group's team; - the teacher has the skills of an andragog - a person who has the ability to modularly structure educational information, its systematization and generalization; - andragog himself strives to improve himself in achieving professional and personal "acme". All of the above emphasizes the importance of constant self-improvement of all participants in the andragogical process, both the learner and the trainer - andragog (teacher, expert, consultant, rehabilitologist). An educator - an andragog - is a person who has a high level of professional and personal culture, improves himself and strives to achieve "acme" in spiritual, social, professional self-development. Andragog possesses many professional competencies, the pivotal quality of his

personality is the sanogenic (giving birth to health), creative nature of his thinking. We bring to your attention a diagram that reveals the main professional traits of an andragog's personality.

What characteristics of an andragog's personality seem to you to be the most important and unclaimed in practice? Creative tasks Tasks of the level of "awareness of information" 1. Make a generalizing portrait of a socially mature personality, using the structure of this concept proposed by A.A. Rean and N.V. Bordovskaya (responsibility, tolerance, self- development). 2. Formulate the concept of personal maturity, on the formation of what qualities that are personally significant for you should it be based on? 3. How do you understand the theory of self- transcendence? Explain the position of V. Frankl "To be human means to be directed not at oneself, but at something else." For what? "Be able" level assignments 1. Compare the concepts of "self- realization", "self-actualization" with each other. 2. Imagine a train whose name is "Maturity" and it stops at stops: "Mercy", "Kindness", "Obligation", "Honesty", "Citizenship", "Tolerance", etc. At what stops would you get off and why? Own level assignments 1. Develop a program for your own acmeological improvement. What actions will you start with and what concept will you use? A task. In response to criticism from the subordinate, sounded at the service meeting, the boss began to find fault with him over trifles and strengthened control over his official activities. Question. What is the cause of the conflict? Identify the conflict situation and suggest a constructive way to resolve it.

TOPIC 3. ANDRAGOGICAL PROCESS AS A SYSTEM AND A HOLISTIC PHENOMENON

Lecture plan:
1. Interrelation of components, principles and methods in a single andragogical process.
2. Diagnostics of the quality of adult education.

1. Interrelation of components, principles and methods in a single andragogical process

The purpose of the lecture: to consider the essence of the andragogical process as a system and holistic phenomenon, to show the relationship of the components of the andragogical process with each other.

In the and first topic, we have already made an attempt to analyze the basic principles of the andragogical process. We have seen that most pedagogical principles "work" (with the skillful actions of the andragog) in the adult learning process. At the same time, there are a number of specific principles that can be realized in the learning process of an adult person (the

principle of electivity and context of learning). In this topic, we will try to correlate the principles of adult learning with the components of the andragogical process, the latter will give us the opportunity to better understand the problems of implementing one or another principle in the educational process of adults. But first let us try to answer the questions: "Is the andragogical process a system and an integral phenomenon?" Considering the stages of development of the science of andragogy, we emphasized that it is still in its infancy. Referring to the research of S.I. Zmeev, we note that the andragogical process can not be considered a system in full, because andragogy does not describe the mechanism of interdependence of system components from each other. The consistency of the andragogical process is manifested in the interconnection and interpenetration of its components into each other. The andragogical process is, of course, a phenomenon that is increasingly gaining integrity, since it is gradually evolving- expanding the practice of adult education in response to the challenges and complications of social and personal adults in education; - search and formation of state and social prerequisites and mechanisms for the implementation of continuous education at the stage of adult learning; - deepening knowledge about the internal laws that determine the activity and success of an adult's education in all periods and in all social situations of his life; - improving the ways of integrating external and internal factors that determine the effectiveness of education of the adult population; - internationalization of adult education issues. Structural components of the andragogic process: target →need-motivational → operational-activity → meaningful → emotional-strong-willed→ corrective-adjusting → evaluative-productive will be filled with their own specific content in teaching adults. Let's try to determine the conditions for the relationship of individual components with each other. The andragogical process (like any other) begins with a target component; in the process of teaching adults, it will be mediated by the position of the student, his life experience, the level of professional competence and personal development. The target component can become a means of implementing such important principles of the andragogical process as scientificness, consciousness (the principle of conscious action). A student, setting a goal and structuring it with the help of 3 tasks (teaching, educating, developing), masters the techniques of modular structuring of educational information at the level of "know", "be able", "own". The scientific principle is implemented in this component most fully, because its essence consists not only of raising the level of awareness of the student, but also of acquiring the ability of theoretical thinking, a deductive way of knowing a particular subject. The need-motivation component is directly related to the number one target one, because developing (difficult) goals, or rather their achievement or non-achievement, can increase in the first case, and in the second, reduce the student's motives. Timely diagnosis of the motives and needs of an adult is a necessary component of the success of effective assimilation. To diagnose the

need- motivational sphere is largely helped by the goal, in the formulation of which, the student relies on his own position and his own life professional experience. The level of goal formulation - in the form of a learning task (to know and be able to), developing - to own (creative development of creative thinking procedures), educating - fixes the emotional-value attitude to the subject, the ability to see its worldview and moral-aesthetic capabilities. Attentive, timely diagnostics and joint activities to raise the motives of students will contribute to the implementation of the principles of a personal approach and differentiation in the andragogical process. The operational-activity component makes it possible to determine the degree of completion of the assimilation of the composition of the content of education. The stages of assimilation of knowledge should be reflected by students.

They need to have a good idea of which stage they succeed, which one they manage with difficulty and why? The help of the andragog will consist in creating situations (business games, organizing self-government), in which an adult student can apply knowledge in an unfamiliar, non-standard situation. This component will contribute to the implementation of the principle of context. When implementing a content component, it must be remembered that an adult can, with the help of an andragog, select not only the content of the educational material he needs, but also the methods and forms of its assimilation. When teaching adults, a certain educational standard is needed, which the adult learner can use as the basis for drawing up his own educational route in achieving individual learning goals. Principles of the andragogical process and the problems of their implementation Principles andragogical process Essence and main Characteristics Problems implementation A priority self-directed learning Students not only formulate learning goals, but also organize, plan, diagnose the learning process and its implementation The difficulty is that not all andragogue teachers have mastered the role of a tutor, facilitator, do not know how to include all trainees (in self-government activities) Principle context training Assumes taking into account the specific life goals of students and their professional interests A flexible superstructure of the organization of training is required to the well-established life and production activities of students Principle electivity learning Freedom in choosing the goal of the content of forms, methods, sources, means, place, timing of teaching time It is difficult to include all students in the process of developing educational programs and teaching methods Development principle educational needs Taking into account the progress along the educational route of each student purposefully, the formation of new needs Difficulty in the constant search for new forms of recognition and encouragement, clear criteria for moving up the ladder of achievement At present, scientists-developers of the theory of adult education are attempting to create proper andragogical teaching methods, but, in our opinion, there is no single core in them and therefore a systematic approach is not sufficiently felt. The classification of the methods that we present in the form of a table is interesting. Andragogical process methods Methods learning Specific features of each method Expositional Learning content is organized and presented

(exhibited) by a source outside - a textbook, a lecturer Management Emphasis is placed on active learners-leaders, teaching assistants who organize and direct the learning process Search Engineers select and organize information themselves, stimulating the cognitive chain of thinking: studying the problem → solving the problem Main characteristics of the andragogical process The trainee's life experience can be used in teaching both by himself and by his fellow students. Despite the fact that the student is busy mastering something new, you can always find what he already knows in this new one and rely on this already formed knowledge and skills. Learn better in a relaxed environment Teaching methods, environment should not resemble school years; it is necessary to create the most inviting and comfortable conditions Appreciate the variability of teaching methods Frequent repetition of the same methods should be avoided; alternative ways of conveying information should be sought Do not want to be graded Abstract nature of assessment of practical sessions and exercises in which each trainee can contribute something of their own is preferred Play a leading role throughout the entire learning process. It is necessary to involve the student not only in the assimilation of information, but also in the process of organization, planning, etc. - up to the assessment and correction of learning Strive for self-realization, independence, self- government Adult learners should be placed in such conditions when they actively acquire information, strive to learn themselves, consistently going through all the stages (without skipping to the next stage, without completing the previous one) The objectives of the training are specific and aimed at solving life problems. It is important to show the trainees perspective: what awaits them during the training period, what can be used by them in their work, etc. They count on the immediate application of the acquired skills, knowledge and qualities It is necessary from the very beginning to develop the correct skills in students, gradually increase the complexity and pace of their work Learning activity depends on temporal, spatial, everyday, professional, social circumstances Maximum flexibility and individualization of the organization of training is desirable, increased emphasis on self-learning.

2. Diagnostics of the quality of adult education

Diagnosis of the quality of adult learning the pivotal and necessary element of adult education is timely, objective, systematic diagnostics of the assimilation of all components of the content of the composition of andragogical education. It permeates all components of the adult educational process. The principles of diagnostics and control as an integral part of diagnostics are: - Objectivity - the scientific validity of the content of diagnostic tasks (tests, questions). - Consistency - the need to constantly monitor the achievement of goals and progress up the ladder of achievement. - Visibility - openness of diagnostics for students, transparency and unity of criteria for everyone. As a diagnostic tool, both andragogical research methods (observation, conversation,

testing, ranking, generalization of experience) and didactic methods themselves (explanatory-illustrative, partial search, research) can act. All of them diagnose the assimilation of the components of the content of adult education - knowledge, skills, creative experience and experience of an emotional-value relationship. The forms of the andragogical process - frontal, group, individual - also act as diagnostics. The most important diagnostic tool is didactic tests. Writing achievement tests requires special training and collaboration between teachers and the test specialist. It is useful to adhere to the following rules when writing tests: - incorrect answers should be based on typical errors and appear plausible; - correct answers should be in random order; - questions should not repeat the textbook wording; - answers to some questions should not serve as clues for answers to others; - questions should not contain traps; - grammatical agreement of questions and answers should not serve as a "hint"; - it is necessary to avoid questions beginning with the words "all", "always", "never", "sometimes", "usually"; - Answers should be as short as possible; - the questions should reflect the most essential material.

TOPIC 4. EDUCATIONAL POTENTIAL
OF THE ANDROGOGIC PROCESS

Lecture plan:
1. The relevance of upbringing and self-education in lifelong education of anadult.
2. Education and socialization in a holistic andragogical process.

Basic concepts: education, socialization, andragogic process, content, education of an adult personality.

Purpose: to identify the possibilities of education in the acmeological development of an adult personality, to compare education and socialization in a holistic andragogical process.

1. The relevance of education and self-education in continuous education of an adult personality

Does an adult need <u>any</u> educational influences? Of course not. An adult is an established personality (, an individual with a well-established worldview, value attitudes. At the same time, an adult person, constantly reflecting on his position in macro- (state, society), micro- (family, office work, immediate environment) societies, of course, needs to improve one or another quality in himself, which will allow him to change his behavior , reconsider views. Agreeing with the great Velazquez, who argued that the <u>meaning</u> of a person's life is in life itself, and the purpose of the world is in its existence, we understand on the one hand <u>eventualy</u>

that such an understanding contributes to the sublime spirituality of a person and the acquisition of such virtues as humility and the ability to accept one's fate. At the same time, comprehension of the meaning of a happy life depends on realization in love and creativity of an individual. The last two values "need" the acmeological development of all aspects of the personality. This is why an adult needs educational influence and constant (throughout life) acmeological development. In order to equip an adult with methods of self-education, it is necessary that in the subject "Andragogy", along with the section "Theory of learning", there should be such a section as "Theory of education." Being the most important part of the andragogical theory of the education of an adult personality, the theory of upbringing has great acmeological potential. Any of the provisions of the theory of education, its principles, patterns, methods are studied not so much for the sake of mastering the concepts themselves, as for the purpose of personal development and self-improvement of the students. Such aspects of the theory of education as moral, civic, aesthetic, physical, labour education, the criteria for mastering which is the assimilation of the foundations of moral, civic (any) culture, allow the listeners to generate a desire to climb the ladder of ethical, aesthetic, all-round self-improvement. Situations of moral, aesthetic, civil choice, in which interactive methods of teaching and upbringing put an adult, allow him to more consciously and purposefully strive to achieve personal and professional "acme" - maturity, prosperity, perfection. Sometimes a whole life is spent on both. Show how to build a golden floor of your own personality, teach you to communicate, master the techniques of andragogical technique and the basics of communicative culture, master the levels of theoretical, reflective thinking, and most importantly - teach to understand, accept, help, that is, love another (E.N. Ilyin), - all this can be done by an andragogue teacher who, together with his adult audience, continues to strive for his own "acme", mastering more and more new horizons of andragogical mastery.

2. Education and socialization in a holistic andragogical process

Understanding the upbringing of an adult personality as the process of its purposeful socialization, let us consider the concept of socialization in more detail comparing it with the concept of upbringing. The concept of "socialization" has become a key one in the educational process, it increasingly impacts the theory and practice of teaching and upbringing of both the younger generation and adult education, attracting the attention of scientists from various scientific schools and directions. As a pedagogical problem, the socialization of the individual was most acutely identified in the early 90s of the last century. The person stopped feeling protected (socialized). The social, political, economic instability that most people have experienced, demanded from the social sciences, the humanities, the creation and implementation of projects that contribute to the harmonization of relationships between the individual and society. Realizing the importance and necessity of achieving such harmony, scientists began to consider socialization as one of the

three most important factors in the formation of personality. Understanding socialization as a process and an integral phenomenon allowed scientists to replace the concept of "environment" with the concept of "socialization" in the classical triad of factors of personality formation "heredity, environment, education". In the structure of the latter, a macrofactor (space), a megofactor (state, country), a mesofactor (ethnos) and a microfactor (family, school, microenvironment) are distinguished. The legitimacy of such a replacement is obvious - socialization, being both a process, and a means, and a result of personality formation, allows us to show to a greater extent that the environment with which a person harmoniously coexists and interacts at all four levels (macro, mego, meso and micro).

The environment as a more static concept is giving way to dynamic socialization, which presupposes active interaction of society with a person. The influence of a person on society and society on a person occurs as a result and with the help of socialization of the latter. The second factor in the formation of a person is education, which in a broad sense is considered by teachers as purposeful socialization. Indeed, the more a person masters various types of socialization (moral, civil, family, gender, patriotic), the more harmonious and versatile the personality itself is. The selection of the types of upbringing, as well as socialization, is based on the target feature - an orientation towards a comprehensive (versatile) developed personality. The goal of socialization (as well as education) is the formation of a socially mature personality. Moral socialization (as well as all other types) can be different in levels. Each person has his own moral "acme" - the peak, maturity. Someone (their minority) managed to reach the level of autonomous moral consciousness, the manifestation of higher feelings and noble deeds. Someone has risen to the level of conventional morality, someone has problems with moral, environmental, aesthetic choices. Not everyone can reach the heights of civil, family, patriotic maturity. As an example, let's take a closer look at aesthetic socialization. Aesthetic socialization, like any other type of socialization, is not identical to the process of aesthetic continuous education. A person can be brought up harmoniously and comprehensively, but not feel comfortable and protected in the society that surrounds him. The culturological approach, implemented in our country in accordance with the adopted upbringing program, made it possible to strengthen the possibilities of upbringing in the process of personality socialization. The goal of aesthetic (as well as any other) education is the assimilation and appropriation (interiorization) of accumulated aesthetic experience, aesthetic culture, which, like any other type of culture, is 4 components: aesthetic knowledge forms the basis of aesthetic consciousness and determines the aesthetic outlook; aesthetic skills (the ability to express aesthetic judgments, the ability to distinguish kitsch from genuine art, etc.), the experience of creative activity, expressed in the ability to aestheticize the environment and the experience of an emotional-value relationship to beauty.

Aesthetically educated person learns all four components of aesthetic culture. Using the term "aesthetic socialization", we not only emphasize that an aesthetically educated person harmoniously coexists with the world of beauty,

but also that she interacts with the entire society as a whole. In this case, a person does not come into contact with beauty superficially, but aestheticizes the society that surrounds him. In response, society "allows" the individual to enjoy beauty more and more and create it over and over again. Upbringing can become a means of socialization of a person, and can hinder personal self-realization. An andragogic educator who violates the principles of a personal approach, nonviolence, is unlikely to induce the pupil to become more merciful or more industrious, and the latter may not achieve moral, professional maturity. The third factor in the formation of personality is self-development. It is known that upbringing can be effective only if the pupil awakens the desire for self-education. If the andragogue educator was able to orient the pupil to the process of self-education and awakened the desire for acmeological self-development, the person will be able to harmoniously coexist and interact with society and become a socially mature person and an unconditionally happy person. Genuine socialization, let's call it complete, does not end at the stage of termination of life in the profession, it is a lifetime. The criteria for the upbringing of an adult personality is the interiorization of such values as goodness, truth, beauty: - "good" as behavior for the benefit of another person (group, collective, society as a whole); - "truth" as a guide in assessing actions, deeds; - "beauty" in all forms of its manifestation and creation. Let's return to the characterization of upbringing in a holistic andragogical process. The acmeological essence of upbringing in the andragogical process is well represented in the definition of upbringing proposed in UNESCO, where upbringing, as a part of adult education, is considered as "the implementation of the process of all-round development of a person, which takes place throughout his life and is aimed at the most complete disclosure of his abilities in the intellectual , physical, emotional, moral and spiritual relations. " Summarizing the above, we note what characterizes the acmeological features of education in the andragogical process: 1. Nonviolent syntonic character. 2. Purposeful striving of all subjects of the educational process to raise the level of education, the degree of maturity (moral, aesthetic, gender). We call the latter the acmeologization of the educational process. 3. Initiative, independence in the choice of forms of self-education. 4. The content and forms of adult education should reflect as much as possible the real life needs, interests and hobbies of adults, contribute to the achievement of "acme" in various types of socialization.

PRACTICAL UNIT

Practical tasks for topic 1. Andragogy as a science and academic subject.

Dear student,you need to compleat tasks of 3 levels. For a successfuly completed tasks of the to know level you will receive a mark of 8 For completed 2 levels you will receive a mark 9 For 3 levels 10 The task of level "To know" Describe briefly each of the periods of the formation of andragogical knowledge." Be able level assgnments" List the main categories of andragogy and compare them with the conceptual apparatus of pedagogy. Which of the concepts of andragogy have only their inherent andragogical essensce ?

Level of proficiency: "indicate possible difficulties in organizing the andragogical process and how to prevent and eliminate them"

Practical tasks for topic 2. Adult educators and learners.

Dear students!

Please complete the assignments.

1. Knowledge level: What are the personal characteristics of the Androgog do you know? Expand one of the personality traits.

2. Skills level: what are the most important personal characteristics of the Androgog for you? And which ones are difficult to implement in practice?

3. Proficieng level: imagine a train whose name is "maturity" and its stops: kindness, honesty, citizenship, tolerance, responsibility. What stop would you like to get off at and why?

Professional androgogical culture of a specialist.

Practical lesson 2 group of professional androgogical culture of a specialist.

1. Knowledge level

1.1 Give a definition to the concept of androgog, reveal the qualitative characteristics of his thinking. What technologies should he own, what levels of communication should he carry out? What professionally significant skills do you have?

2. Skills level

2.1 Compare the slogans of androgogical skills: androgogical knowledge, skills, humanistic orientation of the personality, androgogical technique, tolerant syntonic interaction (communication). For example: syntonic communication presupposes the presence of a humanistic orientation of the androgog's personality, since in the activity of an androgog it is necessary to observe the ethics of non-violence.

Level assignment (own)

3.1 Proficieng level

Working as an androgogue I will never or I will never ...

I will try ...

When completing the assignment, use the main categories of training and education of a complex personality.

Practical tasks for topic 3. Androgogical process as a system and integral phenomenon.

1. Knowledge level.

List the main components of the composition of the content of androgogical education: Androgogical knowledge ...

2. Skills level.

Compare components 3 and 4 of adult education content

3. Proficieng level.

What diagnostic apparatus will you use when you learn the level of assimilation of the composition of the content of androgogical education?

Practical tasks for topic 4. Acmeological foundations of the upbringing of and personality.

The relevance of upbringing and self-education in the continuous education of an adult.

Assgnment of the know level :why does an adult need education and self-education? To be able :compare the process of upbringing and socialization with the holistic andragogical process. "Own"list the acmeological features of upbringing in the andragogical process which in your opinion is the. most difficult to accomplish

Education in a holistic andragogical process. Structural components of the content of the upbringing of an adult personality.

Assignment of the level of "know": what is the basis of all types of education of an adult personality. List the structural components of the content of education and self-education of an adult.

The "be able" level assignment: match the methods of parenting with the forms in a single andragogical process.

Proficieng level assignment: drawing a self-portrait of yourself, what is the most striking quality you would note.

Practical lesson. Moral and aesthetic socialization of the individual in the acmeological process.

Dear students!

Knowledge level: Define aesthetic socialization and adulthood and compare it with moral socialization.

Skills level: List your aesthetic attachments and priorities.

KNOWLEDGE CONTROL UNIT

FINAL TEST
BY REMOTE COURSE
"THORY OF ADULTS EDUCATION"

1. Andragogy received the status of an independent science in:
a) 30s 19th century;
b) 40–60 years. 20th century;
c) 70–80 years. 20th century;

2. The object of andragogy is:
a) an adult person;
b) adult education;

3. The main goal of the andragogical process is:
a) focus on solving the life problem of the teacher;
b) professional orientation;
c) professional selection;
d) professional adaptation.

5. What characteristics correspond to adult learning?
a) life experience of an adult - a source of learning;
b) self-governing personality;
c) educational activity is conditioned by everyday, social, professional factors;
d) with the help of learning to solve their problems;
e) all possible answers

6. What principles of adult education have an andragogical essence peculiar to them only?
a) electivity;
b) contextuality;
c) scientific character;
d) systematic.

7. What personality traits and behavioral characteristics are inherent in an andragogue?
a) tolerance of thinking;
b) syntonic communication;
c) the desire for self-improvement;
d) all possible answers.

8. Andragog can act as:
a) a facilitator;
b) tutor;
c) a consultant;
d) all possible answers.

9. The purpose of adult education is:
a) acmeological development;
b) solving the student's life problems;
c) self-development and self-education;
d) accumulation of theoretical and applied knowledge;
e) all possible answers.

10. Correlate the functions that a modern textbook on andragogy (just like any other textbook) should implement with the components of the content of education:
An andragogue is a person who has:
a) the ability to self-improve;
b) non-violent, sanogenic thinking;
c) the ability to create a situation of success for each listener;
d all possibleanswers

11. In the andragogical process, the following form of education will be least in demand:
a) polylogue;
b) dialogue;
c) a seminar;
d) lecture-monologue;

12. Social maturity implies the presence of:
a) responsibility;
b) tolerance;
c) self-development;
d) all possible answers.

13. The most effective communication of the subjects of the andragogical process is:
a) authoritarian;
b) tolerant interaction;
c) conniving;
d) liberal.

14. The phenomenon of professional and personal maturity is explored by science:
a) andragogy;
b) acmeology;
c) pedagogy;
d) sociology. .

15. What professions need andragogical knowledge?
a) a journalist;
b) a doctor;
c) a librarian;
d) an actor;
e) all possible answers.

16. Principles of building andragogy as an academic discipline:
a) interdisciplinarity;
b) predictability;
c) individual-personal orientation;
d) propaedeutic;
e) all possible answers.

17. The subjectivity of an adult is manifested in:
a) the ability to independently form an information request;
b) an active position in predicting and implementing educational goals;
c) the ability to build your own andragogical route;
d) the ability to enter into tolerant and syntonic interaction;

SUPPLEMENTARY UNIT
Auxiliary Unit

EDUCATIONAL-METHODOLOGICAL MAP
OF THE EDUCATIONAL DISCIPLINE"THEORY OF EDUCATION OF ADULTS"
PRC

	Section title, topics	Number of classroom hours					Number of hoursUSR	Knowledge control form(current / intermediate,)
		Lectures	racticalclasses	Seminarclasses	Laboratory classes	Other		
1	2	3	4	5	6	7	8	9
	General Foundations of Andragogy							
1	Andragogy as a science and academic subject. Goals and objectives of the course "Theory of adult education."	2	2					Polylogue. Creative tasks
2	An adult as a subject of education training "Am I an adult?"	2	2					Discussion Creative tasks
3	The professional culture of the andragog. If I were an anragog ...		2					Analysis of situations in theprofessional activity of the andragog
	Didactics of adult education		1					Intermediate test control
4	Didactic foundations of the andragogical process. Adult education content		2					Conceptual dictation
5	Andragogical process as a system and a holisticphenomenon	2	2					DiscussionPolylogue
6	Principles of the andragogical process. Methods, forms and means of the andragogical process		2					Protection of projects

7	Diagnostics of learning.	2	2					Intermediate test control
	Module 3. Education in a holistic andragogical process.							
8	The educational potential of the andragogical process.	2	4					Polylogue
9	Concepts and principles of education of an adult personality, its methods							Protection of mini projects
10	Means and forms of education of an adult personality.							
11	Adult education technology							Andragogic trainings
12	Moral socialization of an adult personality		2					Round table
13	Family and gender socialization of an adult personality							debate
14	Communication in the andragogical process	2						
15	Aesthetic socialization of an adult personality.	2						Poetic livingroom
	Final control							Offset

Criteria for assessing the knowledge
and skills of Master students in the discipline studied

Testing and assessing the knowledge, skills and abilities of undergraduates is an important component of the learning process and is carried out throughout the academic year. This determines various types of testing and assessment of knowledge. The main ones are:

oral survey:

– individual (answers at the board to questions about the content of the material studied)

– frontal (dividing the studied material into relatively small questions in order to test the knowledge of a larger number of students)

– condensed (simultaneously with the oral response of one student at the blackboard, three or four students respond in writing on separate sheets of paper to previously prepared questions)

– class score (grading students for their work throughout the lesson: active participation in oral surveys of other students, answers to the teacher's questions when presenting new material, etc.)

Standards for assessing the results of educational activities of undergraduates

When assessing the answer, the following are considered:

1) the degree of awareness of the studied material;

2) confirmation of theoretical information with examples;

3) accuracy of presentation of educational material.

Criteria for evaluation

"10" – A Master's student has deeply studied the educational material; consistently and comprehensively answers questions asked; freely applies acquired knowledge in practice; performs the work correctly, without errors, within the time established by the standard; makes full use of recommended literature and additional sources.

"9" – A Master's student has deeply studied the educational material; consistently and comprehensively answers questions asked; freely applies acquired knowledge in practice; performs the work correctly, without errors, within the time established by the standard; uses the recommended literature in full.

"8" – A Master's student firmly knows the educational material; answers without leading questions and does not make mistakes when answering; knows how to apply acquired knowledge in practice; performs work correctly, without errors, uses the recommended literature in full.

"7" – A Master's student firmly knows the educational material; answers without leading questions and makes several minor inaccuracies or one or two mistakes when answering; is able to generally apply acquired knowledge in

practice; makes several minor inaccuracies or one or two mistakes when performing work, uses recommended literature.

"6" – A Master's student knows only the basic material; does not answer the questions asked clearly and completely, which requires additional and clarifying questions from the teacher; performs work with errors that do not affect the quality of the work performed.

"5" – A Master's student knows only the basic material; does not answer the questions asked clearly and completely, which requires additional and clarifying questions from the teacher; makes many minor inaccuracies or 3-4 mistakes when answering, completes work with errors that affect the quality of the work performed.

"4" – A Master's student knows only the basic material; answers the questions asked unclearly and incompletely, requires additional and clarifying questions from the teacher; makes many mistakes when answering, performs work with errors that affect the quality of the work performed.

"3" is given if the amount of knowledge within the educational standard of higher education is insufficient; knowledge of some of the basic literature recommended by the curriculum of a higher education institution in the academic discipline; use of scientific terminology, presentation of answers to questions with significant, logical errors; poor knowledge of the tools of the academic discipline, incompetence in solving standard (typical) problems; inability to navigate the basic theories, concepts and directions of the academic discipline being studied; passivity in practical classes, low level of culture in completing tasks.

"2" is set if there is fragmentary knowledge within the educational standard of higher education; knowledge of individual literary sources recommended by the curriculum of a higher education institution in the academic discipline; inability to use the scientific terminology of the academic discipline, the presence of gross, logical errors in the answer; passivity in practical classes, low level of culture in completing tasks.

"1" is given in the absence of knowledge and (competencies) within the educational standard of higher education, refusal to answer, failure to appear for certification without a good reason.

Test evaluation.

A score of 10 is given if the A Master's student completed the test with 100 points.

A score of 9 is given if A Master's student completed the test with 96–99 points.

A grade of 8 is given if A Master's student completed the test with 90–95 points.

A grade of 7 is given if A Master's student completed the test with 86–90 points.

A grade of 6 is given if A Master's student completed the test with 81–85 points.

A grade of 5 is given if A Master's student completed the test with 76–80 points.

A grade of 4 is given if A Master's student completed the test with 70–75 points.

A grade of 3 is given if A Master's student completed the test with less than 70 points

A grade of 2 is given if A Master's student completed the test with less than 60 points.

A score of 1 is given if A Master's student completed the test with less than 55 points

Test tasks are located in the system tfc.vsu.by./ English-language master's degree program for Chinese citizens / "Personal and professional development of the teacher-researcher".

Requirements for students when passing current and intermediate certification, knowledge control were approved at a meeting of the department and are located in the system tfc.vsu.by / English-language master's degree program for Chinese citizens / "Personal and professional development of the teacher-researcher".

Algorithm for assigning intermediate grades in an academic discipline

1. The final grade for the module is given as the statistical average of the current grades.

2. The assessment for self-guided work is given in a separate block.

3. To determine the final grade, the average score for all modules and self-guided work are calculated.

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PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE TEACHER-RESEARCHER

EXPLANATORY NOTE

The necessity of personification of the educational development system, the relevance of which is noted in foreign and domestic educational theory and practice, requires closer attention to the process of the personal and professional development of a modern teacher and to the criteria for assessing his/her professional growth.

In this regard, the course "Personal and professional development of the teacher-researcher" allows Master's students, on the one hand, to investigate more deeply the concept of "teacher-researcher", and on the other hand, to get knowledge, skills, the basics of creativity and experience of emotional and personal attitude in the field of personal research culture, which requires constant personal and professional growth of a teacher. The goal of this course is to contribute to the formation of competencies that allow students to achieve high results in their personal and professional development as a teacher-researcher. The objectives of the course:

1. To form the concept of "teacher-researcher" in Master's students and consider the knowledge underlying the research culture of the individual.

2. To improve the skills being the basis of the research culture of personality (diagnostic, methodological, socio-cultural, innovative, etc.).

3. To contribute to the improvement of creativity of a Master's student's personality, necessary for mastering the experience of creative, research activity.

4. To develop in Master's students an emotional and valuable attitude to research activity, which is the basis of personal and professional development.

The course "Personal and professional development of the teacher-researcher", according to the programme, consists of six topics, includes theoretical and practical parts. It is based on cultural, acmeological and competence approaches. The main goal of this course is to create an acmeological individual educational trajectory for each student through mastering the components of personal research culture, the criterion of which is the mastery of methodological, ethical, innovative and socio-cultural competencies.

Requirements for mastering the academic discipline. The academic discipline "Personal and professional development of the teacher-researcher" contributes to the formation of the following competences:

SC – Apply modern methods and technologies for organising educational activities, diagnosing and assessing the quality of the educational process in various educational programs.

SC – Use individual creative abilities to independently solve research problems.

As a result of studying the course "Personal and professional development of the teacher-researcher" undergraduates *must know:*

1. The essence and structure of research activity as a defining characteristic of the quality of work of the teacher-researcher.

2. The essence and structure of the competence-based approach in relation to the organisation of research innovation activities (psychological-pedagogical, method, ethical, innovative competences).

3. Acmeological foundations of professional and personal growth of the teacher-researcher.

Must be able to characterise and analyse: apply acmeological technologies in personal and professional development. Understand and implement the mechanism of the relationship between personal and professional development. To be an active subject of self-guided cognitive activity in the process of performing research tasks. Model and implement creative and research projects (mini-research).

Master: techniques for productive, scientific and personal communication.

The discipline is included in the component of the institution of higher education and belongs to the Module "Personal and professional development of an education manager".

Methodological recommendations for the course "Personal and professional development of the teacher-researcher".

This course is based on the andragogical model of learning, which is the basis of adult learning. The main principles of the andragogical process, on the basis of which the personal professional development of a teacher should take place (it requires lifelong learning), are such priority principles as the principle of electivity, contextuality, independence, the implementation of which makes it possible to increasingly give learning a self-guided character.

Lectures and practical classes in this course are conducted in the mode of self-management of educational and cognitive activity: these are lectures – conducted in pair (teacher – student), where the teacher and the Master's student take a position in communication as equals (conventional level), a mini-lecture is given by the Master's student, who acts as a teacher, organising a polylogue with the audience on the problem under consideration. The teacher assists the lecturer in case of difficulties arising, in solving problem situations. A Master's student, who gives a lecture, independently formulates the goal and objectives of the class, organising the mastery of the material at the levels of "know – be able – master".

Thus, the task of a Master's student in the organisation of a class is to present theoretical material in such way that it constantly awakens in the listener the desire to think, to reflect together on the transferred knowledge-fact, regularity, concept, to independently acquire new knowledge in a problem situation, heuristic conversation. Any lecture begins with the announcement of the topic and goal-setting, although it is possible to offer the audience at the end or in the middle of the class to try to formulate the main points themselves. The lecturer necessarily activates the audience's attention with problem questions and situations. In form, this lecture can be a lecture-polylogue, but it will necessarily be a lecture conducted

in pair. The teacher helps the Master student both at the stage of modelling the communication palette of the class, and at the selection of the content. But the main thing is that he/she accompanies the lecturer in the process of dialogue organization, helps to create a friendly, creative, and then free democratic atmosphere of andragogical communication.

The following methodological guidelines will help the lecturer to achieve success.

1.   It is not necessary to write the full text of the speech. Learned written speech is difficult and is not perceived by ear. Use a lively language - for this purpose place the main key points of the lecture, report on cards (main ideas, examples).

2.   Structure the material to be discussed. Even if it is not possible to provide a lecture plan on a slide, it should be outlined in the introduction ("First I will talk about this, then about this...") and then return to it ("So, I have finished the first part. Now in the second one I'll talk about..."

3.   Make everything visual! Any complex blocks of information (numbers, new terms, complicated names, sections of the report, etc.) should be visualised so that listeners have a visual reference point. If the room is not adapted for this, you can prepare the relevant data in advance or simply write them down in the course of the report with a brightly coloured felt-tip pen on ordinary sheets of paper, show them to the audience and/or tape them to the wall behind you.

4.   The beginning and end should be strong and memorable. A good beginning (unexpected question? Unusual example?) and end (maybe a poem?!) will make an impression – and "extend" to the entire presentation.

5.   Speak to the audience! Any inclusion of the audience in your lecture ("Remember...? Imagine that..., You probably know that... Have you thought about how..." etc.) makes the audience empathise and actively listen.

6.   Don't talk too much! During your speech, keep a constant eye on the audience – are they listening? Aren't they tired? Isn't the attention waning? And if the audience starts to get distracted, it is better to move on to the final part.

And, perhaps, the most important thing is to think not about yourself, but about the audience. The content of the practical classes proposed in this manual is an approximate algorithm for conducting them. In terms of content and process, the purpose of practical classes should contribute to the improvement of professional competence of students, formation of andragogical knowledge and skills, development of creative thinking, emotional and valuable attitude to the material studied.

The following factors should be taken into account when organising practical sessions.

1.   Professionally significant needs of students, experience and peculiarities of their professional activity.

2.   Needs in the development of basic theoretical training.

3.   Opportunity to enrich the psychological and pedagogical professional culture of the future teacher.

THEORETICAL UNIT

TOPIC 1. THE TEACHER-RESEARCHER.
PERSONAL AND PROFESSIONAL CHARACTERISTICS

Lecture plan:
1. Personal competence as the basis for the formation of all teacher professional competencies.
2. Professional significant qualities of the teacher-researcher.

BASIC CONCEPTS: competency, competence, personal orientation, empathy, socioreflexion, self-organisation, general culture.

1. Personal competence as the basis for the formation of all teacher professional competencies

The problem of forming and implementing professional competencies is increasingly attracting the attention not only of theoretical scientists, but also of pedagogical researchers, teachers and lecturers in secondary and higher education.

Competence is a new unit of measurement of a person's academic background, which allows to focus on the result of learning, putting at the center of attention not only the formation of knowledge and skills – they continue to be the basis of any competence – but also a person's ability to guide and act in a productive way in various life and professional contexts.

Competence is the mastering, having a complete command by a person of the relevant competence, including his/her personal relations to it and to the subject of activity. The result of modern education is a specialist with a high level of professional competence.

Competency is a given requirement for educational training, a feature of a professional role. Competency is an established personal quality, the level of mastering competence, determined by the ability to effectively solve life and professional problems.

At the same time, competencies are considered as personal qualities that are formed in the educational process in the course of students' mastering knowledge, acquiring capabilities, skills, and experience of activity necessary for continuing education, professional activity, and successful socialization in society. Therefore, the effectiveness of professional competence formation is determined by the availability of such personal qualities as initiative, flexibility, creativity, constructiveness, independence of thinking. These qualities, as well as abilities will help a person to adapt in any career and allow a person to make decisions and bear responsibility for them, solve problems, work in a team, be ready for overloads, quickly get out of them, use self-education skills under any life circumstances.

Therefore, within the framework of the competence approach, which at the moment is determinant in school and university pedagogy, it seems appropriate to develop these qualities and properties of personality.

The Russian scientist P.F. Kapterev as early as the beginning of the 20th century distinguished "scientific background of a teacher" and "personal teaching talent" as "special teaching properties" necessary for him in his activity.

Competency is a given requirement for educational training, a parameter of professional role. Competence is an established personal quality, the level of competence mastery, determined by the ability to effectively solve life and professional problems. (From Latin "competera" – means "to correspond").

The main characteristic of all types of competencies, as it was mentioned above, is personal orientation both to the competency itself and to the subject of its activity (subjects of the educational process, the pedagogical process itself, its individual components). Many scientists note that the personal component, personal orientation is the core of any competency. Knowledge by itself does not change a person, it should become the property of his/her soul, acquire for a person a valuable and personal meaning. A competent teacher is in constant readiness to pass on his/her knowledge, skills, experience of creativity and experience of emotional and value attitude to his/her students, while forming key (meta-subject), general subject and subject competencies.

Personal attitude, personal orientation, in turn, is in direct dependence on the extent to which the teacher grows in achieving competency in the area of personal qualities. Researchers of the problem call this competency in different ways. Thus, Kuzmina N.V. calls competency in the field of personal properties and qualities autopsychological competency, which suggests that a teacher has reflexive skills in assessing the merits and demerits of his/her personality, readiness to evaluate his/her actions and behaviour. Psychological and pedagogical competencies, differential psychological competencies and many others are close to these competencies in content and structure.

It is rather difficult to diagnose the level of achievements in mastering the above competencies. When considering the essence of competency in the field of personal qualities, scientists identify the following *indicators* of its formation: *ability to empathy, socio-reflection, self-organisation, and general culture.*

The given indicators are relevant not only for this competency, they are extremely important in assessing the formation of all general competencies of a teacher:

– Worldview (worldview should be humane, empathic to people);

– Communicative – it is extremely important to be an empathic person in communication with people, to empathise with the problems of colleagues and students, to be able to communicate on a syntonic, benevolent, non-conflictogenic level, to exclude manipulation and methods of pressure on a person from communicative techniques.

Socioreflexion is also an important indicator of the formation of all professional competencies, such as competencies in the organisation of pedagogical

activities, in assessing the degree of subject-subject relations, in the ability to carry out pedagogical assessment, and many others.

The indicator *"self-organisation"* suggests the teacher's ability to work without external control and checks, the ability to set goals independently and be oriented towards their achievement. In case of difficult professional and personal situations and circumstances, a teacher is self-motivated to solve them, maintaining the necessary emotional balance and optimism.

General culture directs the teacher to pay attention to the inner world of his/her personality, absence of categorical judgments, intelligence in relations with colleagues, increasing aesthetic needs (interest in literature, painting, poetry, music, theatre) – all this should be the subject of analysis of the teacher and a means of his/her acmeological development. Analysing this indicator, it is important to emphasise once again that not only moral but also spiritual component is the basis for the formation and implementation of all competencies. A teacher who works on increasing love in his soul tries not to be irritated, not to remember evil, not to judge, not to be hypocritical, not to participate in denouncing the shortcomings of his colleagues, to be able to forgive offences. He loves his job, his students – he accepts them, understands them and helps them in solving difficult professional and personal problems.

By revealing the essence of competency in the area of personal qualities through the indicators of its formation, we are once again convinced that personal orientation is the key core required in absolutely all competencies of both teachers and students.

2.   Professional significant qualities of the teacher-researcher

The scientific activity of a teacher-researcher is an extremely intensive, creative work that requires complete devotion, persistence, patience, selflessness, imbued with creative thinking, a sense of the new, and the desire to learn the unknown. In the history of science, there have been many attempts to name the most important qualities of a research scientist.

For example, *K.E. Tsiolkovsky* believed that the basic personality traits of a research scientist should be: good memory, ability to concentrate, escape into yourself, scientific fantasy, intellectual independence, i.e. independent thinking, passion, devotion, obsession in science, perseverance.

I.P. Pavlov considered the following to be the leading qualities of a research scientist: scientific consistency, solidity of knowledge of the basics of science and the desire to go from there to the heights of human knowledge, restraint, patience, willingness and ability to do rough work, patiently accumulating facts, scientific modesty, and a willingness to give science a lifetime.

*B.A. Obruche*v identifies three basic principles of successful scientific activity: planning, accuracy and love of creation.

*K.I. Skriabi*n noted the special significance in scientific creativity of love for science, a chosen speciality.

The important quality of the researcher is psychological and pedagogical orientation, which is manifested in a constant striving to achieve the main goal – formation and development of the student's personality, improving the quality of its education and training. Based on the above, the professionally important qualities of a future teacher as a researcher should include: optimism – belief in the possibility of improving the state of affairs, development of optimal options for the creative development of students, humanism, which implies kindness, responsiveness, cordiality to people, justice, poise, tolerance, restraint, self-control; the ability to do research work fairly, consistent with its conscience. This requires the researcher to be demanding of himself/herself and people, i.e. to be ethical and to fulfil his/her professional duties conscientiously. It is essential to be sociable and communicative in research work. All these professionally important personal qualities determine the authority of the researcher, the components of which are: deep and diverse special knowledge; possession of professional and research skills; presence of psychological and pedagogical abilities; general pedagogical culture; ability to communicate with people; behaviour in accordance with the norms of professional psychological and pedagogical ethics.

Thus, the demands placed on the researcher as a professional have been and continue to be extremely high and are at the limit of human capabilities and require full dedication, which is difficult, but possible, to achieve within the framework of professional education. Summarizing the main professionally important qualities of a future teacher-researcher, it is legitimate to present them in the following way:

1. General psychological and pedagogical qualities:

– Professional psychological and pedagogical orientation;

– Socially and professionally significant personal qualities: social responsibility), humanism, optimism, constant interest in research work, fairness and goodwill towards people; sociability, perfectionism to oneself and to people.

2. Professional psychological and pedagogical qualities:

– Psycho-pedagogical, theoretical, methodological and practical preparation;

– Developed psychological and pedagogical abilities: communicative, perceptive, projective, suggestive, emotional-willful, constructive, didactic, organisational, cognitive, speech expressive, creative.

3. Individual professional psychological and pedagogical qualities:

– Psycho-pedagogical orientation of mental processes: cognitive and emotional, wilful;

– Emotional responsiveness (empathy);

– Developed willpower;

– Reflexion.

The research culture is reflected in *professional abilities:*

1) **Intellectual** (development of scientific psychological and pedagogical thinking), which determine the ability to: analyze and explain what is being studied,

separate the essential from the inessential; conduct psychological and pedagogical experiments; conduct scientific search in the gnostic cycle "facts – model – hypothesis – implications – test"; build theoretical (idealized) model on the basis of experimental data, find connections between quantitative and qualitative sides of the phenomenon studied, to formulate valid conclusions, to establish the limits of their relevance; to consider processes and phenomena in their interconnection, to uncover their essence and contradictions; to abstract, analyze and generalize research material; this also includes intuition, foresight, the depth of knowledge;

2) **Perceptual**, which underpins the ability to reach into a person's inner world: extraordinary attention span, sensitivity, perceptivity, etc;

3) **Communicative**, allowing you to establish the right relationship with those involved in the research process;

4) **Constructive**, allowing us to predict the course, development and outcome of the educational process;

5) **Emotional-Willful**, which allows us to control our inner feelings, behaviour and state of mind;

6) **Didactic**, which is shown in the ability to present material, to explain research objectives in an easy to understand, interesting, clear, concise and reasoned way;

7) **Suggestive**, aimed at obtaining the desired result through emotional-volitional influence, suggestion by the power of words, authority;

8) **Organizational**, which allows you to organise students' cognitive activities as well as your own work as a teacher-researcher: high self-organisation, high capacity for work;

9) **Scientific-cognitive**, which ensure the rapid mastering of new information;

10) **Creative**, allowing to solve psycho-pedagogical and research objectives creatively: avoiding the template, originality, initiative, satisfaction not so much from achieving the goal of research, as from its process itself, an urgent desire for creative activity.

These are the main professionally important personal qualities of a future teacher-researcher, defining as a true scientist, innovator.

TOPIC 2. METHOD COMPETENCE
AS A BASIS FOR THE ORGANIZATION OF RESEARCH ACTIVITY

Lecture plan:
1. Method competence – structure of the concept.
2. Organisation of pedagogical research.

BASIC CONCEPTS: method literacy, methodologies of scientific research – object, subject, research hypotheses, method competence, method culture.

As a result of the lecture the Master students should know:
1) the concept of "method literacy" (which includes the object, subject, goal, objectives, logic of pedagogical research.
2) the concept of "method consciousness of a teacher-researcher",
Be able to:
1) compare the components of the methodologies with each other,
2) design the methodologies of their thesis,
Know how to use (master):
1) components of method culture.

1. Method competence – structure of the concept

Considering the relevance of the problem of formation of method competence, it should be noted that it is an integral part of professional competence of a teacher-researcher, and plays the most important role in the personal and professional development of a Master student.

The main direction of teacher's professional competence formation is purposeful and active participation in professionally-oriented research activity, which stimulates and ensures the formation of the teacher's research skills and method literacy.

Like any concept, ***"method competence"*** is a multifactorial and multifunctional definition. Its structure includes such concept as "method literacy". It was introduced into pedagogical methodology by a famous methodologist, scientist V.V. Kraevsky. Method literacy can be defined as a system of skills to increase knowledge on the basic principles of methodology and scientific methods of cognition, creative way of thinking.

The ***method literacy*** of the teacher-researcher indicates the formation of the following skills required for the successful and productive research activities:

– The ability to scientifically substantiate, critically reflect on certain concepts, forms and methods of knowledge, the construction of research activities;

– The ability to use modern methods of monitoring and evaluation of research activities;

– The ability to analyze the learning process for its effectiveness, compliance with the achieved results to the planned;

– The ability to apply modern methods of search, analysis and use of methodological knowledge in a practical activity;

– The ability to generalize and organize the results of your own research activity;

– The ability to determine the most effective ways of solving research problems.

A competent teacher-researcher must have a deep knowledge of pedagogy methodology, because without *methodological knowledge* it is

impossible to correctly build and conduct pedagogical research, develop your own author's program of training and education, and assess its quality. An important function of methodological knowledge is to develop abilities to analyze and synthesize, specify and generalize, prove and disprove, formulate and verify hypotheses, justify their statements, lead discussions, set research problems and find solutions.

Thus, we can conclude that the success of the professional activity of teacher-researcher directly depends on the formation of his/her methodological knowledge.

Besides methodological knowledge, a certain role convictions, which only in this case can be called "methodological", can also become the basis of the method literacy of the teacher-researcher.

Convictions are the "general concepts" on which certain areas of human activity are based.

Methodological convictions are formed based on methodological knowledge. They contribute to the formation of the teacher's life position, have a significant influence on the search for methods of solving research problems, and intensify his/her research activity. Therefore, methodological convictions can be considered as rational and emotional formations. Emotional aspect consists of feelings, assessments, confidence in the truth and reliability of methodological knowledge. The objective of methodological convictions is to defend the teacher's own point of view on this or that problem, to justify the validity and truthfulness of their methodological concepts.

Methodological convictions are formed in the process of learning the methodologies of scientific research and implementing it in practical research activities. Only having creatively mastered the methodology of scientific cognition, a teacher will always feel the need to further enrich knowledge and implement it in practice. Thus, methodological convictions are an indicator of real methodological maturity of a teacher.

Methodological knowledge and convictions form the core of the method literacy of a teacher-researcher – *the scientific style of thinking*, which determines the nature of search, creative and research activities, readiness and willingness of a teacher to get, seek and modify new knowledge.

According to Yu.W. Senko, the main indicators of the scientific style of thinking are discreteness, continuity, stateliness, syntheticity. Scientific thinking is also characterized by systemacity, dynamism, problematicity, categoricality, reflexivity, conclusiveness, predictability, projectivity, searchability, creativity, and others. In our opinion, these features of thinking are among the most important indicators of the "quality" of method literacy of a teacher-researcher.

The method literacy of a teacher-researcher is shown by such personal qualities as attention, observation, thoughtfulness, diligence, erudition, independence of judgement, and the desire to express one's own truth.

We underline once again that method literacy is the leading indicator of a teacher-researcher's preparedness for professional activity in schools.

The highest level of professional preparedness of a teacher is a method culture, the main features of which are:

– An understanding of the procedures "fixed" to the categories of philosophy and to the basic concepts that form the conceptual framework of educational science;

– Awareness of the different concepts of education as steps in going from the abstract to the concrete;

– An attitude of transforming pedagogical theory into a method of cognitive activity;

– The focus of a teacher's thinking on the genesis of pedagogical forms and their "holistic" qualities;

– The need to reproduce the practice of education in the pedagogical conceptual and terminological system;

– The desire to identify the unity and continuity of pedagogical knowledge in its historical development;

– Criticism of "self-evident" statements and arguments in the ordinary pedagogical thinking;

– Reflection on the background, process and results of one's own cognitive activity, as well as on the thought process of other participants in the pedagogical process;

– Proof refutation of unscientific positions in the field of humanity knowledge;

– Understanding of the worldview and humanistic functions of pedagogy.

Pedagogical methodology indicates how research and practice should be carried out. Such knowledge is necessary for every teacher. A teacher needs to have an understanding and certain knowledge of the levels of pedagogical methodological culture and pedagogical methodology and to be able to use this knowledge in his or her activity.

A teacher's *method culture* includes the following.

1. Designing and constructing the teaching and educational process.

2. Awareness, formulation and creative solution of pedagogical objectives.

3. Methodological reflection (ability to analyse own scientific activity). The main indicator of knowledge and techniques of the teacher's methodological culture is the teacher's use of scientific and pedagogical knowledge to improve his/her work with the application of analysis, other research methods in his/her practical activity.

It is only in the process of teachers' cognitive and practical activities that their method culture is formed. The result of the method culture is original developments of teachers, innovative solutions in the field of pedagogical theory and practice.

The following *levels of method culture* are defined: 1) pedagogical; 2) general scientific; 3) philosophical.

1. Pedagogical level: the teacher should know the history of pedagogy; the basic principles used as methodological guidelines (the principle of accessibility, personality and the unity of teaching, upbringing and development. In addition, the teacher should have the skills to use different methods of conducting a class and the skills of educational work. The teacher's ability to choose and apply methods and methodological attitudes appropriate to cognitive and practical activities is of great importance.

2. General level. Having reached a certain level of method culture, a teacher has an ability and opportunity to form best practices of his practical work, formulate a research problem and verify it by means of observation, experiment, analysis. This level of method culture of a teacher is the application of: 1) general scientific principles; 2) methods of idealisation, universalisation; 3) various approaches – systemic, probabilistic, structural-functional, etc. At this level, hypotheses are proposed, pedagogical theory is developed and tested in pedagogical practice.

3. Philosophical level. This level of teachers' method culture implies knowledge of different pedagogical theories which are based on opposing methodological laws. At this level the skills of historical and logical methods of study and systematic investigation of the phenomena of pedagogical science are revealed. The methodological guidelines of philosophical level determine the methodology of lower levels: general scientific and pedagogical. Thus, it is possible to say that the highest level of methodological culture of a teacher is philosophical.

2. Organisation of pedagogical research

A Master's thesis usually consists of two or three chapters. The number of paragraphs in the chapters must be the same.

The chapter is always preceded by an introduction to the research, which reflects the relevance of the problem and research topic, lists the authors dealing with the problem, researching it in theory and practice; formulates the research topic, its object and subject, then defines the goal of scientific research, which should be implemented in four research objectives.

The first chapter is of scientific and theoretical nature, it substantiates scientific and theoretical foundations of the problem, defines the essence, structure of scientific concepts, identifies the basis for their classification. The methods used in the first chapter are theoretical analysis, inductive and deductive, and experimental, which is their basis. Experimental methods provide the researcher with factual material to comprehend and formulate the problem, theoretical methods – study and analysis of scientific literature and others – allow to separate

knowledge from ignorance, to identify the object and subject areas of research, to formulate the goal and objectives of the research. The first two objectives of the scientific research are aimed at defining the scientific and theoretical foundations of the research subject, identifying its structure, essence, functions, bases for classification, factors contributing to the effective realisation of the set objectives.

The second chapter of the research is of a practical nature, it is aimed at analysing the results of the experimental work. The third and fourth objectives of this chapter can be devoted to the description of the experiment, the analysis of its results, as well as methodological recommendations on this problem. The thesis should also include chapter summary and conclusion of the whole research.

The conclusion of a Master's thesis should be generalised, it should necessarily include conclusions on the realised research objectives.

TOPIC 3. THE ETHICAL COMPONENT
IN THE ACTIVITY OF A TEACHER-RESEARCHER

Lecture plan:
1. Ethical norms in ethical activities.
2. Ethical mistakes in teacher-researcher activities.

As a result of the lecture the Master's student should know:
1) ethical norms in the activity of a teacher-researcher, which include the ethics of communication underlying scientific discussion, the ethics of citation, and the ethics of coauthorship;
Be able to:
1) apply ethical norms in the discussion of scientific problems and topics of Master's theses;
Know how to use (master):
1) ethical norms as an expert on a scientific problem.

QUESTIONS FOR DISCUSSION
1) What consequences, in your opinion, can result from a lack of ethical norms in the activity of a teacher-researcher?
2) What personal qualities should a teacher-researcher involved in diagnostic and innovative activities have?
3) How should diagnostics be carried out without breaking ethical norms?

1. Ethical norms in ethical activities

Success, as can be seen, depends largely on the personality of the teacher-researcher himself. Undoubtedly, his intellect, special knowledge play a major role in achieving the results of scientific work. However, of great importance is the level of development of the researcher's moral qualities:

respect for what has already been done on the problem by others, modesty, objectivity in assessing personal contribution to the collective work.

Science requires great diligence, hard work, and prolonged mental strain. These qualities significantly affect both the conduct of theoretical, experimental research and the process of generalisation of its results, the implementation of scientific recommendations in pedagogical practice. An in-depth study of the work of previous generations is not only a tribute to them and a recognition of their contribution to the development of a particular problem, but it also determines the quality of the study of the problem by the researcher himself.

The greatest diligence is required in experimental work. The scientist is trusted and usually not supervised: how much sampling was used, how optimal were the research conditions, etc. All these questions are on his conscience. However, it is still not uncommon for some researchers to overestimate, as if unwittingly, the amount of work done; they try to pass off a random phenomenon as a stable fact. All this clutters up science, distorts objective reality, generates a critical attitude towards recommendations and practical conclusions, causes undeserved skepticism about pedagogical science and does great harm to the theory and practice of working with people.

The desire for science and research ultimately leads to high-level discoveries. In fact, only curiosity, the search for truth, can lead a researcher to go beyond the topic, to become fascinated by scientific problems that unexpectedly arise in the course of research, at the junction of various sciences. It is often these problems that constitute the golden fund of science. When research is enjoyable, the effectiveness of scientific research is multiplied.

A researcher's adherence to principle can be manifested in many ways. This includes defending one's own concept and research methodology, striving for objective results, arguing for conclusions that are perceived with doubt by others, etc. In the end, this principle is manifested in the high results of scientific work, in the practical validity of the conclusions and recommendations.

The moral qualities of the researcher are included in scientific research, in the truth. It is no wonder, therefore, that among the most important characteristics of a researcher's personality, they are usually mentioned by experts.

In the process of research, the teacher-researcher enters into a difficult relationship with respondents, colleagues, and academics working in the same subject area. And the overall outcome, effectiveness, and fruitfulness of scientific research largely depend on ability to build ethically correct relationships with those around.

As practice shows, there are many problems here. For example, contemporary pedagogical research increasingly requires collective efforts. This is due to the extremely complex object of research, the need to accumulate a large amount of experimental, empirical, and often theoretical material. All this puts the individual researcher in solving specific applied scientific problems in front of many arguments, facts, data, to comprehend which thoroughly and deeply in a relatively short period of time is preferable, using the collective mind, the intellect of the scientific team. It is no coincidence that the most fundamental discoveries,

constant scientific successes are accompanied not by individual authors, but by teaching teams, which managed to form a creative unit, in which the spirit of goodwill, friendly mutual assistance, true scientificity prevails.

The psychological atmosphere of the author's team undoubtedly has an impact on the results of the research, and the research work of each team member is marked by it.

The border separating personal achievements from the achievements of the research team is very thin. Thus, when writing a PhD or Master's thesis, a supervisor is appointed, reviewers express their opinions on its structure and content, the main provisions of the thesis are discussed at conferences, departmental meetings and seminars. Experience shows that as a result of this work the candidate receives a lot of help. The dissertation thus embodies the spirit, the intellect of the team of the department in which it was carried out. However, a thesis should be an independent research. In principle it is. The contribution of each member of the department to the overall result, to the development of the concept, to the writing of the thesis, may not be very visible, but as a result, the thesis applicant still accumulates the help and opinion of the surrounding people in research work.

Finally, the Master's and then PhD theses are defended. The candidate is transformed from a timid novice scholar to a man with a degree, whose name stands, and stands rightfully so, on the title page of the defended work.

The author begins to actively promote the results of the research, speak at conferences, write scientific articles, textbooks, etc. This is a period when the face, the ethics of the researcher is particularly evident. Not everyone, however, consistently gives credit to their supervisors, members of the department, colleagues at work. Some more and more often have notes of "I"; there is an overlay of disdain for the opinion and point of view of colleagues; they "forget" that a particular scientist, department member, etc., is the source of this or that scientific idea.

It is not uncommon for only two people to know about the fact that the thesis concept, the general direction of the research, was suggested by the applicant – he or she and the person who put forward the idea. Not only does this not remove the problem, but it also reinforces it: it is ethical to be grateful for the scientific spring – the collective intellect. Only in this case this source will not dry up, will remain pure, wholesome. The authority of the teacher-researcher will only grow if he or she speaks publicly of his or her gratitude to colleagues for this or that help in science. At the same time, the inner satisfaction of the people who generously share their thoughts, "give away" their intellect, and help the scholar in writing the work will also increase. All of this unites the team, creates a favorable social and psychological atmosphere for creativity in the future, contributes to the effectiveness of the difficult scientific work, in which individual and collective efforts are closely linked.

2. Ethical mistakes in teacher-researcher activities

When conducting empirical research it is useful to consider a number of important **ethical constraints** that guide reflection and regulation of professional behaviour. These include the following (I.V. Bachkov, I.B. Grinshpun, R.S. Nemov, N.S. Pryazhnikov):

– *Personal responsibility* for the diagnostic process and the findings and results obtained in the research;

– *Confidentiality*, non-disclosure of diagnostic information without the direct agreement of the respondent;

– *Scientific validity* of the research methods and techniques used (compliance with the requirements of reliability, validity, differentiation and accuracy of the results);

– *Maximal objectivity* in the interpretation of results and conclusions, which should be consistent with the indicators obtained and not depend on anyone's subjective attitudes;

– *Professional competence* (self-respect and self-limitation), i.e. a refusal to use research methods that the scientist does not know, to pass on diagnostic methods to untrained specialists, and to draw conclusions and recommendations on questions that are beyond the scope of competence;

– *Doing no harm*, which means not using information and conclusions to the detriment of the people involved;

– *Positive recognition* of the child, the teacher and the educational reality, striving to accept and understand them as they are, respecting the individual's right to originality and difference;

– *Ensuring the rights* of people involved in experimental activities: willingness to participate in the survey, the preventive nature of the results presentation (sensitivity, relevance and accessibility of language), warnings about the possible consequences of giving such information to someone else, about the rights of those interested in the results of the survey.

These moral and ethical norms are discussed among teachers and in the pedagogical press.

1) For example, a person may not be subjected to a psychological survey against their will or falsely, except in special cases stipulated by law or in judicial or medical practice. Small technical means, in particular video cameras, enable covert observation and recording of data. But diagnosed participants in the educational process are not criminals who can be subject to covert surveillance with the authorisation of a prosecutor under the law. Covert surveillance violates human rights. Therefore, pedagogical ethics requires that the object of observation (individuals, group) be informed about the recording of their behaviour.

2) The requirement for confidentiality is also a frequent cause of conflict in educational institutions where research is conducted. These conflicts can lead to the refusal of institutional administrations and educators to participate in research. Both the uncritical disclosure of information obtained in research and the excessive withholding of information is controversial.

Firstly, material obtained in work with a child, his or her parents, with the teacher on the basis of a relationship of trust, is not to be disclosed outside of the agreed conditions. Secondly, the requirement of confidentiality does not imply 'hiding everything there is to hide': it is the substantiated recommendations for further work with the child, not the materials themselves, that are important in the research.

To ensure confidentiality, all diagnostic materials and reports are marked with a code rather than the name of the person being tested. At the same time, the document where the data and code are indicated shall be drawn up in a single copy, which shall be stored separately from the experimental materials, in a place not available to outsiders.

When drawing up the results of psychological and pedagogical research, as a rule, the first name and the first letter of the respondent's surname are given: Elena A., Sergey K.

3) The competence requirement actually echoes the well-known principle "Do no harm!" and thus defines the boundaries of the scientist's professional creativity in research. The experimental situation created by a specialist should not worsen the situation of those being diagnosed, leading to increased tension and conflicts, extreme situations that threaten life and health (A.N. Sukhov).

This requirement applies in particular to non-professionally designed questionnaires and other interviews used in educational institutions. Often, they are designed by people with no relevant training, or taken uncritically from professional literature (without regard to the requirements for their use). At best, such a survey does nothing, much more often it directly harms the condition of participants and the pedagogical process as a whole.

There are now many closed-ended questionnaires that are borrowed from foreign sources and are almost a literal translation ("copy-paste") from a foreign language, particularly English. As a result, respondents often find it difficult to choose the right answer or choose the wrong one. In addition, such questionnaires do not take into account the peculiarities of national perceptions (mentality); for this reason, there are also difficulties in choosing an answer, rejection of certain statements or the perception of some of them as not serious.

4) The abuse of student and teacher rights results in the "labelling" of the results, both by the researcher and by those to whom he or she provides diagnostic information.

5) Rating is widely used in the American school academic grading system. The teacher does not call a student to the blackboard: he/she gives everybody conditional marks during the discussion and students know it. Every two weeks or once a month a final public rating grade is given which includes (but does not single out) the behavioural assessment.

The publicity of the final grade means that the teacher communicates this confidentially to each pupil or displays a ranking list with the pupil's ID code instead of the name, known only to the teacher, the pupil and their parents. A grade is "private information" and should not be used to hurt a pupil's ego or to create an unhealthy competitive spirit.

The advantage of the rating is that it is more informative and protects against ambition: studying, for example, only for A's, and then the first B is stressful. There is no fear and no panic with the ranking list: you don't have to rush to get a bad mark and then settle down to the next one. The pupil sees his place in the rating list and understands that the difference with those who are slightly ahead or behind is not great, there is an opportunity to move up to the next height. And the teacher helps with this.

6)   Everyone has the right to know the results of the diagnostics carried out on them and where, by whom and how they may be used, unless it is required by law. The results of psychological and pedagogical diagnostics shall be made available to the person being tested in a form that can be understood adequately. For example, when testing children who are minors, their parents or official representatives have the right to agree or disagree to the diagnostic test, and to know the results of the child's assessment.

7)   It is important to remember that a person is usually psychologically unprepared to accept negative information. It is therefore necessary to consider ways of preparing the subject appropriately to receive such information and to take special measures against its accidental spread and unprofessional use. Ignoring this aspect of research activity can have negative consequences, not only pedagogical, but also legal.

Ethical norms should be observed not only in carrying out psychological and pedagogical diagnostics, but also in working with sources and literature. Thus, when presenting evidence taken from various kinds of documents (for example, in a history of education study), it is necessary to check them carefully.

TOPIC 4. SOCIAL AND GENERAL CULTURAL COMPETENCES OF THE TEACHER-RESEARCHER

Lecture plan:
1. The process of upbringing and socialization of a teacher-researcher.
2. Motivation to promote the values of culture and art in the educational environment.

1. The process of upbringing and socialization of a teacher-researcher

Upbringing is the process of a person's all-round development, which unfolds throughout his life and aims at the fullest possible development of his capacities intellectually, physically, emotionally, morally and spiritually.

Understanding upbringing of a teacher-researcher as the process of purposeful socialization, we will consider the concept of socialization in more detail comparing it with the concept of upbringing.

The concept of **"socialization"** has become a key one in the educational process; it increasingly penetrates into the theory and practice of teaching and upbringing of both the younger generation and adult education, attracting the attention of scientists from various scientific schools and directions.

As a pedagogical problem, the socialization of the individual was most acutely identified in the early 90s of the last century. The person stopped feeling protected (socialized). The social, political, economic instability that most people experienced on themselves demanded from the social sciences, the humanities, the creation and implementation of projects that contribute to the harmonization of relations between the individual and society.

Realizing the importance and necessity of achieving such harmony, scientists began to consider socialization as one of the three most important factors in the formation of personality. Understanding socialization as a process and integral phenomenon, allowed scientists to replace the concept of "environment" with the concept of "socialization" in the classical triad of personality formation factors "heredity, environment, upbringing". In the structure of the latter, a macrofactor (space), a megofactor (state, country), a mesofactor (ethnos) and a microfactor (family, school, microenvironment) are distinguished. The legitimacy of such a replacement is obvious – socialization, being both a process, and a means, and a result of personality formation, makes it possible to show to a greater extent that the environment with which a person harmoniously coexists and interacts at all four levels (macro, mego, meso and micro).
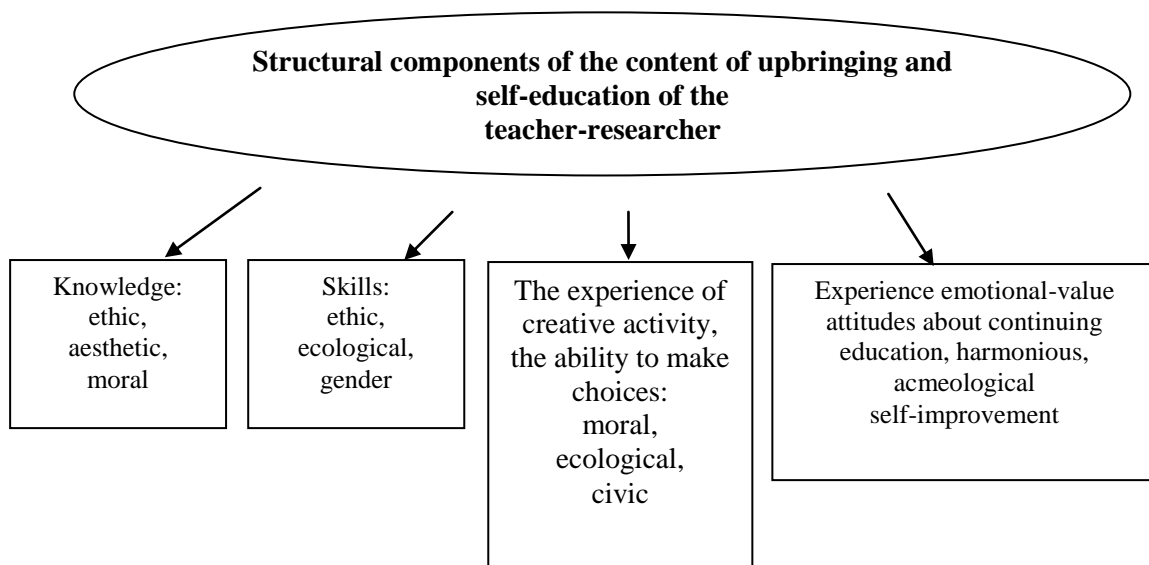
The environment as a more static concept is giving way to dynamic socialization, which presupposes active interaction between society and a person. the influence of a person on society and society on a person occurs as a result and with the help of the latter's socialization.

The second factor in the formation of a person is upbringing, which in a broad sense is considered by teachers as purposeful socialization. Indeed, the more a person masters various types of socialization (moral, civil, family, gender, patriotic), the more harmonious and versatile the personality itself is.

The aim of upbringing, as well as socialization, is to develop a well-rounded personality. The aim of socialization (as well as upbringing) is the formation of a socially mature person. Moral socialization (as well as all other types) may be of different levels. Every person has moral "acme" – peak, maturity. Some people (they are in a minority) have managed to reach the level of autonomous moral consciousness, manifestation of higher feelings and noble deeds. Some have risen to the level of conventional morality, some have problems of moral, ecological, esthetic choice. Not everyone can reach the heights of civic, family and patriotic maturity.

As an example, let us consider aesthetic socialization in more detail. Aesthetic socialization, like any other kind of socialization, is not identical with the process of aesthetic continuing upbringing. a person can be brought up harmoniously and comprehensively, but not feel comfortable and secure in the society that surrounds them.

The cultural approach, implemented in our country in accordance with the adopted upbringing program, made it possible to strengthen the possibilities of upbringing in the process of personality socialization. The aim of aesthetic (as well as any other) upbringing is the assimilation and appropriation (interiorization) of accumulated aesthetic experience, aesthetic culture, which, like any other type of culture, includes 4 components: aesthetic knowledge forms the basis of esthetic consciousness and determines the aesthetic outlook; aesthetic skills (the ability to express aesthetic judgments, the ability to distinguish kitsch from genuine art), the experience of creative activity, expressed in the ability to aestheticize the environment and the experience of an emotional-value relationship to beauty.

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                 ┌─────────────────────────────────────────┐
                 │  Structural components of the content    │
                 │        of upbringing and                 │
                 │         self-education of the            │
                 │          teacher-researcher              │
                 └─────────────────────────────────────────┘
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| Knowledge: ethic, aesthetic, moral | Skills: ethic, ecological, gender | The experience of creative activity, the ability to make choices: moral, ecological, civic | Experience emotional-value attitudes about continuing education, harmonious, acmeological self-improvement |

An aesthetically educated person assimilates all four components of aesthetic culture. Using the term "aesthetic socialization", we not only emphasize that an aesthetically educated person harmoniously coexists with the world of beauty, but also that he interacts with the entire society as a whole. In this case, a person does not come into contact with beauty superficially, but aestheticizes the society that surrounds him. In response, society "allows" the individual to enjoy beauty more and more and create it over and over again.

Upbringing can become a means of socialization of a person, or it can hinder personal self-realization. An educator who violates the principles of a personal approach and non-violence, is unlikely to induce the pupil to become more merciful or more hardworking, and the latter may not achieve moral, professional maturity.

The third factor in personality formation is self-development. It is known that upbringing can be effective only if the desire for a self-education is awakened in the pupil. If the teacher was able to orient the student to the process of self-education and awakened the desire for acmeological self-development, the person can coexist and interact harmoniously with the society and become a socially mature person and an unconditionally happy person. Real socialization, let us call it completed, does not end at the stage of terminating life in the profession, it is lifelong.

The **indicators of adult upbringing** are the interiorisation of such values as goodness, truth and beauty:

– "goodness" as behaviour for the benefit of another person (group, collective, society as a whole);

– "truth" as a guide in evaluating actions and deeds;

To summarize the above, let us note what characterizes the **acmeological features of upbringing:**

1. Nonviolent syntonic character.

2. Purposeful striving of all subjects of upbringing process for raising the level of upbringing, degree of maturity (moral, aesthetic, gender). The latter is called acceleration of upbringing process.

3. Initiative, independence in the choice of forms of self-education.

4. The content and forms of upbringing should reflect real life needs, interests and hobbies as much as possible; contribute to achievement of "acme" in different types of socialization.

TOPIC 5. CREATIVE PERSONAL DEVELOPMENT OF THE TEACHER-RESEARCHER

Lecture plan:
1. **The essential characteristics of the concept of "creativity".**

The goal of the lecture is to introduce the concept of "creativity" and the conditions for shaping a creative educational environment that will allow the achievement of an educational goal dominated by the creative development of the personality.

BASIC CONCEPTS: the phenomenon of creativity, multifactoriality and multifunctionality, teacher's didactic competence, co-operation between students and teachers, creative activity, self-guided cognitive activity of students.

The following problematic questions will need to be answered during the lecture:

– What is the relationship between the intellectual and creative development of the personality?

– Why is it important for students to develop not only the creative intellect but also the emotional intellect?

– Why are the principles of non-violence so important in the creative development of the personality?

– Why is creativity now seen as the problem of the century?

1. The essential characteristics of the concept of "creativity"

The phenomenon of **creativity** has always attracted the attention of scientists – philosophers, psychologists, educators. The development of life, culture and civilisation is impossible without creativity.

Philosophers, pondering over the destination of man and the mysteries of being, created new philosophical theories about creativity (M.M. Bakhtin and E. Fromm). Psychologists penetrated into the depths of human psyche, studied the factors contributing to the development of creative abilities of personalities.

Thus, Z. Freud considered **creative activity** to be a result of sublimation (displacement) of sexual drive to other spheres of activity: in a creative product sexual fantasy is objectified in a socially acceptable form.

A. Adler viewed creativity as a means of compensating for an inferiority complex. K. Jung paid the most attention to creativity because he saw it as a manifestation of the archetypes of the collective unconscious.

Humanistic psychologists (G. Allport and A. Maslow) believed that the original source of creativity is the motivation for personal growth that does not obey the homeostatic principle of pleasure; according to Maslow it is the need for self-actualisation, full and free realisation of their abilities and life opportunities.

The teachers of all centuries, starting from the 17th century, paid considerable attention to both creative development of the student's personality and pedagogical creativity (K.D. Ushinsky, V.A. Sukhomlinsky, D. Dewey, W. Glasser, M.N. Skatkin, I.J. Lerner, V.V. Kraevsky).

As a result, at the turn of the nineteenth – twentieth centuries, as a special field of research, *"the science of creativity"*; *"the theory of creativity"*, *"the psychology of creativity"* and *"the pedagogy of creativity"* began to form.

Like any scientific concept, "creativity" is multifactorial and multifunctional. In its highest meaning, creativity is the birth of the new: new knowledge, a new theory or concept, an innovative project, a new style in painting, architecture.

The most important function of creativity, as a component of human life, is the formation of a more perfect, in terms of spirituality, image of one's personality.

Thus, creativity can be defined as human activity, creating new material and spiritual values, having novelty and social significance, i.e. as a result of creativity something new is created, which did not exist before.

The concept of 'creativity' can also be defined more broadly.

Philosophers define **creativity** as a necessary condition for the development of matter, the formation of its new forms, along with the emergence of which the very forms of creativity change.

Creativity is a process of creation subjectively new, based on the ability to generate original ideas and use non-standard ways of activity.

In fact, creativity is "the ability to create any principally new possibility" (G.S. Batischev).

Including the distinctive feature of intellectual creativity is the improvement of ways of solving already known problems. In A.G. Vinogradov's research it was shown that ability to find (discover) ways of own activity in different types of problem situations is consequence of organization of individual conceptual knowledge which can act as one of sources of individual distinctions in ability to procedural creativity (A.G. Vinogradov, 1990).

Five main **groups of definitions of creativity** can be distinguished:
– Creativity as a *universal form of development*;
– Creativity as *a form of labour* ("creative work");
– Creativity as *a form of new creation*;
– Creativity as *realization of internal motive of activity* – in this understanding of creativity there is a thesis about merging in creativity achievement of the goal and satisfaction of need in self-improvement;
– Creativity as *outlook* – creativity in this case is considered as nonstandard relation of the subject to the world and is not defined by activity. however, self-perfection of the person is carried out only in the activity generated by internal aspirations of the person, and, thus, it is impossible to consider creativity absolutely outside of activity.

The **psychological basis of creativity** consists of *creative thinking* and *creative abilities* of the personality. The criteria of success are: novelty, originality of obtained solutions, complexity of solved problems, social significance of creative solutions. And in this sense the task of education consists in the development, natural change, transition of creative abilities to a qualitatively new state in any act of pedagogical activity.

The educational process at university and school is impossible without revealing the creative individuality of both the teacher and the student, the teacher and the pupil. **Creativity** is *a goal, a means, and a result of "enhancing oneself"*, and this applies to the personality of both the teacher and the student, the teacher and the pupil. However, not enough attention is paid to the acmeological development of students. In most subjects of higher education courses only knowledge and skills are diagnosed, the mastering of creative activity experience is not diagnosed in a targeted way.

A creative educational environment can be formed only by a teacher who does not focus on passing on knowledge or even skills (which is necessary and important), but on the personal development and self-development of students, which is impossible without purposeful organisation of co-knowledge (joint knowledge) of the teacher and the student.

The process of getting cooperative knowledge is possible if the presentation of the material is dialogical and polylogical. The latter requires the teacher to have many andragogic skills (reflective, gnostic, projective, communicative). They are based on respect for the personal experience and opinion of each student, recognition of his/her right to make mistakes, to misunderstand, to take care of the peculiarities of personality and character.

Tolerant interaction and synthetic communication are essential components of dialogic learning. The specific nature of the educational process is such that creativity cannot develop in an atmosphere of pressure and violence.

What can help teachers to organise the educational environment of their subjects so that it stimulates and develops the creative potential of students' personality?

The main and very essential help to a teacher of any discipline in formation of creative activity of a student is his pedagogical erudition, pedagogical competence, which are based on knowledge of the main didactic theories.

The development of I.Y. Lerner, N.M. Skatkin, Kraevsky's theory of education content and educational process provides an opportunity to use of all didactic tools – principles, methods, forms in the formation and development of students' creative personality.

For the first time, the authors investigated the possibility and necessity of including in the content of educational information on any subject not only knowledge and methods of activity, but also such important components of teaching and upbringing of a creative personality as the experience of creative activity and the experience of an emotional-value attitude to reality.

Emphasizing the need for a purposeful orientation in the study of each fragment of the content of educational information (each module) on the assimilation of all four components of the composition of the content of education, scientists also investigate the levels of implementation of these components in the educational process.

Let us consider the creative potential of each of the levels of the composition of the content of education.

The first level – **social order** – guides the educational community towards the realization of the goal of education – the formation of a responsible, creative, diversified personality. Universities support giftedness, develop creativity in the educational environment with the help of state policy (here, personal scholarships, prizes for getting first places in scientific research competitions, support for the best diploma and Master's projects, etc.).

The second level – **pedagogical reality** – allows the teacher to implement such important principles for the development of creativity as humanization and democratization of the educational process, the principles of problematic differentiation, individualization.

The third level – **the subject** – allows to structure educational information from reproduction to creativity in accordance with the levels of "know", "be able", "master".

The fourth level – educational material – involves the development of a system of creative tasks.

The fifth level – focuses the attention of teachers on taking into account the **personality traits** of students, their needs and interests. Students are not only different, they are different from previous generations. If ten years ago it was possible to communicate with the student audience on a business and standardized level, then modern student youth need more and more conventional communication necessary for establishing partnerships, and even more in a spiritual level of communication, touching upon the problems of the meaning of life and eternal spiritual values.

It is possible to fully contribute to the creation of a creative environment in the classroom only by purposefully organizing self-guided cognitive activity of students, which maximally contributes to the development of their creativity. Revealing the essence of the concept of "experience of creative activity", it is necessary to provide students with pedagogical support in a very difficult way of mastering its structural elements (the ability to transfer knowledge into a familiar and unfamiliar situation, possession of hypothetical thinking techniques, vision of alternative functions of an object, etc.).

The ability to transfer near and far is also developed by students in the course of reports, which are required to compare pedagogical content concepts, different authors' points of view, and their position, as well as in the "know" level tasks on the formation of pedagogical content concepts and "know how" level tasks on comparing concepts with each other and with the real pedagogical process. The long-range transfer is practiced in the business game "teacher's assistant" in which the teacher's assistant develops a lesson scenario, selects methods, thinks about the form of the lesson, organizes the work of "white" and "black" opponents together with whom he/she acquires skills of diagnosing student knowledge, learns the methods of tolerant communication and syntonic interaction.

The complex creative technique of long-distance transport is also mastered when students perform the "mastery" level task of designing and modelling pedagogical situations and projects.

A system of tasks with a moral and practical, creative and spiritual orientation will help to organize a creative environment. The tasks help students to acquire new value spiritual attitudes: "I am the subject of creativity", "I am the subject of my development".

It is advisable to use the following methods to intensify the creative development of the personality:

Empathy method (method of personal analogy). This method is based on the principle of substitution of the studied object (process) by another one. The method is based on identifying oneself with the subject and object of creative

activity, comprehending the functions of the object under study on the basis of "getting into" its image, to which personal feelings, emotions, ability to see, hear, reasoning, etc. are ascribed. In the empathy method it is necessary to merge with the object of research, which requires great imagination, fantasy, and activation of fantastic images and perceptions, but this is what leads to the removal of the barriers of "common sense" and the emergence of original ideas.

"Diversionary" analysis – aimed at finding, identifying hidden defects in prediction. The essence of the method is that instead of asking "What negative consequences/defects are possible in the application or implementation of something?" the question "How/with what sabotage to spoil this object, how to ensure the defect?" is asked. (In one seminar session, students tried to answer the question "How to sabotage a combined lesson?"). Naturally, once the "sabotage" has been thought up, it should be analysed: is there a chance of it being implemented in practice. If there is such a possibility, it is necessary to solve the problem of "how to prevent it".

It should be noted that the choice of this or that method of enhancing the creative activity of students depends on the content of the academic discipline. As the subject is studied, the material should complicate and increase the degree of creativity of the tasks and problems assigned to the students – this contributes to the development of creativity and the ability to think creatively and out of the ordinary, to find their own solutions that are different from others.

An important role in intellectual creativity is played by the ability to transform intuitive, expressed in an unusual, often rather vague form, subjective perceptions into forms suitable for human communication (verbal, categorical, communicative).

The notion of the nature of creativity is linked to the question of the criteria for creative activity. Creativity can be seen in different aspects: the product of creativity is what is created; the process of creativity is how it is created; the process of preparing creativity is how to develop creativity.

The results of creativity are not only *material products* – buildings, machines, etc. – but also new *thoughts, ideas, solutions*, which may not immediately find material embodiment. In other words, creativity is about creating new things in different ways and on different scales.

When characterizing the essence of creativity, it is important to consider a variety of factors, attributes inherent in the process of creation.

Thus, among the factors contributing to the creative development of personality as goal-oriented education the most important are didactic and psychological competence of a teacher, ultimate professional orientation of the educational process, which can become most fully realized in the mode of students' cognitive activity self-management, as well as when a teacher realizes the andragogue function.

TOPIC 6. INDIVIDUAL STYLE OF ACTIVITY OF THE TEACHER-RESEARCHER. INNOVATIVE COMPETENCE

1. Formation of professional and personal identity as a basis for the individual activity style of the teacher-researcher.
2. Innovative culture of the teacher-researcher's personality.

BASIC CONCEPTS: pedagogical innovation, new developments, innovations, innovation culture, innovation competence, individual style of activity.

Creative assignment for the preparation of the lecture and the development of the practical class: having worked through the scientific articles, materials and lectures offered below, develop an independent lecture and a seminar class, and take part in a mini-project on the topic: "Individual style of activity of a teacher-researcher – my vision".

Literature:
1. Khutorskoi, A.V. Pedagogical innovativeness: Study guide for students of higher educational institutions, studying on pedagogical specialty / A.V. Khutorskoi. – M., 2008. – 256 с.
2. Rakova, N.A. Pedagogical innovativeness: Methodical recommendations. – Vitebsk, 2014.
3. Svobodina, Y.V. Relevance of the process of formation of professional-personal identity for the development of creative potential of a teacher. – In: Content and methods of renewing education: development of creative heritage of I.Ya. Lerner: Collection of scientific works of the International scientific-theoretical conference. – Vol. 2. – P. 179 – 185.
4. Tsyrkun I.I. Innovation models of pedagogical science development// University Education: Millennium Experience, Problems, Development Prospects: Proceedings of the Intern. Congress, 27–29 May 2003. – Minsk. – P. 5–10.

As an example, for writing a lecture, consider a lecture on the topic: **The essential characteristics of the concept of "creativity"**. Pay attention to the structure of the lecture: it has a goal, it emphasizes key concepts. To make the lecture problematic, questions requiring reflection are asked at the beginning. The content of the lecture consistently reveals the main concepts of the topic, highlighted at the beginning of the text. Problematic questions presented at the beginning of the lecture allow students to engage in creative activities and become actors in acquiring new knowledge. At the end of the lecture, problem questions are deliberately proposed for deeper understanding of the topic. Pay attention to how the content of the lecture gradually reveals the key concepts of the topic.

PRACTICAL UNIT

Practical assignments 1.
"TEACHER-RESEARCHER: PERSONAL AND PROFESSIONAL CHARACTERISTICS" (4 hours)

The purpose of the class: to form knowledge of personal and professional qualities of a teacher-researcher and motives to achieve personal and professional acme.

TOPICS FOR REPORTS AND ABSTRACTS:

1. Acmeology as a science of improvement of professional and personal ego.

2. Psychological, methodological and life readiness for self-improvement.

3. Accemological possibilities of the theory of teacher-researcher education.

Assignments for discussion:

1. What, in your opinion, is a driving force of acmeological development?

2. Drawing up a self-portrait of yourself (verbal), what would you rate as your most outstanding quality?

"KNOW" LEVEL ASSIGNMENT:

1. Explain your understanding of the need to develop general and individual psychological and pedagogical qualities in order to carry out research activities, such as:

a) General professional-pedagogical orientation. Explain how this manifests itself.

b) The development of psychological and pedagogical abilities. Name them and why are they necessary?

2. How would you explain the necessity of the following qualities in the teacher-researcher: empathy, socioreflexion, self-organisation, general culture?

"CAN DO" LEVEL ASSIGNMENT:

1. Identify the most important features of the teacher-researcher's culture such as:

– Intellectual knowledge,
– Perceptive,
– Communicative,
– Constructive,
– Suggestive,
– Scientific-cognitive and creative skills.

How do you think you can acquire an irresistible urge to be creative?

MASTER LEVEL ASSIGNMENT:

How do you think the personal and professional qualities of the teacher-researcher are related? Show their interrelation using your own personality as an example.

Practical assignments 2.
"METHOD COMPETENCE
AS A BASIS FOR ORGANISATION OF RESEARCH ACTIVITY".

The purpose of the class: to acquaint Master's students with the essence of method competence as a criterion of personal method culture formation.

"KNOW" LEVEL ASSIGNMENT:

1. Reveal the essence of the concept "method competence" as a systematic methodological knowledge. Consider, in turn, the following concepts: "scientific-methodological research and its methodological support", "criteria of scientificity of methodological research", "logic of methodological research, its methodological characteristics as criteria of its quality".

"CAN DO" LEVEL ASSIGNMENT:

1. Compare the structural components of the concept "method culture" with each other, how does the concept "method culture" relate to the concept "method competence"?

MASTER LEVEL ASSIGNMENT:

1. Reveal the essence of methodological thinking. Where in your Master's thesis will you be able to show this component of method culture?

2. In the topic "Development of conceptual level of musical thinking of a schoolchild" formulate the object, subject, goal and objectives of the research.

Practical assignments 3.
"ETHICAL COMPONENT IN THE ACTIVITY
OF THE TEACHER-RESEARCHER"

The purpose of the class: to actualise in the minds of Master's students the ethical foundations of the teacher-researcher's activity.

Class proceeding: discussion questions:

1. Ethical norms in research activities.

2. Ethical mistakes in pedagogue-researcher's activities.

3. Ethics of citation.

4. Ethics of coauthorship.

5. Ethics of scientific discussion.

"KNOW" LEVEL ASSIGNMENT:

What norms of pedagogical ethics must a teacher observe in professional activity? Analyse the main ethical concepts. How do the qualities of integrity and honesty required by the teacher-researcher manifest in his/her activity?

"CAN DO" LEVEL ASSIGNMENT:

1. State the ethical requirements for experimental work in diagnostic procedures to investigate a student or pupil's personality and for experimental work related to a research problem. When is confidentiality necessary and what is the procedure for confidentiality?

2. Formulate the ethical requirements for a research method such as rating.

3. Disclose typical ethical mistakes when writing a research work – master's thesis, research article: such as – ethics of incorrect citation, distortion of author's idea and position, permitting eclecticism, historical incorrectness.

MASTER LEVEL ASSIGNMENT:

Model the situation of a scientific discussion and conduct it with a) violation of ethical norms, and b) with their observance.

Practical assignments 4.
SOCIO-CULTURAL COMPETENCES
IN THE ACTIVITY OF THE TEACHER-RESEARCHER (4 hours).

1. Prepare the following topics for an oral presentation:
2. Art as a means of developing the creative individuality of the teacher-researcher.
3. Emotional intelligence as the basis for the formation of socio-cultural competences.
4. Music in the intellectual and creative development of the personality.

Practical assignments 5.
CREATIVE PERSONAL DEVELOPMENT
OF THE TEACHER-RESEARCHER (4 hours).

1. To conduct a systematic analysis of the personality of the teacher and the personality of the student from the point of view of the creative component.
2. Design a creative research project on a student's personality and activities.
3. Conduct a systematic analysis of the effectiveness of classes based on creativity.
4. Develop a research project on the effectiveness and quality of the educational process, taking into account its creative component.

Practical assignments 6.
THE INDIVIDUAL ACTIVITY STYLE OF THE TEACHER-RESEARCHER. INNOVATIVE COMPETENCE (4 hours).

1. To consider the process of professional and personal identity formation as the basis for the individual activity style of the teacher-researcher;
2. To reveal the content of the concept "innovative culture of the teacher-researcher personality".
3. Define the following concepts: pedagogical innovation, innovation, innovation culture, innovation competence, and individual activity style.
4. Develop the independent lecture and seminar, and take part in the mini-project on the theme: "The individual activity style of the teacher-researcher – my vision".

KNOWLEDGE CONTROL UNIT

METHODICAL RECOMMENDATIONS
FOR THE ORGANISATION AND IMPLEMENTATION
OF UNDERGRADUATES SELF-GUIDED WORK

Organisation of self-guided work

The content and forms of self-guided work of students are developed (or selected and adapted) by teachers in accordance with the purpose and objectives of the discipline, professional direction of students' training.

The most effective forms and methods of organising self-guided work of students are:

Compilation of a table.

Making an intellectual map

Developing a plan

Development of schemes

Micro-research

Project development

Defence of the final project

Drawing up a map-chart on the topic of the lecture.

Report-presentation

Compilation of a dictionary of terms.

Students' self-guided work proceeds in the form of business interaction: the student receives direct instructions, recommendations of the teacher on the organisation and content of independent activity, the teacher performs the function of management (through accounting, control and correction of erroneous actions) and evaluation of results.

List of questions for independent study of students in the academic discipline "Management of educational institution"

Themes 1, 2. Course purpose and objectives. Key concepts. The teacher-researcher. Personal and professional characteristics

"KNOW" LEVEL ASSIGNMENT:

Analyze the problems most often encountered in your professional activity. In what kinds of activities have you achieved success?

"CAN DO" LEVEL ASSIGNMENT:

If you were asked to write a personality profile of a teacher-researcher, what competencies and qualities would you identify?

MASTER LEVEL ASSIGNMENT:

Model a situation in which you would need the qualities and competencies of a teacher-researcher.

Theme 2. Method competence as a basis for organising research activities.

"KNOW" LEVEL ASSIGNMENT:

Reveal the concepts of methodology and methodology of the Master's thesis.

"CAN DO" LEVEL ASSIGNMENT:

Match the structural components of the concept "logic of scientific research" with each other.

MASTER LEVEL ASSIGNMENT:

Form the methodological apparatus of the Master's thesis.

Theme 3. Social and general cultural competences.

"KNOW" LEVEL ASSIGNMENT:

Reveal the concept of "social and cultural competences".

"CAN DO" LEVEL ASSIGNMENT:

Compare these concepts with each other.

MASTER LEVEL ASSIGNMENT:

Organise a polylogue (or compare the plan) for a conversation on an aesthetic topic.

Theme 4, 5. Ethical components in the activities of the teacher-researcher.

"KNOW" LEVEL ASSIGNMENT:

Reveal the concept of "professional ethics for the teacher-researcher".

"CAN DO" LEVEL ASSIGNMENT:

Propose ethical requirements for organising a scientific discussion and writing a scientific text.

MASTER LEVEL ASSIGNMENT:

Organise an academic discussion on one of the topics of a Master's thesis observing ethical norms.

Self-guided work of students in the academic discipline is organised in accordance with the Methodological Recommendations on the organisation of independent work of students of VSU named after P.M. Masherov approved on 15.01.2021.

Forms and methods of organisation of self-guided work of students are: analysis of primary sources; solution of educational tasks on the issues of psychology of professional activity; study of lecture materials with subsequent self-control; preparation for practical classes, performance of educational and research tasks involving a wide range of sources; preparation of an essay on the chosen topic; preparation for testing.

Scientific and methodological support of self-guided work:

– lists of tasks of self-guided work on modules;

– educational, reference, methodical literature, presented in the list of basic and additional literature;

– access for each student to library funds, electronic learning tools, electronic information resources (local access, remote access) on the academic discipline.

List of scientific and methodological support for self-guided work
Literature:

1. Bumazhenko, N.I. Managing the education of persons with disabilities : a practical reference guide / N.I. Bumazhenko. – Vitebsk : VSU named after P.M. Masherov, 2012. – 139 p.

2. Dyachenko, L.S. Theory of adult education : academic and methodological complex / L.S. Dyachenko. – Vitebsk : EE "VSU named after P.M. Masherov", 2012. – 71 p.

3. Zagorulko, R.V. Formal and non-formal education : academic and methodological complex / R.V. Zagorulko. – Vitebsk : EE "VSU named after P.M. Masherov", 2012. – 94 p.

4. Modulhandbuch. Training and further training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement : in 2 parts. P. 1 / [edited by I.V. Aleksashenkova] ; Brest State University named after A.S. Pushkin. – Brest : BSU named after A.S. Pushkin, 2013. – 260 p.

5. Modulhandbuch. Training and further training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement : in 2 parts. P. 2 / [edited by I.V. Aleksashenkova] ; Brest State University named after A.S. Pushkin. – Brest : BSU named after A.S. Pushkin, 2013. – 206 p.

6. Kondratieva, I.P. Fundamentals of pedagogical skills : textbook for students of higher education establishments on pedagogical specialities / I.P. Kondratieva. – Minsk : RIHE, 2018. – 231 p.

7. Research methods in the field of educational management : academic and methodological complex / [author-composer T.E. Kosarevskaya]. – Vitebsk : EE " VSU named after P.M. Masherov ", 2012. – 208 p.

8. Professional and qualification standard of a teacher and issues of its implementation : methodological recommendations / [edited by A.I. Zhuk] ; Ministry of Education of the Republic of Belarus, Educational Establishment "Belarusian State Pedagogical University named after M. Tank". – Minsk : BSPU, 2018. – 136, [1] p.

9. Psychology of individuality: activity resources : a monograph / T.E. Kosarevskaya [et al.] ; edited by T.E. Kosarevskaya ; Ministry of Education of the Republic of Belarus, Educational Establishment "Vitebsk State University

named after P.M. Masherov". – Vitebsk : VSU named after P. M. Masherov, 2014. – 128 p.

10. Rakova, N.A. Andragogical model of teaching : academic and methodological complex / N.A. Rakova. – Vitebsk : EE "VSU named after P.M. Masherov", 2012.

11. Snopkova, E.I. Methodology and methods of pedagogical research : textbook for students of the second stage (Master's programme) of higher education establishments on specialities "General pedagogy, history of pedagogy and education", "Theory and methods of teaching and education (by fields and levels of education)" / E.I. Snopkova, E.A. Yaroshevich ; Ministry of Education of the Republic of Belarus, Educational Establishment "Mogilev State University named after A.A. Kuleshov". – Mogilev : MSU named after A. A. Kuleshov, 2019. – 206 p.

12. Content and methodology of psychological and pedagogical training of a higher school teacher: competence approach : [monograph] / [edited by A.I Zhuk] ; Ministry of Education of the Republic of Belarus, Educational establishment "Belarusian State Pedagogical University named after M. Tank" ; Federal State Budgetary Scientific Institution "Institute of Education Management of the Russian Academy of Education". – Minsk : BSPU, 2018. – 371 p.

Methodical recommendations on the organisation and execution of Master students' self-guided work

During the study of the discipline the following forms of self-guided work are used:

1) self-guided work in the form of performing tasks in the performance of laboratory work with the teacher's advice;

2) compiling a glossary, map-chart or mentalisation of the topic of the lecture;

3) development of a report accompanied by a multimedia presentation;

4) fulfilment of differentiated, multilevel assignments;

5) development of the final project in the field of management consulting in the sphere of education.

SUPPLEMENTARY UNIT

QUESTIONS FOR DISCIPLINE EXAM

1. The teacher-researcher: personal and professional characteristics.
2. Personal competence as the basis for the formation of all teacher professional competences.
3. Professional significant qualities of the teacher-researcher.
4. Essential characteristics of the professional abilities.
5. The method competence of the teacher-researcher.
6. The method literacy of the teacher-researcher.
7. Methodological convictions.
8. The scientific style of thinking.
9. Main features of the method culture.
10. Levels of the method culture.
11. Organisation of pedagogical research.
12. Ethical norms in ethical activities.
13. Ethical mistakes in the teacher-researcher activities.
14. Ethical constraints.
15. Conducting empirical research.
16. Characteristics of the rating method.
17. The process of upbringing and socialization of a teacher-researcher.
18. Motivation to promote the values of culture and art in the educational environment.
19. Essential characteristics of the concept "creativity".
20. The relationship between the intellectual and creative development of the personality.
21. Principles of non-violence in the creative development of the personality.
22. Creativity as the problem of the century.
23. Groups of definitions of creativity.
24. The psychological basis of creativity.
25. The essence of social and general cultural competences.
26. Innovative component in the teacher-researcher's activity.
27. The logic of scientific research by the example of Master's thesis.
28. Scientific article and requirements to it.
29. Modern methods of research of educational (space) processes.
30. Requirements for the organisation and conduct of scientific discussion.
31. Individual style of teacher-researcher activity.
32. Creative workshop of a teacher-researcher using an example of the teacher-innovator or presentation of own teaching experience.
33. Essence of the research competence.
34. The process of formation of the eacher-researcher's professional-personal identity.
35. Formation of professional and personal identity as a basis for the individual activity style of the teacher-researcher.
36. Innovative culture of the teacher-researcher's personality.

Criteria for assessing the knowledge
and skills of Master students in the discipline studied

Testing and assessing the knowledge, skills and abilities of undergraduates is an important component of the learning process and is carried out throughout the academic year. This determines various types of testing and assessment of knowledge. The main ones are:

oral survey:

– individual (answers at the board to questions about the content of the material studied)

– frontal (dividing the studied material into relatively small questions in order to test the knowledge of a larger number of students)

– condensed (simultaneously with the oral response of one student at the blackboard, three or four students respond in writing on separate sheets of paper to previously prepared questions)

– class score (grading students for their work throughout the lesson: active participation in oral surveys of other students, answers to the teacher's questions when presenting new material, etc.)

Standards for assessing the results of educational activities of undergraduates

When assessing the answer, the following are considered:

1) the degree of awareness of the studied material;

2) confirmation of theoretical information with examples;

3) accuracy of presentation of educational material.

Criteria for evaluation

"10" – A Master's student has deeply studied the educational material; consistently and comprehensively answers questions asked; freely applies acquired knowledge in practice; performs the work correctly, without errors, within the time established by the standard; makes full use of recommended literature and additional sources.

"9" – A Master's student has deeply studied the educational material; consistently and comprehensively answers questions asked; freely applies acquired knowledge in practice; performs the work correctly, without errors, within the time established by the standard; uses the recommended literature in full.

"8" – A Master's student firmly knows the educational material; answers without leading questions and does not make mistakes when answering; knows how to apply acquired knowledge in practice; performs work correctly, without errors, uses the recommended literature in full.

"7" – A Master's student firmly knows the educational material; answers without leading questions and makes several minor inaccuracies or one or two mistakes when answering; is able to generally apply acquired knowledge in

practice; makes several minor inaccuracies or one or two mistakes when performing work, uses recommended literature.

"6" – A Master's student knows only the basic material; does not answer the questions asked clearly and completely, which requires additional and clarifying questions from the teacher; performs work with errors that do not affect the quality of the work performed.

"5" – A Master's student knows only the basic material; does not answer the questions asked clearly and completely, which requires additional and clarifying questions from the teacher; makes many minor inaccuracies or 3-4 mistakes when answering, completes work with errors that affect the quality of the work performed.

"4" – A Master's student knows only the basic material; answers the questions asked unclearly and incompletely, requires additional and clarifying questions from the teacher; makes many mistakes when answering, performs work with errors that affect the quality of the work performed.

"3" is given if the amount of knowledge within the educational standard of higher education is insufficient; knowledge of some of the basic literature recommended by the curriculum of a higher education institution in the academic discipline; use of scientific terminology, presentation of answers to questions with significant, logical errors; poor knowledge of the tools of the academic discipline, incompetence in solving standard (typical) problems; inability to navigate the basic theories, concepts and directions of the academic discipline being studied; passivity in practical classes, low level of culture in completing tasks.

"2" is set if there is fragmentary knowledge within the educational standard of higher education; knowledge of individual literary sources recommended by the curriculum of a higher education institution in the academic discipline; inability to use the scientific terminology of the academic discipline, the presence of gross, logical errors in the answer; passivity in practical classes, low level of culture in completing tasks.

"1" is given in the absence of knowledge and (competencies) within the educational standard of higher education, refusal to answer, failure to appear for certification without a good reason.

Test evaluation.

A score of 10 is given if the A Master's student completed the test with 100 points.

A score of 9 is given if A Master's student completed the test with 96–99 points.

A grade of 8 is given if A Master's student completed the test with 90–95 points.

A grade of 7 is given if A Master's student completed the test with 86–90 points.

A grade of 6 is given if A Master's student completed the test with 81–85 points.

A grade of 5 is given if A Master's student completed the test with 76–80 points.

A grade of 4 is given if A Master's student completed the test with 70–75 points.

A grade of 3 is given if A Master's student completed the test with less than 70 points

A grade of 2 is given if A Master's student completed the test with less than 60 points.

A score of 1 is given if A Master's student completed the test with less than 55 points

Test tasks are located in the system tfc.vsu.by./ English-language master's degree program for Chinese citizens / "Personal and professional development of the teacher-researcher".

Requirements for students when passing current and intermediate certification, knowledge control were approved at a meeting of the department and are located in the system tfc.vsu.by / English-language master's degree program for Chinese citizens / "Personal and professional development of the teacher-researcher".

Algorithm for assigning intermediate grades in an academic discipline

1. The final grade for the module is given as the statistical average of the current grades.

2. The assessment for self-guided work is given in a separate block.

3. To determine the final grade, the average score for all modules and self-guided work are calculated.

List of educational technologies and teaching methods used to develop competences

Planned learning results	Technologies, forms and methods
At the level to know:	Lectures, seminars, practical classes, and laboratory work.
At the level to be able to:	Problem-based learning technology. Workshops: socio-cultural, industrial. Project technology. Individual and group projects, mono-subject and inter-subject; short-term (mini-projects), mid-term and long-term projects; information, research, creative and practice-oriented projects; virtual network projects. Case-technology. Technologies for organising students' research activities: student scientific and scientific-practical conferences, scientific student discussions.
	Reflexive role-playing games. Organisational-activity games. Expert games, including computer games. Brainstorming techniques: "reverse brainstorming", "double brainstorming", "conference of ideas".
	Technology "Critical Thinking". Psychological and socio-psychological trainings.
	Training with simulators
	Technology "Debates". Technology of imitation games: business games, role-playing games, imitation games with simulators.
At the level to master:	Conducting classes at the departments' branches, resource centres and joint laboratories. Practice in the specialty.
	Scientific seminar of students' research works. Author's workshop. Scientific publications.

SUPPORTING UNIT
Educational and methodological map of the academic discipline
Full-time form of higher education

Section number, topic	Section title, topics	Number of classroom hours					Form of control
		Lectures	Practical classes	Seminar classes	Laboratory classes	Other	
1	2	3	4	5	6	7	8
1.	Course purpose and objectives. Key concepts	1					Dialogue-polyogue
2.	The teacher-researcher. Personal and professional characteristics	1	4				Creative assignments Business game
3.	Method competence as a basis for the organization of research activity	2	4				Discussion
4.	The ethical component in the activity of the teacher-researcher	2	4				Discussion
5.	Social and general cultural competencies of the teacher-researcher	2	4				Conceptual dictation Face-to-face questioning
6.	Creative personal development of the teacher-researcher	2	4				Test control
7.	The personal activity style of the teacher-researcher		4				Written report
	Total	12	24				
	Final control						Exam

Informational and methodological part

Literature

Main

1. Book of modules. Training and advanced training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement: in 2 hours. Part 1 / [under general. ed. I.V. Aleksashenkova] ; EE "Brest State University named after A.S. Pushkin". – Brest: BrGU named after A. S. Pushkin, 2013. – 260 p.

2. Book of modules. Training and advanced training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement: in 2 hours Part 2 / [under general. ed. I.V. Aleksashenkova] ; EE "Brest State University named after A.S. Pushkin". – Brest: BrGU named after A. S. Pushkin, 2013. – 206 p.

Additional

1. Bumazhenko, N.I. Managing the education of persons with disabilities : a practical reference guide / N.I. Bumazhenko. – Vitebsk : VSU named after P.M. Masherov, 2012. – 139 p.

2. Dyachenko, L.S. Theory of adult education : academic and methodological complex / L.S. Dyachenko. – Vitebsk : EE "VSU named after P.M. Masherov", 2012. – 71 p.

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7. Psychology of individuality: activity resources : a monograph / T.E. Kosarevskaya [et al.] ; edited by T.E. Kosarevskaya ; Ministry of Education of the Republic of Belarus, Educational Establishment "Vitebsk State University named after P.M. Masherov". – Vitebsk : VSU named after P. M. Masherov, 2014. – 128 p.

8.   Rakova, N.A. Andragogical model of teaching : academic and methodological complex / N.A. Rakova. – Vitebsk : EE "VSU named after P.M. Masherov", 2012.

9.   Snopkova, E.I. Methodology and methods of pedagogical research : textbook for students of the second stage (Master's programme) of higher education establishments on specialities "General pedagogy, history of pedagogy and education", "Theory and methods of teaching and education (by fields and levels of education)" / E.I. Snopkova, E.A. Yaroshevich ; Ministry of Education of the Republic of Belarus, Educational Establishment "Mogilev State University named after A.A. Kuleshov". – Mogilev : MSU named after A. A. Kuleshov, 2019. – 206 p.

10.   Content and methodology of psychological and pedagogical training of a higher school teacher: competence approach : [monograph] / [edited by A.I Zhuk] ; Ministry of Education of the Republic of Belarus, Educational establishment "Belarusian State Pedagogical University named after M. Tank" ; Federal State Budgetary Scientific Institution "Institute of Education Management of the Russian Academy of Education". – Minsk : BSPU, 2018. – 371 p.

CONCEPTS AND STRATEGIES FOR THE DEVELOPMENT OF PEDAGOGICAL SCIENCE AND EDUCATION

EXPLANATORY NOTE

The transition to a multi-level system of training teachers necessitates a deeper mastery of a complex of scientific knowledge and skills. This program makes an attempt to present new achievements of pedagogical science, to identify its most pressing problems in modern conditions.

The purpose of studying the academic discipline.

The purpose of studying this course is to develop a high pedagogical culture among undergraduates, ensuring their understanding of pedagogical phenomena in inextricable unity with the realities of modern society.

Objectives of studying an academic discipline.

The objectives of the course are:

1. Ensuring the assimilation of the most important theoretical and methodological issues about the modern social situation in the field of education, the nature and specifics of state policy in the field of education in the Republic of Belarus, ensuring the formation of theoretical professional and pedagogical thinking.

The educational and methodological complex contains an explanatory note, an educational and thematic plan for the course "Concepts and strategies for the development of pedagogical science and education," a list of educational and scientific literature, seminar lesson plans, creative and test assignments, and exam questions.

2. Promoting the formation of knowledge from the main directions of development of pedagogical science and the practical use of the results obtained.

3. Ensuring the acquisition of knowledge on the state of the national system of continuing pedagogical education, identifying the goals, objectives, principles and strategic directions of its development.

Place of academic discipline.

The system of specialist training at the level of advanced higher education is determined by the fact that the knowledge and skills acquired by students while studying the named academic discipline have the property of universality and are in demand for solving not only pedagogical problems, but also social and professional problems in the field of any profession. The academic discipline "Concepts and strategies for the development of pedagogical science and education" is associated with the discipline "Economic theory", "Pedagogy and psychology of higher education", "Philosophy", "Methodology of pedagogical research".

Requirements for mastering an academic discipline in accordance with the educational standard .

The academic discipline is included in the educational institution component, the module "Pedagogy and education in a digital society." Studying an academic discipline ensures that students develop the following competencies:

SK-1 Systematize the conceptual and scientific-methodological apparatus of pedagogy, modern concepts, models and strategies of teaching, upbringing, personal development and implement the educational process in the conditions of a developing information and educational environment.

As a result of mastering the academic discipline, the undergraduate must:

know:

- objective socio-economic prerequisites for the emergence and development of pedagogical theory;

- conceptual and terminological apparatus of pedagogy;

- essential characteristics of teacher education;

- current problems and prospects for the development of pedagogical science;

- the state of the national system of continuing teacher education;

- purpose, objectives and principles of development of the national system of continuing teacher education;

- strategic directions for the development of the national system of continuing pedagogical education.

be able to:

- improve and develop your intellectual level and general cultural level;

- form and argue your own judgments and professional position;

-adapt to new situations of social and professional activity.

own:

- methods of scientific and pedagogical research by means of interpretation of historical knowledge;

- possess communication skills.

Structure of the academic discipline

The academic discipline "Concepts and strategies for the development of pedagogical science and education" is designed for 108 hours; of which – 36 hours of classroom, 16 hours of lectures, 20 hours of seminars. The complexity of the academic discipline is 3 credit units. Form of intermediate certification for academic discipline: exam.

THEORETICAL UNIT

TOPIC 1. GENESIS AND CURRENT STATE OF PEDAGOGICAL SCIENCE AND EDUCATION

Lecture plan:
1. Main stages in the development of pedagogical thought.
2. Science is the basic form of human knowledge.
3. Place of pedagogy in the system of sciences.
4. Formation of a new educational paradigm.

BASIC CONCEPTS: *science, pedagogy.*

1. Main stages in the development of pedagogical thought

A number of periods can be distinguished in the development of pedagogy. Traditionally, when considering pedagogy, three periods are distinguished.

The first - the initial period, which lasted from ancient times until the 17th century, is associated with understanding the practice of education and the formation of pedagogical thought.

Primitive society. During this period, the formation of education as a social phenomenon occurs, its transformation from spontaneous action into conscious activity. An outstanding pedagogical achievement of primitive society was the preparation and conduct of initiations. The pedagogical meaning of initiation was that children, moving from one age group to another, receive a new social status - an adult full member of the community.

Middle Ages. In the Middle Ages, education was based on the perception of man as such before God. At this time, the final formation of stable social groups occurs. Each social group had its own legal status, its own rules of conduct, moral standards, external forms of distinction, rights and privileges. The assimilation of social norms began from birth

In ancient philosophy thoughts about education, organization of training, and the importance of education for human development were reflected. Thus, the ancient Greek philosopher, scientist and encyclopedist Democritus proposed a detailed theory of knowledge. In knowledge, he distinguished two types of knowledge: sensory and rational, and, according to Democritus, sensory experience underlies rational knowledge.

Late European Middle Ages (XII - early XV-XI centuries) was marked by events that radically changed priorities and approaches to upbringing and education. The "pedagogical revolution" that took place was associated with cultural and ideological movements called the Renaissance and Reformation. Representatives of these movements condemned the severity of traditional

education and were not satisfied with the state of connections between education and the outside world and the teaching of scientific knowledge.

2. Science is the basic form of human knowledge

The social functions of science change and develop historically, representing an important aspect of the development of science. Modern science in its interaction with various spheres of the life of society and the individual performs three groups of social functions: 1) cultural and worldview functions, 2) the functions of science as a direct productive force, 3) the functions of science as a social force.

In the Middle Ages, the position of the supreme authority called upon to discuss and solve fundamental worldview problems won theologians. In the field of emerging science, problems of a more private and mundane order remained. The first step in the process of penetration of scientific knowledge and scientific thinking into the structure of human activity and society was the discovery by Copernicus of the heliocentric system.

Today, science is more and more clearly showing one more group of functions - it is beginning to act as a social force. The data and methods of science are used to formulate plans and programs for social and economic development. Due to the complex nature of such plans and programs, their development and implementation presuppose the interaction of social, natural and technical sciences. The growing role of science in public life has been given rise to its special status in modern culture and new features of its interaction with various layers of social consciousness. In this regard, the problem of the features of scientific knowledge and its relationship with other forms of cognitive activity (everyday consciousness, art, etc.) is sharply raised. Understanding the specifics of science is also necessary for building a theory of management of science itself under conditions of accelerated scientific and technological progress.

3. Place of pedagogy in the system of sciences

A special place in the system of the humanities is occupied by pedagogy - a science that reveals the essence, structure, laws of education as a social phenomenon, the purpose of various types of educational processes in the development of a personality, which develops ways and means of increasing their effectiveness.

Such a place of pedagogy in the system of sciences determines its rather high purpose associated with the education of a person in a person. The process of obtaining pedagogical knowledge is subject to the general laws of scientific knowledge studied by philosophy. Philosophy is also a theoretical platform for

understanding pedagogical experience and creating pedagogical concepts. Pedagogy cannot acquire the status of science through experimentation and generalization of experience without their philosophical justification. The most traditional is the connection between pedagogy and psychology. Pedagogy must take into account the reality with which a person deals in its original and concrete development. Until pedagogy had sufficiently accumulated its own scientific content, it was used psychology as a theoretical basis for pedagogical practice. The most prominent educators of the past were primarily philosophers and psychologists. The connections of pedagogy with other sciences are not limited to philosophy and psychology, the general point of which is the study of man as a person. Pedagogy is closely related to the sciences that study him as an individual. These are sciences such as biology (human anatomy and physiology), anthropology and medicine. The connection of pedagogy with medicine led to the emergence of correctional pedagogy. The connection of pedagogy with economic sciences served to isolate such a branch of knowledge as the economics of education, the subject of which is the specificity of the operation of economic laws in the field of education. The traditional ones also include the links between pedagogy and sociology, which is manifested in the planning of education, identifying the main trends in the development of certain groups or strata of the population, the laws of socialization and education of the individual in various social institutions . The development of links between pedagogy and other sciences leads to the identification of new branches of pedagogy - borderline scientific disciplines. Today pedagogy is a complex system of pedagogical sciences. Its structure includes: general pedagogy, which investigates the basic laws of education; age pedagogy - preschool, school pedagogy, pedagogy of adults, - studying the age aspects of education and upbringing; correctional pedagogy - surdopedagogy (teaching and upbringing of the deaf and hearing impaired): typhlopedagogy (training and upbringing of the blind and visually impaired), oligophrenopedagogy (training and upbringing of mentally retarded and children with mental retardation), speech therapy (training and upbringing of children with speech impairments); private methods (subject didactics), exploring the specifics of the application of general laws of teaching to teaching individual subjects; the history of pedagogy and education, which studies the development of pedagogical ideas and educational practices in different eras; branch pedagogy (general, military).

4. Formation of a new educational paradigm

In modern philosophy, there are three types of scientific rationality - classical, non-classical and post-non-classical. Each of them corresponds to a certain stage in the development of society - industrial, post-industrial, modern informational.

The pedagogical paradigm corresponding to the classical type of rationality was the knowledge paradigm that dominated European pedagogy

until the second half of the 20th century. The educational process was based on classical principles and methods.

The non-classical type of rationality corresponds to the personality-activity pedagogical paradigm, which was formed in the last third of the twentieth century.

The personality-oriented paradigm has become the pedagogical paradigm corresponding to the post-nonclassical type of rationality, which, in order to emphasize its difference from knowledge, is often called developmental. The main goal of training in accordance with it is not the transfer of knowledge, but the development of certain innate inclinations, abilities, forms of the psyche. The ideology of education is becoming "the ideology of pedagogy of development" (A.G. Asmolov). The environment for the development and upbringing of a child in the personality-oriented paradigm of education is culture.

In the modern humanistic educational paradigm, the view of a person as the main cultural value for which the development of society is carried out is affirmed. In this aspect, the content of education is based on culturological and personality-oriented approaches associated with it.

The basis of this approach is culture, which is reflected in the definitions given by different authors. N.B. Krylova, for example, considers the culturological approach as a set of methodological techniques that provide an analysis of any sphere of life through the prism of system-forming culturological concepts, such as culture, cultural patterns, norms and values, way of life and way of life, cultural activities and interests, etc. According to E.V. Bondarevskaya, the named approach is "the vision of education through the prism of the concept of culture, that is, his understanding as a cultural process, carried out in a culturally similar educational environment, all the components of which are filled with human meanings and serve a person who freely manifests his individuality, capable of cultural self-development and self-determination in the world of cultural values.

Culture can be presented ambivalently: as a result (spiritual culture and material artifacts), as well as in the form of the process of its creation - cultural creation. The creation of culture is never completed, its content is not enough for each specific action in the specific conditions of place and time. Therefore, culture has enormous potential for the manifestation of human creativity and needs.

In philosophy and cultural studies, various functions of culture are distinguished: adaptation, cognitive, informational (communicative), regulatory, transformative, value. The function of human creation is especially significant, since the study of the phenomenon of culture begins with the personality and any of the functions of culture is associated with its formation. The process of cultural reproduction and creativity begins and ends with the personality. Creation for a person plays an important role, since only in

development, in the process of creation, does a person develop, improve and self-actualize (A.N. Galaguzov, M.S. Kagan, N.B. Krylova, E.S. Markaryan).

In today's, strictly humanitarian, understanding of culture, the main emphasis is on its creative dominant. Culture is viewed not just as a set of fixed social standards (values, norms, etc.), but as an aggregate (generic) creative experience, as a Universe of human creative abilities (V.T. Kudryavtsev). Mastering the creative potential of culture presupposes its creative transformation. The cultural and creative function of childhood consists in the child's generation of historically new universal abilities, new forms of active attitude to the world, new images of culture as the creative potential of mankind is mastered. In the personality-oriented paradigm of education, culture acts as an environment for the development and upbringing of a child.

It follows from the above that modern education should be built within the framework of the cultural and historical paradigm, focused on the development of children's ability to transform the content of social experience, to master culture as a system of problem-creative tasks and thereby create conditions for the self-realization of each child as an individual.

TOPIC 2. SYSTEMATICS OF TERMINOLOGICAL APPARATUS OF PEDAGOGICAL SCIENCE IN CONDITIONS OF PARADIGMAL CHANGES

Lecture plan:
1. Difference between natural and artificial languages. Language features of scientific style.
2. Semiotics as a science that studies the properties of signs and sign systems.
3. Category apparatus as the basis of scientific knowledge.
4. Systematics of terminological apparatus for pedagogy: search and new solutions.

BASIC CONCEPTS: *professional language artificial language, world language, scientific style, semiotics.*

1. Difference between natural and artificial languages. Language features of scientific style

Historically, the formation of the language took place in various forms, different languages created various groups, the cultural features of various structural components of the language have survived to this day. All languages are usually divided into 2 large groups: natural and artificial languages.

Natural languages have arisen in the conditions of the formation of man in various natural-geographical and socio-historical conditions. Being one of the main ethnic characteristics (common territory of residence, language, culture, mentality), natural language became a means of integrating people in the first stages of the formation of human society. With the complexity of social life and the settlement of people across vast territories of the globe, linguistic differences arose, which led to the formation of many national languages. Currently, there are about 5,000 languages on the globe, spoken by residents of a little over 200 countries.

Social dialects are the language of various social groups, which, for various reasons, in certain socio-historical conditions, can act as creators and carriers of a separate subculture. This subculture can take shape in various linguistic forms. The main difference between social dialects and other forms of language is either in the use of special words to denote phenomena known only to this social group, for example, the language of criminals, or in changing the meaning of ordinary words. Professional language is a type of social dialect. Its main difference from natural language is that it is the language of a separate social and professional group, whose specialized activity is associated with the need to use special terms to designate specific phenomenal and objects included in this professional activity. Depending on the linguistic conditions in which a specific professional activity began to form, terminology may develop, which in this case is of a borrowed nature.

Thus, classical medicine traditionally operates with terminology in Latin - already dead - language. The professional language is the means of existence of the professional culture.

Constructed languages are special formalized languages designed according to a specific plan for specific purposes, for example, shorthand, Morse code, computer languages.

World (international) languages are the most common languages used by representatives of different peoples outside the territories inhabited by people for which they are originally native. These are the languages accepted as the working languages of the UN and other international organizations. Today these include: English, French, Spanish, Russian, Chinese. The leading place belongs to English, the native language of 350 million people, which is studied in almost all countries of the world. There are auxiliary international languages, such as Esperanto, an artificial language created in 1887 with the aim of facilitating the communication of people speaking different languages. Esperanto got its name from the pseudonym of its creator: Esperanto means "hopeful".

The scientific style is a linguistic variety and serves for communication in the field of social activities of science and technology. It belongs to the book style, with the help of it people record, prove and transmit

scientific information. It is used in specialized scientific literature. The scientific style is realized in oral and written forms of speech.

2. Semiotics as a science that studies the properties of signs and sign systems

Semiotika, or semiology (Greek σημειωτικ etc., from other - Greek σημεῖον - "sign, sign") is a science that studies the properties of signs and sign systems (natural and artificial languages). Semiotics appeared at the beginning of the 20th century and from the very beginning it was a meta-science, a special kind of superstructure over a whole range of sciences operating with the concept of a sign. Despite the formal institutionalization of semiotics (there are semiotic associations, journals, conferences are held regularly, etc.), its status as a unified science is still debatable. Thus, the interests of semiotics extend to human communication(including usingnatural language), animal communication, information and social processes, the functioning and development of culture, all forms of art (including fiction), metabolism, and much more.

The idea of creating a science of signs arose almost simultaneously and independently from several scientists. The American logician, philosopher and naturalist Charles Pearce (1839–1914) is considered the founder of semiotics, who suggested his name. Peirce gave a definition of a sign, an initial classification of signs (indices, icons, symbols), established the tasks and framework of the new science. Peirce's semiotic ideas, presented in a very unconventional and difficult to understand form, and besides in publications far from the reading circle of humanities scientists, gained fame only in the 1930s, when they were developed in his fundamental work by another American philosopher, C. Morris, who, among other things, determined the structure of semiotics itself. Peirce's approach was further developed in the works of such logicians and philosophers as R. Karnap, A. Tarski, and others.

Somewhat later, the Swiss linguist F. de Saussure (1857–1913) formulated the foundations of semiology, or the science of signs. The famous Course in General Linguistics (a course of lectures) was published by his students after the death of the scientist in 1916. The term "semiology" is still used in some traditions (primarily French) as a synonym for semiotics.

Another key concept of semiotics is the sign process, or semiosis. Semiosis is defined as a certain situation that includes a certain set of components.

Semiotics is divided into three main areas: syntactics (or syntax), semantics and pragmatics:

- syntax (syntactics) studies the internal properties of sign systems without regard to interpretation;

- semantics considers the relation of signs to the designated;
- pragmatics explores the connection of signs with the "addressee", that is, the problems of interpretation of signs by those who use them, their usefulness and value for the interpreter.

3. Category apparatus as the basis of scientific knowledge

The categorical apparatus of science includes categories, terms and concepts of different levels. All of them are divided, according to V.V. Kraevsky, into the following main groups: Philosophical categories reflect the most general features and connections, sides and properties of reality, help to understand and reflect the patterns and trends in the development of pedagogy or psychology itself and that part of reality that studies.

Pedagogical patterns, for example, cannot be disclosed without using the categories "essence" and "phenomenon", "general and individual", "cause and effect", "possibility and reality", "quality and quantity", "space and time", "Contradiction", "being", "consciousness", "practice" and other philosophical categories. The main philosophical category in pedagogy is the category "person".

General scientific categories that differ from philosophical categories: "system", "structure", "function", "element", "optimality", "state", "organization", "formalization", "model", "hypothesis", "Level", etc. They serve as a tool for the researcher of scientific knowledge, since they reflect the applied research procedures.

There is another group of terms and concepts that express and describe the specifics of pedagogical and psychological scientific disciplines. The division of these categories into pedagogical and psychological is very conditional, but it is necessary for an adequate reflection in a separate study of the pedagogical reality selected for the study.

Own terms of pedagogy: "pedagogy", "education", "pedagogical activity", "pedagogical reality", "pedagogical interaction", "pedagogical system", "educational process", "teaching and learning", "academic subject", "Educational material", "educational situation", "teaching method", "teaching method", "teacher", "student", "lesson", "educational technology", etc. All of them are interconnected, like those phenomena of reality that are reflected in them.

Own terms of psychology: "psychology", "image", "psyche", "consciousness", "unconscious", "learning", "development and growth", "interiorization and exteriorization", "attitudes", "relationships", " Experience", "mental activity", "individual, individuality, personality", "needs and" motives", "abilities", "psychological reflection", "normative crisis", "value orientations", "identification and identity", "behavior", "holistic mental structures", "creativity and creativity" , "intelligence" , "psychological health", "higher mental functions", etc.

Often the definition of a category, term or concept is considered as one of the types of theoretically significant results of research activities. The need to define the used term, concept or category (to define them) arises in the research process, as a rule, in the following cases:

a)   there is no definition of the term, concept or category in question in scientific sources;

b)   on the contrary, there are many different definitions, but none of them can be considered satisfactory in the context of this study;

c)   it is required to highlight (emphasize) a specific aspect in the studied subject or consider this subject from certain (designated) positions.

The definition (from Lat. Definitio - definition) of a term, concept or category must include at least two substantive parts: the place and role of the determined (what kind of genus it belongs to);

1)   its qualitative originality (species differences).

The extended definition is supplemented by two more parts:

1.   the mode of existence or essence (manifests itself in the functions of the defined in the structure of a wider system);

2.   the content of the determinable (what it consists of, consists of).

The terms, concepts or categories used in research work can be divided into three groups.

The first group consists of key categories through which the topic and methodological apparatus of the research is determined. These categories must be fully defined.

The second group consists of auxiliary concepts and categories that are not key for this study, but are important for understanding its specifics and the findings. It is enough to define them by the first two points.

The third group - terms and concepts that make up the terminological apparatus of science and the methodological approach, within which the research is carried out. If their understanding is not specific to a given study or the methodological approach used, then it is sufficient that their definition is clear from the context.

4. Systematics of terminological apparatus for pedagogy: search and new solutions

The problem of systematizing the terminological apparatus in pedagogical science is today not an idle task, which was posed earlier.

Most modern studies of the terminology system are carried out to fix a certain stage in the development of knowledge, however, it is very important to make a forecast of the main directions and trends in the development of pedagogical knowledge. A new solution to this problem was proposed in the framework of a joint study of Russian and Belarusian scientists, declared by the project "Systematics of the terminological apparatus of the modern paradigm of

education as a methodology for selecting the content of pedagogical education". Its purpose was to conduct clustering of conceptual series in various areas of pedagogy in the context of the formation and development of the modern educational paradigm for the design of the modern content of pedagogical education.

This study involved the creation of a concept sphere (a set of concepts) of a cluster in a separate area of pedagogy using the methods of conceptual analysis and synthesis, semantic generalization. Then, on the basis of the concept sphere, a set of terminospheres were identified that are relevant for understanding modern pedagogical phenomena and processes (corresponding to the educational paradigm). In the concept sphere, three layers have been distinguished:

1) the core is the circle of concepts that is enshrined in the basic sources: textbooks, educational and teaching aids, recommended and approved as teaching aids for students, and has become widespread in the science and practice of education (cognitive-propositional component of the concept);

2) the nuclear zone - concepts enshrined in textbooks, manuals, dictionaries, in periodicals, that is, they have become widespread and accepted by the community (different lexical representations of the concept, its synonyms, etc.);

3) periphery - those concepts in which new knowledge can grow (associative-shaped representations, author's models in specialized scientific publications, monographs, articles).

Next, consider the analysis according to the appropriate methodology of the term "pedagogical technology". It has appeared in pedagogical theory and practice recently, and is only gaining a place among nuclear terms.

The analysis of the texts of specialized sources made it possible to single out the following terms of the peripheral layer of the concept sphere for the nuclear term "pedagogical technology": information technology, hypertext technology, reflexive technology, distance learning technologies.

Thus, the conducted concept analysis showed the following:

- the term "pedagogical technology" appeared relatively recently in the theory of pedagogical science, namely in the 80s of the 20th century, it is consistent with the algorithmic approach in education;

- currently coexists among related terms: "educational technology", "teaching technology", "education technology", "teaching methods", which correspond to different paradigmatic approaches that exist in the modern period of polyparadigmality.

TOPIC 3. METAININNATIONAL MODELS OF PEDAGOGICAL RESEARCH DEVELOPMENT

Lecture plan:
1. Innovation problems at the front edge of development of pedagogical science and practice.
2. Genesis of models of development of pedagogical science. Mutual complementary models of metacognitive system of pedagogical science.
3. Effectiveness of pedagogical science in social and economic aspects.

BASIC CONCEPTS: *innovation.*

1. Innovation problems at the front edge of development of pedagogical science and practice

The concept of "innovation" means newness, change; innovation as a means and process involves the introduction of something new. In relation to the pedagogical process, innovation means the introduction of something new in the goals, content, method, forms of teaching and upbringing, and the organization of joint activities between teacher and student. In domestic pedagogy, the first attempts have been made to explain the essence and content of innovative processes.

In understanding the essence of innovative processes in education, there are two most important problems of pedagogy - the problem of studying, generalizing and disseminating advanced pedagogical experience and the problem of introducing the achievements of psychological and pedagogical science into practice.

According to researchers O.G. Khomeriki, M.M. Potashnik, A.V. Lorensov, pedagogical innovation processes have become the subject of special study by scientists since about the end of the 50s of the 20th century in the West and in the last 30 years in our country. Addressing the problems of innovation and highlighting them among the most important areas of modern scientific thought was the result of awareness of the increasing dynamics of innovation processes in society. The development of pedagogical innovation in our country was difficult due to the monopoly dominance of one ideology and the totalitarianism associated with it in the management of all spheres of life, science, school, as well as complete ignorance of the demands and needs of the developing sociocultural space.

Democratic changes in recent years have provided teachers with additional opportunities to realize their bold ideas and endeavors, legislating the right to freedom of pedagogical creativity. And it was here that practice

encountered a contradiction between the need for development and the inability to realize it.

Innovation is also considered as an inventive activity when two previously unrelated systems intersect in a special way - the individual and innovation. The perception of novelty, as such, is purely subjective and does not depend on whether the subject in question existed as new before or not: the individual perceives it as new. A social subject becomes a supporter of innovation when he can adequately assess the state of the environment and predict his state in the context of the innovation process in terms of the acquisition and loss of social advantages. This phenomenon is called innovative perception. Innovative perception can develop in an individual in the process of acquiring new knowledge and revising his values, attitudes, and expectations.

2. Genesis of models of development of pedagogical science. Mutual complementary models of metacognitive system of pedagogical science

Sources and models for the development of pedagogical science are formed in its metacognitive system and explicitly or implicitly determine the tactics and strategy of its development.

Metacognitive system of pedagogical science includes two types of complementary models: traditional and innovative. Their demarcation is quite conditional. The demarcation criteria are: a normatively approved research strategy, the effectiveness and quality of pedagogical research.

A normatively approved research strategy includes: general rules of research practice, possible ways of their implementation, as well as a set of factors contributing to the successful conduct of research. In the transition from traditional models to innovative ones, a progressive transformation of the research strategy is carried out, which leads to an increase in the quality of pedagogical research (fundamentally new ideas, concepts, approaches, etc.) and their effectiveness (social and economic effects). There is also a change in the formal indicators of the development of pedagogical science (the number of scientific results and printed works, the amount of funding, the number of scientists, the number of scientific institutions and their structures).

The natural science model of cognition is borrowed by pedagogy from natural science disciplines. The natural science model of cognition presupposes: the establishment of universal mechanisms; rejection of metaphysics and the desire to take into account only those conclusions that are based on facts; substantiation of judgments based on the reliability of the results, as well as the possibility of verifying facts; isolating the ideal component in a real object, getting ahead of practice. The object of scientific pedagogy is a pedagogical fact (phenomenon). To some extent, the natural science model of the development of

pedagogical science is implemented in the associative-reflexive concept of education. However, the natural science model in pedagogy cannot be fully implemented, since it does not take into account the features of post-classical rationality, as well as the possibility of implementing the procedure for idealizing the object of knowledge and its splitting.

The innovative direction of development of pedagogical science is determined not only by the individual models listed above, but also by their combinations. Combinatorial-complex models of development of pedagogical science are integrative. They attempt to combine and complement the natural science model and the personal-cultural model. In this case, it is not a paradigmatic, but a "cultural-digmatic" orientation that arises. It is relevant to develop new methods of pedagogical science as derivatives of this synthesis: finalist explanations, explanatory understanding, etc.

Postclassical rationality determines the emergence of other models of development of pedagogical science, in particular configurative-systemic ones. They combine existing models and their individual components with a focus on the minimum sources of justification necessary to achieve the researcher's goals. Immanent for configurational-systemic models of the development of pedagogical science is the development of new categorical systems (nonlinearity of the pedagogical process, quantum nature of education, electronic education, etc.).

Obtaining objectively new pedagogical knowledge, increasing the effectiveness of pedagogical research, and integrating it with teaching activities will be facilitated by the orientation of the research strategy towards a holistic innovation cycle. It includes the following areas: scientific research, creation of innovation, implementation of innovation, reflection of innovation.

3. Effectiveness of pedagogical science in social and economic aspects

The main indicators of the successful implementation of a meta-innovative model of science development are the effectiveness and quality of pedagogical research.

The effectiveness of pedagogical science is considered mainly in social as well as economic terms.

The social effect is manifested in increasing the level of education, culture, professional training of young people, eliminating negative phenomena in the life of society, and creating conditions for personal self-realization.

The economic effect involves making a profit from the implementation of scientific research (savings from the rational placement of a network of schools, from reducing the duration of training, etc.). An economic effect can also be obtained from the sale of a commercial research product (textbooks, educational and methodological complexes, computer programs, etc.).

The second most important indicator of scientific research is the quality and usefulness of scientific products.

The quality of fundamental scientific and pedagogical research is determined by fundamentally new concepts, ideas, approaches in the field of training and education, theory and history of pedagogy, the significance of the results obtained for the development of pedagogical science, and the prospects they open for improving applied research.

The quality of applied scientific and pedagogical research and development is determined by their practical significance, influence on the processes of teaching and upbringing, the relevance of the acquired knowledge, and the ability to use it to transform reality.

High quality pedagogical research ultimately ensures the most effective achievement of educational, educational and developmental goals for a given group of people, taking into account their qualifications, time and operating conditions.

Indicators of the productivity of scientific knowledge also include: the number of scientific results, the number of printed works, the number of scientists, the number and structure of scientific institutions, the size of capital investments, the frequency of subsequent use of once completed research.

Social transformations of the last decade, trends in the development of education in the world, a decrease in the innovative and social potential of pedagogical science are prerequisites for the formulation of priority problems that lead to an increase in its quality and efficiency:

1. Development of pedagogy methodology and its fundamental general principles: transition from monoscientific justifications to polyscientific justifications; supplementing the natural science ideal of knowledge with a humanitarian model; further development of the categorical apparatus and methods of pedagogical research, intensification of historical, pedagogical and scientific research.

2. Development of pedagogical concepts, technologies and methods focused on the priority values of education - development and self-development of the individual.

3. Design of educational systems that ensure the subject's successful mastery of adaptation methods: assimilation and accommodation throughout life. Education of a competitive subject who diversifies various forms of activity: cognitive, transformative, managerial and axiological.

4. Clarification of goal setting, development of motivation and interest in learning, development of new academic disciplines, principles for selecting content and determining its structure, methods, forms, means and learning conditions adequate to the personal needs of the individual and society, intensive development of virtual education and information technology.

5. Determination of the principles of permanent renewal of the structure and content of education, improvement of existing and development of new academic disciplines and textbooks.

6. Formation of a current area of research - the theory and methodology of e-education.

7. Optimization of the structures of educational institutions and their management at various levels, taking into account the characteristics of the labor market.

8. The formation of sociology and economics of education. Study of personal characteristics of educational subjects and monitoring of the attitude of various educational subjects to their activities, economic problems of education, possibilities of using commercial sources of financing.

9. Determination of the principles of modernization of the information and material and technical base of education.

10. Research of innovative processes in education, formation of an innovation system.

11. Determination of trends in the development of education in historical and global contexts.

Awareness by the scientific pedagogical community of trends in improving types of rationality, as well as models and patterns of development of pedagogical science, will increase the productivity of research practice, provide a more adequate description, reasoned explanation and accurate prediction of changes in pedagogical reality.

TOPIC 4. CONCEPTUAL BASIS
OF THE EDUCATION INNOVATION STRATEGY

Lecture plan:
1. The essence of pedagogical innovation, its goal.
2. Object and subject of pedagogical innovation.
3. Tasks of pedagogical innovation.
4. Essence and structure of the innovation process.

BASIC CONCEPTS: *education, pedagogical innovation, innovation, novelty, innovation, pedagogical innovation, object of pedagogical innovation, subject of pedagogical innovation. process, innovation process, innovation activity.*

1.   The essence of pedagogical innovation, its goal

The innovative course of development of the state provides for such an organization of relations in society that would ensure an increase in social wealth

and an increase in the well-being of its members through a constant increase in the productivity of the use of all production resources.

One of the most important factors in the stability of the state's economy, the driving force of its dynamic development, in modern conditions is education.

In pedagogical science, education is considered as a socially, culturally and personally determined activity, in the process of renewal of which the subjects of this activity are included. The modern educational space consists of two types of pedagogical processes - innovative and traditional. Accordingly, two types of education are distinguished: "supportive" and innovative.

"Supporting" education is the process and result of educational activities that are aimed at maintaining, reproducing the existing culture, social system, social experience, its preservation and inheritance. Supportive education is implemented through traditional education, which is predominantly reproductive in nature and can, at best, ensure the continuity of sociocultural experience, rather than its development and transformation.

Innovative education– the process and result of such training and educational activities, which, in addition to maintaining existing traditions, stimulates the desire of future specialists to make changes to the existing culture, social sphere, economy, etc. with the goal of creating a new, competitive product, bringing it to the consumer and, as a result, improving the quality of life.

In accordance with the Code of the Republic of Belarus on Education, innovative activities in the field of education:

–   aimed at updating the content of educational programs and improving the quality of education through the implementation of experimental, innovative projects;

–   is a process of testing the results of fundamental and applied scientific research in the field of education in order to determine the effectiveness and feasibility of their mass use;

–   involves the introduction into practice of the results of fundamental and applied scientific research in the field of education, tested during experimental activities.

Pedagogical innovation is involved in changes in education, thereby serving as a connecting link between eras.

Pedagogical innovation characterizes changes in education over time.

Education, by its very nature, cannot help but be innovative.

Pedagogical innovation– a science that studies the nature, patterns of emergence and development of pedagogical innovations in relation to subjects of education, as well as providing a connection between pedagogical traditions and the design of future education.

From this definition follows the main goal of pedagogical innovation - to scientifically substantiate and ensure continuous change in education in the interests of bringing it closer to the realized essence of the person receiving the education.

Thanks to the efforts of scientists, practicing teachers, administrators and politicians, innovative changes in domestic education today are taking place in the following areas:

– changing goal setting, bringing it into line with humanistic guidelines and requirements;

– the formation of a new content of education that would be closer to the rapidly changing life and would preserve the fundamental principles as much as possible;

– creation and implementation of new educational standards;

– development of a competency-based approach;

– introduction of personality-oriented, health-saving learning technologies;

– application of methods, techniques, means of individualization of training;

– creating conditions for individual self-determination in the learning process;

– creation and development of creative innovative teams of schools;

– changes in the activities of teachers and students associated with the introduction of a unified state exam, student portfolio (portfolio of achievements).

The intensity of ongoing changes in the activities of educational institutions leads to an increase in the need for a new theoretical understanding of the essence of managing innovation processes at the level of both the state and individual educational institutions, in the development of pedagogical conditions that ensure effective innovation movement.

2. Object and subject of pedagogical innovation

Defining the object and subject of pedagogical innovation, we will initially give definitions of the object and subject of science, and reveal the main categories of pedagogical innovation.

Object*– this is the area of reality that this science explores.*

Subject *– a way of seeing an object from the perspective of this science.*

Innovation refers to innovations, targeted changes that introduce new elements into education and cause its transition from one state to another, with positive changes regarding the selected parameters.

Innovation*(pedagogical)– an idea, method, means, technology or system, something new, specially designed, researched, developed or accidentally discovered.

Innovation is a product of mastering and implementing innovation.

Pedagogical innovation is a theoretically grounded, purposeful and practice-oriented innovation.

In any pedagogical innovation, the object of research is changes in the educational processes of specific subjects, students, students, specialists who improve their skills, etc.

Subject of pedagogical innovation– a set of pedagogical conditions, means and patterns associated with the development, introduction and development of pedagogical innovations in educational reality.

The subject of pedagogical innovation also includes a system of relationships that arise in innovative educational activities aimed at developing the personality of subjects of education– students, teachers, administrators.

As for other sciences, the object of which is also education, including innovative education, they should be clearly separated from pedagogical innovation precisely by their specific subject. For example, personal changes in innovators and psychological factors of resistance to innovation are studied by psychology. The level of compliance of innovations with the expectations of society, the determination of specializations and training profiles required by regions are considered by sociologists. Economists are developing systems for introducing financing mechanisms into education. Managers are concerned about the role of universities and schools in training personnel who are proficient in the technology of organizing activities. Pedagogical innovation is aimed at finding and implementing such changes in education that will lead to an increase in its quality and/or approach to new goals that are relevant for society.

In modern education, it is customary to distinguish between two types of innovative phenomena: "innovation in the education system" and "innovative teaching". Innovation in the education system is associated with the restructuring, modification, improvement and change of education systems or its individual aspects. Innovative learning is defined as a special type of learning, a product of purposeful, scientifically based activity in the educational process.

Both of these phenomena are interconnected. Innovations in the education system and innovative teaching are studied by pedagogical innovation in unity.

3. Tasks of pedagogical innovation

The tasks of pedagogical innovation are formed in relation to its subject and goals. Scientists propose three types of problems of pedagogical innovation:

1. Descriptive-explanatory tasks designed to give a picture of what actually exists at the level of theoretical explanation.

2. Tasks related to the development of new models of innovative activity, new technologies for its implementation, new forms of its organization.

3. Tasks related to the development of ways to develop systems of innovation.

In the resulting system of tasks, there is no room left for the activities of the subjects of updated education themselves - students and teachers; their participation in the design or redefinition of innovative processes is not provided for. Taking into account the principle of human conformity and subjective involvement in the management of educational processes, V.S. Lazarev proposes to supplement this taxonomy of tasks with the following types:

1. Tasks related to the study of the system of relationships that arise in innovative educational activities in relation to the personal formation and development of the student and teacher.

2. Tasks related to the nature and patterns of emergence, development of pedagogical innovations, their connection with the traditions of the past and future in relation to the subjects of education.

The following may be subject to the process of innovative transformations:

– target and conceptual blocks of education;
– organizational structure of the education system, educational institutions, educational authorities, system of advanced training;
– pedagogical technologies (forms, methods and technological means);
– structure and content of education;
– curriculum, textbooks, electronic learning tools;
– scientific and methodological support of the educational process;
– principles of education management, quality of education;
– system of monitoring, diagnostics, control and evaluation of educational results;
– economics of education, state and interstate policy in education.

4. Essence and structure of the innovation process

Process *- movement forward, changes.*

Innovation process *– the process of development of education through the creation, dissemination and development of innovations.*

Innovative processes in education are considered in three main aspects: socio-economic; psychological and pedagogical; organizational and managerial.

The conditions in which innovation processes occur depend on the content of these aspects. Existing conditions can facilitate or hinder the innovation process.

In relation to the reasons for the emergence of innovation, two types of innovation processes are distinguished: spontaneous and consciously controlled.

First type- innovations that occur largely spontaneously, without an exact link to the generating need itself, or without the participants in innovation fully understanding the system of conditions, means and ways of implementing the innovation process.

Innovations of this kind often do not have sufficient scientific justification and occur on an empirical basis, under the influence of situational conditions or spontaneous requirements. These include certain changes in the activities of a number of officials, practical innovative teachers, and parents.

Second type— innovations in the education system, which are the product of scientifically based, purposeful activities of an interdisciplinary nature. The developers and organizers of such innovations are various specialists in the field of education - scientists, experts, heads of educational institutions, etc.

A feature of the innovation process is its cyclical nature, expressed in a certain structure of stages that the innovation goes through.

The structure of the innovation process from the point of view of V.S. Lazarev can be represented by stages, each of which consists of a number of sub-stages.

1. Creating innovations:
– analysis of educational activities and identification of the need for changes;
– innovation design;
– experimental testing of innovations;
– examination of innovations.
2. Dissemination of innovations:
– preparation for distribution;
– informing about innovations;
– support for the development of innovations;
– analysis of the spread and adoption of innovations.
3. Mastering innovations:
– analysis of educational activities and identification of the need for changes;
– search for innovations;
– evaluation and selection of innovations;
– designing the desired future of the educational system;
– introduction of innovations;
– analysis and evaluation of the results of changes;
– institutionalization of innovations.
4. Educational activities.

This structure of the innovation process describes the stages associated with innovation processes in which many scientific and management organizations, schools, implementation centers, etc. participate.

The innovation process is implemented in the process of innovation activity. It is understood as a set of measures taken to ensure the innovation process at a particular level of education, as well as this process itself.

The main functions of innovative activity include changes in the components of the pedagogical process: meaning, ideas, content of education, forms, methods, technologies, means, management systems, etc.

Model of innovation activity includes: innovator, regulatory requirements, environment of innovation, procedural component, innovation, works.

There are many other activities going on within the innovation process:

Students' learning activities. The product of this activity is educational results - new in relation to those that were or could have been without innovation.

Pedagogical activity of an innovative teacher in relation to educational activities. The product of his activity is the educational process into which innovation is introduced.

Pedagogical activity of a teacher (scientist), studying pedagogical and educational activities. The product of this activity is pedagogical innovation.

Methodological activities in relation to the pedagogical activity of the teacher and the pedagogical activity of the teacher. The product of this activity is the methodology of pedagogical innovation.

Each activity after training is of a higher order in relation to the previous activity. An innovative teacher organizes the activities of students using innovation. The description of the pedagogical work of an innovative teacher takes place within the framework of pedagogical innovation; this is done by a teacher-scientist. The description of the pedagogical activity of a teacher is an activity of an even higher order - actually methodological activity.

In innovative pedagogical activities, according to the point of view of A.V. Khutorskoy, there are several functions of the innovator, which can be assigned to one or more subjects of innovation activity. These are: manager, experimental teacher, problematizer, researcher, methodologist, designer, constructor, planner, designer.

Manager ensures the transfer of innovation from a design state into a specific practical action.

Experimental teacher carries out planned changes in the educational process, relying on the pedagogical structure and content of the innovation.

Problematizer searches for, identifies and records emerging contradictions, provides counterarguments to planned actions, and translates problems into the plane of constructively presenting the basis for correcting the innovation.

Methodologist "holds" a frame with the designated goals, meanings and characteristics of an innovation in education, monitors the compliance of ongoing processes with them, organizes and carries out reflection at all stages of innovation.

Designer designs and redesigns planned processes, performing this work together with the planner, who correlates the desired with the actual and prescribes the chronology of the innovation.

Constructor unlike the designer, he creates, implements, and constructs designed processes and objects.

Designer denotes and records the progress and results of innovation, creates a description of a pedagogical work.

TOPIC 5. CONCEPTUAL BASIS OF THE DEVELOPMENT STRATEGY OF THE NATIONAL EDUCATION SYSTEM

Lecture plan:
1. Education in the republic of belarus – a priority of state policy.
2. Educational institutions of the republic of belarus.
3. Education for sustainable development of belarus.
4. Standardization of education.
5. National qualifications framework.
6. Cluster development of the system of teacher education of the republic of belarus.
7. Multiculturality as a property of modern educational space.

BASIC CONCEPTS: *principles, cluster.*

1. Education in the republic of belarus is a priority of state policy

Currently, education in the Republic of Belarus is carried out in accordance with the legislation of the Republic of Belarus and international law.

The legislation of the Republic of Belarus on education includes the Constitution of the Republic of Belarus, the Code of the Republic of Belarus on education, other laws and regulations of the Republic of Belarus.

The education system is formed by the state. The state determines the structure of the entire system as a whole, the principles of its functioning and directions of development.

The leading role in the development of education is played by the principles of state policy. They are the ones who regulate the activities of all educational institutions and education management bodies, and all educational programs are built with them in mind.

Principles- the starting points on which any activity is based.

The education system includes a preschool education system, a general secondary education system, a vocational education system, a specialized secondary education system, a higher education system, a postgraduate

education system, a system of additional education for children and youth, a system of additional education for adults, and a special education system.

The following educational levels are established in the Republic of Belarus:

- preschool education;
- general secondary education;
- vocational education;
- secondary special education;
- higher education;
- postgraduate education.

The unity and continuity of education is ensured by the continuity of levels, stages and forms of education, the consistency of standards, curricula and programs.

Education can be obtained in full-time, part-time forms of education and in the form of competition.

Full-time education - training and education, providing for the constant personal participation of the student in regular training sessions (classes) and certification organized by an educational institution, an organization implementing educational programs of postgraduate education, another organization, an individual entrepreneur, who, in accordance with the law, are granted the right to carry out educational activities.

Full-time education is a type of full-time education, when education is the main type of employment of the student.

Evening education is a type of full-time education, when education is combined, as a rule, with another type of student's employment.

Correspondence form of education - training and education, providing primarily independent mastery of the content of the educational program by students participating personally only in a limited number of training sessions (classes) and certification organized by an educational institution, an organization implementing educational programs of postgraduate education, another organization, an individual entrepreneur, who, in accordance with the law, are granted the right to carry out educational activities.

Distance education is a type of correspondence education, when education is obtained primarily using modern communication and information technologies.

Competition is training and education, which primarily involves the student's independent mastery of the content of the educational program, his personal participation only in certification organized by an educational institution, an organization implementing educational programs of postgraduate education.

2.   Educational institutions of the republic of Belarus

Institution of general secondary education - an educational institution that implements educational programs of general secondary education, an educational program of preschool education, an educational program of

secondary special education that provides qualifications for a specialist with secondary specialized education, educational programs of special education, an educational program of additional education for children and youth, educational a professional training program for workers (employees), a program for the education and protection of the rights and legitimate interests of children in a socially dangerous situation, a program for the education of children in need of health improvement.

General secondary education institutions can be of the following types:
- primary school;
- basic school;
- high school;
- night school;
- gymnasium;
- boarding school;
- lyceum;
- specialized lyceum;
- Suvorov school;
- cadet school;
- boarding school for orphans and children left without parental care;
- sanatorium boarding school;
- educational and pedagogical complex;
- interschool training and production center for labor training and vocational guidance;
- interschool pre-conscription training center.

3.   Education for sustainable development of Belarus

The UN International Plan for Education for Sustainable Development notes that education for sustainable development is:
- education that has a deep value base, the primacy of respect: respect for others, including present and future generations, their differences and diversity; respect for the environment, the resources of the planet we inhabit;
- cultivating a way of thinking and behavior that will allow us to live a life worthy of a human being, without depriving ourselves of everything necessary for this way of life, and which, along with the need to cultivate a sense of justice, responsibility and dialogue, are also the goal of education for sustainable development;
- dissemination of a moral and ethical approach to the organization of education and promotion of the principles of sustainable development, development of critical thinking skills and the ability to solve problematic issues of ensuring sustainable development.

Possessing a high level of education and developed human potential, increasing the volume of training of specialists for its country, the Republic of Belarus, in the interests of its sustainable development, is consistently creating a

positive image on the world stage. The stable and progressive development of the education system is a strategic priority of Belarus, on which the sustainability of all sectors of the economy, society and the state as a whole depends.

Education for Sustainable Development is a process of continuous learning and learning. In this regard, teachers always need to be ready to reconsider and rethink previously established views in response to changes that are and will occur in the world. Teachers face four main tasks:

- help students realize why understanding sustainable development is important for everyone;
- actively involve students in discussing sustainable development issues;
- teach to consider problems from different points of view;
- encourage students to think about problems not only in the classroom or classroom, but also outside the formal education system.

The key to success in learning is experience, practical actions. An "experience" could be reading, catching bugs, watching a movie, working in a schoolyard or workshop, looking at a poster, visiting a museum... whatever. The main components of improving the learning process and increasing its effectiveness are:

- personal experience, participation of students;
- high motivation;
- analysis, discussion, synthesis of new knowledge;
- application of theory in practice;
- modern teaching technologies.

4. Standardization of education

In modern conditions standards have become an objective reality in the field of education. Unlike other areas, standardization of education also has a number of significant disadvantages. Thus, on the one hand, standards in the field of education make it possible to formulate uniform requirements for graduates and achieve a high degree of compatibility of curricula, which in turn leads to compatibility, unification and recognition of diplomas both nationally and internationally.

On the other hand, standardization obliges all participants in the educational process to follow uniform rules, which suppresses creative initiative and deprives both entire universities and individual teachers and students of freedom of choice, and does not allow them to quickly respond to changes in the external and internal environment. An excessive level of standardization leads to the production of unified specialists who do not always meet the requirements of specific customers.

In Belarus there is a fairly high level of standardization and regulation in the field of higher education. This system was inherited from the USSR. For a significant part of specialists, such guardianship causes irritation due to the inability to independently formulate educational plans at their own discretion. However, such an approach is important at the present stage, when education is being

reformed, leading to the emergence of new universities and the formation of new specialties and specializations. In this case, standardization in education can be considered as the simplest means of guaranteeing compliance with state requirements for the quality of training of specialists and protection from the adventurous ideas of individual innovators.

5.   National qualifications framework

The foundations of the qualification system currently in force were laid back in the 30s–50s. XX century and fully met the tasks of economic development of the Soviet Union of that historical period. At the same time, it is obvious that socio-economic relations, including directions and methods of development, the needs of the economy in modern Belarus, differ significantly from what it was in the Soviet Union in the mid and late twentieth century.

Only by comparing historical contexts can one understand the objective need to change the relationship between the education system and the labor market. In this part, a new mechanism for such a relationship has already been developed and tested in most countries - the national qualifications system (NQS).

Qualification frameworks can be of different typologies:

1. By coverage of education levels;

2. By belonging to the industry (sector) of the economy.

Some countries, such as Italy, have initially adopted a higher education qualifications framework, considering it to be the basis of the national qualifications system. In order to fulfill obligations under the Road Map for the Republic of Belarus and with the slowdown in the pace of work on the creation of the Belarusian NQS, such an approach is justified in the Republic of Belarus. Therefore, the Minister of Education created a working group to develop the NQS in higher education. It is expected that the results of its activities will be submitted for discussion to a public committee under the Minister of Education.

6.   Cluster development of the system of teacher education in the republic of belarus

The high sociocultural significance of teacher education for the sustainable development of society, the need to improve its quality taking into account modern requirements, the presence of problems in this system and the disunity of educational institutions, scientific and scientific-methodological structures in solving them, actualize the need to switch to a cluster model for the development of the national system of continuing teacher education .

The cluster model for the development of teacher education involves the use of clusters as system-forming elements in the development of a system of professional training, retraining and advanced training of teaching staff.

A cluster is understood as a voluntary association of institutions and organizations interested in the innovative development of the national system of continuing teacher education and interacting on the basis of agreements and contracts.

Clusters can be of different levels of organization (republican, regional), types (scientific, educational, scientific-methodological, educational-scientific-innovative, etc.) and are considered not as mutually exclusive, but as complementary.

The main goal of the cluster, therefore, is to combine the educational, scientific and innovative potential of its constituent structures to improve the quality of training of modern education specialists, who are distinguished not only by a high level of citizenship, culture and professional competence, but also by competitiveness, readiness to perceive innovation, and the ability to design and implementation of new educational programs and technologies.

Regional educational, scientific and innovative clusters of teacher education (Minsk, Grodno, Mogilev, Gomel, Vitebsk, Brest) are focused on the needs of the region, taking into account its specifics and capabilities. The regional center for cluster development, as a rule, is a regional university that trains teachers.

Participants in regional educational, scientific and innovation clusters of teacher education can be:

-institutions of preschool, general secondary, special, vocational, secondary specialized, higher and additional education, which are used as an educational and experimental base where students, undergraduates and graduate students undergo teaching practice, carry out educational, research, experimental, innovative and project activities;

-institutions of the system of additional education for adults, designed to carry out retraining and advanced training of teaching staff of preschool, general secondary, special, vocational, secondary special, additional education of children and youth, higher pedagogical education in accordance with innovations at different levels of the education system;

- regional scientific and scientific-methodological structures, centers and institutes that, together with the universities of the cluster, are engaged in research activities and initiate them, transfer innovations to the experimental base in the form of new educational standards, curricula and educational and methodological support, new forms of stimulating educational and research activity of students, agreed upon at all levels of education;

- pedagogical communities, public initiatives, associations and organizations that create the spiritual and intellectual space of the cluster, expand its social influence and significance.

Regional clusters interact with the education departments of regional executive committees, the Minsk City Executive Committee, which participate in the formation of forecasts of the need for teaching staff, and with other regional clusters on the basis of social partnership. The Republican Educational, Research and Innovation Cluster is designed to coordinate the activities of

regional clusters, performing methodological, research and innovation-methodological functions.

The Republican cluster closely cooperates with the Ministry of Education, which determines the social order for the teacher education system, as well as with the Educational and Methodological Association for Teacher Education, which helps bring cluster projects and initiatives to regulatory legal support and implementation in educational practice.

The normative legal basis for the interaction of cluster participants is the Regulations on the educational, scientific and methodological cluster of teacher education.

An educational, scientific and innovation cluster is a community of independent, equally cooperating entities. There are two levels of cluster management. At the republican level, its functioning as an integrity is ensured within the framework of general strategic directions and targets. This level is provided by the Coordination Council. At the regional level, issues of management and coordination of activities are resolved by Cluster Councils.

7. Multiculturality as a property of modern educational space

At the initial stages of research, the problem of multicultural education was considered by scientists as a problem of a purely national school, and only later it began to be developed in the context of a multinational school in a multiethnic environment. Today it has grown into the problem of a school of universal human culture and active dialogue between different cultures.

Multicultural education thanks to close multifaceted interaction between representatives of different cultures and ethnic groups, forms a unique mixture of cultures, encapsulating many individual cultures. The resulting unified culture therefore gives rise to a new group identity. The existing model of multicultural education today implies respect for individual cultures, peaceful coexistence and interpenetration of cultures, acquisition of new knowledge and experience, and is based on the important goal of preserving the uniqueness of traditions and values of representatives of different cultures. At the same time, subjects of the educational process replenish and enrich their cultural baggage, gaining invaluable experience of intercultural interaction.

The main task of modern multicultural education is the preservation and mutual development of the entire diversity of cultural values, while at the same time being culturally consistent in its essence.

To implement the main objectives of multicultural education, it is necessary to update the goals and content of modern education in accordance with the principles of sociocultural values and social development. Promoting the multicultural content of education increases the interest of teachers in the ethnocultural topic.

The main goals of multicultural education involve, through dialogue, moving away from an ethnocentric focus, and understanding one's own culture,

to lead subjects of the educational process to the recognition of equality of cultures, tolerance, conscious and responsible social behavior, which in turn leads to equal and mutual enrichment of all cultures representing society.

The main values of the modern educational process in a multicultural environment are the perception of the world with an understanding of the uniqueness of the cultures of different peoples; the principle of non-violence towards other people to form effective cooperation; possibility of adoption mutually beneficial solutions in problem situations; awareness of the consequences of decisions made, both in the present and in the future.

Thus, the education system as an organized social institution of an ethnic group, providing support for ethnocultural needs, should act as a factor in the implementation of interethnic tolerance, familiarization with ethnocultural experience, restoration of ethnic culture and satisfaction of ethnocultural needs, as well as a basic means of representing and developing ethnic culture.

To implement this, it is necessary that all subjects of pedagogical interaction understand and take into account the values of multicultural education, be able to use them correctly and effectively, which in turn presupposes the versatile multicultural competence of all subjects of education and, first of all, teachers.

TOPIC 6. CONCEPTUAL BASIS OF THE STRATEGY FOR DIGITAL TRANSFORMATION OF EDUCATION

Lecture plan:
1. Information as a process of transition to the information society.
2. Current state of information in the education system of the Republic of Belarus.
3. Main directions of informatization of the education system of the Republic of Belarus.

BASIC CONCEPTS: *informatization of society, information society, information culture, cloud technologies, information security.*

1. Information as a process of transition to the information society

In the 50-70s of the 20th century, it became obvious that humanity was entering a new era, the road to which was paved by the rapid development of technology and, first of all, computers. The development of computer technology has allowed society to approach the global problem of informatization, associated with rapidly increasing integration processes penetrating into all areas of our activity: science, culture, education, production and management.

Informatization of society - *is a global social process, the peculiarity of which is that the dominant type of activity in the sphere of social production is the collection, accumulation, processing, storage, transfer, use, production of information, carried out on the basis of modern microprocessor and computer technology, as well as a variety of means information interaction and exchange.*

In the concept of "informatization of society," the emphasis should be placed not so much on technical means, but on the essence and purpose of socio-technical progress. Informatization based on the introduction of computer and telecommunication technologies is society's response to the need for a significant increase in labor productivity in the information sector of social production, where more than half of the working population is concentrated.

Currently, all countries of the world are implementing the process of informatization to one degree or another. An incorrectly chosen informatization strategy or its insufficient dynamism and mobility can lead to significant and sometimes dramatic changes in all spheres of a country's life. As mentioned above, the first country that began informatization was the United States. Other industrialized countries of the world, having realized the promise and inevitability of this direction, quickly took their bearings and began to increase the pace of implementation of computers and telecommunications.

Most developed countries understand that without extraordinary efforts, the lag in the field of information and communication technologies can become irreversible for their development as a whole.

The result of the informatization process is the creation of an information society, where they manipulate not material objects, but symbols, ideas, images, intelligence, and knowledge.

A society with a high level of development and use of information technology, developed infrastructures that ensure the production of information resources and the ability to access information is called an information society. The name "information society" first appeared in Japan in the mid-60s of the 20th century.

The information society is a society with a high level of development and use of information technologies, developed infrastructures that ensure the production of information resources and the ability to access information.

The closest countries on the path to the information society are countries with a developed information industry, which include the USA, Japan, England, Germany, China, and Western European countries. In these countries, one of the areas of government policy has long been one related to investment and support for innovation in the information industry, in the development of computer systems and telecommunications.

Information culture is the ability to purposefully work with information and use computer information technology, modern technical means and methods to receive, process and transmit it.

For free orientation in the information flow, a person must have information culture as one of the components of general culture.

Information culture absorbs knowledge from those sciences that contribute to its development and adaptation to a specific type of activity (cybernetics, computer science, information theory, mathematics, database design theory and a number of other disciplines). An integral part of information culture is knowledge of new information technology and the ability to use it both to automate routine operations and in extraordinary situations that require an unconventional creative approach.

• bioinformatics, mathematical, algorithmic and information support in medicine, pharmacology and genetics;

2. Current state of information in the education system of the Republic of Belarus

The education system currently includes more than 9 thousand educational institutions at various levels, where more than 2 million students receive education. The educational process is provided by more than 460 thousand workers, of which about 250 thousand are teaching workers.

Currently, information and communication infrastructure are used in educational institutions of all types and types at all levels of basic, special and additional education.

Almost all basic and secondary schools, lyceums, gymnasiums, higher, secondary special and vocational educational institutions have computer classes or separate computers to support the educational process.

Currently, approximately 77% of teaching staff (excluding computer science teachers) in general secondary education institutions use or are ready to use information and communication infrastructure in their professional activities. At the same time, the number of students undergoing advanced training in the field of information and communication infrastructure annually amounts to less than 10% of the total number of teaching staff, which does not correspond to the real needs of the development of the education system.

Approximately 95% of general secondary education institutions have access to the Internet, including in 80% of institutions access is provided via a broadband channel. All institutions of higher and secondary specialized education are connected to the Internet and, to one degree or another, use services such as e-mail, web services and others.

The existing regulatory framework generally allows for the implementation of measures to informatize the education system. At the same time, a number of regulatory documents are already outdated due to the high dynamics of development of information technology tools. Certain documents were adopted as temporary and require modifications and clarification in order to fully comply with the current legislation of the Republic of Belarus.

Most educational institutions operate automated administrative systems that collect and process information about students, teaching staff, parents, material and technical base, and organization of the educational process. There are a number of nationwide systems that provide automated collection and processing of statistical information in the field of education, preparation of forecast admission indicators and formation of orders for the training of qualified personnel, provision of various data on educational documents issued by educational institutions, on participants in centralized testing, on orphans and children left without parental care, children with special needs of psychophysical development, gifted youth, children who have undergone rehabilitation abroad.

To ensure electronic document management, the Ministry of Education of the Republic of Belarus has implemented the Mail.gov e-mail system for government agencies and the business automation and electronic document management system. At the same time, the system is not scaled across the republic as a whole. A number of services are provided electronically.

There are currently a number of problems in the implementation of informatization processes in the education system, the solution of which requires changes in existing approaches.

1. Lack of systematicity and complexity in solving problems of informatization of education, certain areas of which are solved within the framework of state and industry programs that have their own goals and objectives, conditions for implementation, customers and performers, whose activities are not coordinated in any way.

2. The system for managing informatization processes in the field of education is rather arbitrary and vague, there is no clear division of functions, and a system of subordination and accountability has not been built.

3. The functioning of the constantly developing information and communication infrastructure of educational institutions requires qualified IT specialists, the shortage of which is acutely felt in all sectors.

4. The ever-increasing document flow in the education system remains paper-based.

5. The educational resources being developed are fully accessible only in a computer class; their presentation on the Internet is not enough.

4. Main directions of informatization of the education system of the Republic of Belarus

The main areas of informatization include the following:

1. Formation of an educational environment based on cloud technologies.

2. Development of electronic educational resources for the education system.

3. Ensuring network interaction between participants in the educational process.

4. Distribution of distance learning.

5. Development of human resources for informatization of education.

6. Informatization of the education management system.

Let's consider each of the above points separately.

Formation of an educational environment based on cloud technologies.

One of the stable global trends in the development of information technology is the migration to so-called "cloud" technologies. These technologies are based on centralized storage and processing of information in a data processing center (hereinafter referred to as data center), on flexible mechanisms for managing resources and allocating them to remote users. The main advantages of cloud technologies are the efficient use of technical means and information resources, scalability of solutions, reduced costs for the development and operation of information systems, and the ability to ensure a high level of their security.

Modernization of the technical infrastructure of informatization of the education system. It is necessary to provide for the timely replacement of morally and physically obsolete technical means of information technology, primarily computers, in educational institutions, based on the average period of obsolescence of computer equipment of 5-6 years. The computer should become an effective tool for the educational process in a wide variety of academic subjects or disciplines. For this purpose, it is advisable to purchase mobile classrooms based on laptops and tablets for educational institutions. As a matter of priority, it is necessary to ensure that educational institutions are massively equipped with modern video projection equipment according to the principle "in every classroom, in every auditorium - a multimedia complex (video projector, teacher's laptop)".

Electronic educational resources can be created at the expense of budget funds (as a rule, textbooks in basic academic disciplines, educational publications in educational fields), at the expense of educational institutions' own funds, on a commercial and initiative basis. The placement of electronic educational resources in the data center should be carried out on the basis of the conclusion of authorized associations of specialists (expert council, scientific and methodological council, etc.). It is necessary to ensure cooperation between educational institutions and teams of authors developing electronic educational resources in order to eliminate unjustified duplication of work.

The financial interest of the authors of open electronic educational resources can be ensured through the distribution on a commercial basis of additional materials that develop and supplement the content of electronic textbooks in basic educational areas at all levels of education.

Considerable attention should be paid to the development of a system of Internet sites of educational institutions based on general requirements for their content and technological platforms. From the point of view of security and access speed, it is advisable to host these sites in the "cloud" data center of the education system.

The educational process within the framework of the concepts of e-learning and mobile learning is ensured not only through teacher-student communications, characteristic of traditional forms of education, but also

through active network horizontal interaction of students exchanging knowledge and organizing collective independent work.

Communication between teaching staff is important, as they have the opportunity to actively discuss, use, improve developed methods, technologies, teaching aids, and share teaching experience. Network communications between students and graduates, potential employers, teaching staff and parents, etc. are useful. The modern information and educational environment must support all of the above forms of communication within educational portals, social networks, etc.

The distance form of education should be considered as one of the forms of e-learning, which is characterized by the opportunity to study regardless of the place of work and residence, flexibility (the opportunity for students to receive education at a convenient time and in a convenient place) and cost-effectiveness (a significant reduction in travel costs to the place training). Promising areas of distance learning include additional education for adults (advanced training and retraining, training courses, preparation for entering educational institutions, etc.), additional education for children and youth (including additional classes in natural-mathematical, environmental-biological, social science programs). - humanitarian profiles), special education.

When implementing a distance form of education, the nature of the work of teaching staff must change significantly, whose main functions are creating electronic educational materials and conducting consultations with students.

Informatization of the educational process, in fact, gives rise to a new type of educational process - the so-called mobile learning.

To implement mobile learning you need:

– flexible educational programs, built in accordance with the specifics of the task being performed, the inclinations and abilities of a particular student;

– inclusion in the list of permitted organizational forms of remote (online) group and individual classes and consultations, other events in this format;

– in some cases, normative reinforcement of the complete or partial replacement of printed educational documents with electronic analogues (electronic class journal; electronic homework, etc.).

It is necessary to solve the problem of developing methods for the effective and reasonable use of ICT in the educational process, leading to significant educational results.

Effective use of ICT requires that:

– the time and other costs of participants in the educational process to solve certain problems are significantly reduced (for example, when preparing a teacher for a lesson, when checking test papers);

– visibility, emotional intensity of educational activities, and motivation of students increase (for example, when demonstrating high-quality educational materials using a video projector);

– educational tasks are solved that are impossible or impractical to solve without the use of ICT (for example, detailed diagnosis of gaps in students' knowledge, display of complex virtual models, experiences, experiments).

The introduction of ICT should contribute to the creation of a new atmosphere in educational institutions, the most important element of which will be the cult of knowledge. Such an atmosphere can become the result of a holistic system of actions that are close and understandable to all participants in the educational process.

The main principle of informatization of the education management system should be the focus on providing electronic services to all participants in the educational process, primarily students and parents. Automation of management, which is aimed at simplifying routine administrative operations in an educational institution, should be complemented by popular electronic services (electronic journal, electronic diary, electronic registration in an educational institution, etc.).

One of the important areas of informatization of the management system is the development and implementation of republican information and analytical systems and a unified electronic document management system.

The introduction of cloud systems in education management should be accompanied by a set of measures to ensure information security. In general, with the proper organization of such systems, information security should increase due to the concentration of security functions in a secure data processing center.

TOPIC 7. CONCEPTUAL BASIS
OF INCLUSIVE EDUCATION STRATEGY

Lecture plan:
1. Historical and social determinants of inclusive education.
2. Essence and principles of inclusive education.
3. International documents in the field of inclusive education.

BASIC CONCEPTS: *inclusion, inclusive education, special educational needs.*

1. Historical and social determinants of inclusive education

The idea of joint education and upbringing of children with special needs and children with normal development is an integral part of the philosophy of an open, free society, reflecting not only the attitude towards the rights and opportunities of persons with special needs, but also the level of development of society. The implementation of integrated learning (inclusive education) allows the child to live in a family, and parents to actively participate in his upbringing.

Attempts to educate children with developmental disabilities together with normal children have been made since the time when their right to education. The history of special pedagogy describes many cases of teaching children with special needs in psychophysical development in public schools. However, in most cases they were not entirely successful, since school teachers did not know the basics of didactics of special education.

One of the first to substantiate the idea of integration was L.S. Vygotsky, who pointed out the need to create a system of education in which an abnormal child would not be excluded from the society of children with normal development "for the successful practice of social compensation for the child's physical defect."

At the same time, the modern form of integration in education appears abroad only in the second half of the twentieth century. The socio-economic determinants of the emergence of integrated learning were:

- economic growth, the availability of financial resources to provide a child with developmental disabilities with all the special educational services and special living conditions he needs;

- democratic social structure, social transformations in society, ideas of dignity and self-worth of each individual who has all the rights to realize their interests and needs, society's readiness to interact with people with special needs;

- democratization and humanization of education, recognition of the right of every child to receive an education.

Since the mid-twentieth century, on the initiative of parents who wanted to destroy the wall separating their children from healthy children, processes for including children with special educational needs in regular educational institutions have been developing in the United States and Western European countries.

The widespread introduction of integration innovations into the educational practice of mass schools in the USA and Western European countries in the 70-80s led to the emergence of a number of problems, which were largely due to the unpreparedness of teachers for a new type of professional activity and new responsibility. It became clear that significant preliminary organizational and methodological work was needed: training teachers, finding optimal ways to adapt curricula, developing new methodological approaches, techniques and tools that would allow all children with special needs to participate in the general educational process. Therefore, in recent decades, the concept of "integration" the concept came "inclusion".

2. Essence and principles of inclusive education

The need to introduce the term "inclusion" is based on the assumption that the mechanical combination of ordinary children and children with special

needs in one class or group does not mean the latter's full participation in the life of the class.

Inclusive (from lat. *include*–conclude, include) or included <u>education</u> implies <u>availability</u> education for all, adapting to the different needs of all children. The ideology of inclusive education not only excludes any discrimination against children, ensures equal treatment of all people, but also creates special conditions for children with <u>special educational needs</u>.

<u>Inclusion</u> is the process of meeting the individual educational needs of each student by involving him in the educational, social, and cultural life of the class and school as a whole. <u>Target</u> inclusive school – to give each individual what is adequate to his or her capabilities <u>education</u> and provide maximum opportunities for development.

Today <u>inclusive education</u> - this is not just a fashionable trend, but a natural stage in the development of not only the education system in the world, but also the understanding of approaches to the education of all children with <u>special educational needs</u>. This is one of the main directions of reform and transformation of the education system, <u>target</u> which is the implementation of the right to <u>education</u> without discrimination. Transformations are needed not only in the process of training and education, but also a qualitative change in worldview, changes in value and moral foundations, a new understanding of the methodological foundations of education, and a change in relations between participants in the educational process.

Under the social model of understanding disability, a child with a disability or other developmental differences is not a "carrier of the problem". Problems and barriers to the education of such a child are created by society and the imperfection of the public education system, which does not meet the diverse needs of all students in a general educational institution. To successfully implement the inclusion of children with special needs in the general educational process and implement a social approach, changes in the education system are required. General <u>education system</u> must become flexible and capable of ensuring the rights and educational opportunities of all children without any discrimination. In this regard, scientists include the following as principles of inclusion:

- Support for diversity and the principle of an individual approach, which involves an emphasis on personalizing the learning process, on developing an individual educational program, on the choice of methods, forms and means of teaching and educating each student in the group. It is not the child who is adjusted to the conditions and norms existing in the educational institution, but, on the contrary, the whole <u>education system</u> adapts to the needs of a particular child;

- The principle of universal design. <u>Universal design</u> is the design of products, techniques, programs, textbooks, environments and environments that allow their use on the largest possible scale by all people without the need to adapt these products or environments and give them a special form. Inclusive practice in education involves improving the quality of life of a child with

special needs and his family, without worsening the quality of life of other participants in the educational process, and creating the necessary conditions for success in social adaptation and education by all children without exception, regardless of their individual characteristics, educational achievements, or language, culture, their mental and physical capabilities;

- The principle of support and communication between all participants in inclusion. Inclusion is the active inclusion of children, parents and education specialists in a joint activity: joint planning, holding common events, seminars, holidays to create an inclusive community. The efforts of teachers will be effective only if they are supported by parents, understandable to them and meet the needs of the child. Ensuring the participation of people with disabilities in all spheres of life;

Thus, inclusive education is based on the idea of the value of each individual, recognition of uniqueness and "otherness", when a distinctive feature (including violation in development, disability) of a person is considered as a variant of the manifestation of individuality. This creates a tolerant attitude towards "otherness" and an understanding of everyone's right to be included in society, and in education, the right of every child to study among their peers.

3. International documents in the field of inclusive education

The ideas of inclusive education have become widespread in the world thanks to adopted international documents.

The concept "inclusion" and the target priority of inclusive education was first enshrined at the international level in the UNESCO Declaration of Salamanca, adopted by the governments of 92 countries and 25 international organizations at the International Conference on Special Needs Education, held in June 1994 in Salamanca (Spain). The Declaration of Salamanca states that every child, with his or her unique characteristics, interests, abilities and learning needs, should have access to an education in a regular school that is equipped to meet his or her educational needs.

The ways to implement inclusion were determined by the UN General Assembly in the Convention on the Rights of Persons with Disabilities of December 13, 2006. It states that people's capabilities are limited by society, and not by certain psychophysical disabilities inherent in people. Article 24 of the Convention states: "States Parties recognize the right of persons with disabilities to education. In order to realize this right without discrimination and on the basis of equality of opportunity, States Parties shall ensure inclusive education at all levels and education throughout life." The Convention affirms the right of all children to inclusive education– their inclusion in the general education system with the necessary individual support and provision of appropriate adaptations.

As of April 2017, 173 states are parties to the Convention, 92 states are parties to the Optional Protocol, which was adopted and entered into force simultaneously with the Convention. In the Republic of Belarus, the House of Representatives adopted the law "On the ratification of the Convention on the Rights of Persons with Disabilities" (No. 424-з dated 18.10.2016).

In addition, the basic principles for ensuring access to education for all are set out in the "Policy Guidelines for Inclusive Education" developed under the auspices of UNESCO in 2009. This document contains specific recommendations for policy makers and relevant departmental leadership on policy development and practical measures to support inclusive education.

The need to move towards inclusion is recognized by all countries, including the post-Soviet space.

At the 45th plenary meeting of the Interparliamentary Assembly of the CIS Member States, the Model Law "On Inclusive Education" was adopted (Resolution No. 45-5 of November 25, 2016), which was recommended for use in the national legislation of the member states of the CIS Interparliamentary Assembly and sent to Council for Cooperation in the Field of Education of the CIS Member States.

TOPIC 8. PRIORITY AREAS OF PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH IN THE FIELD OF EDUCATION

Lecture plan:
1. The essence of scientific research in pedagogy.
2. Methods of pedagogical research.
3. Current areas of pedagogical research.

BASIC CONCEPTS: *research, pedagogical research, pedagogical scientific research, method, method of pedagogical research.*

1. The essence of scientific research in pedagogy

Study in a broad sense, the search for new knowledge or systematic investigation to establish facts.

Study in a narrow sense, the process of studying something.

Research in the field of pedagogy is understood as the process and result of scientific activity aimed at obtaining new knowledge about the laws of education, its structure and mechanisms, content, principles and technologies. Pedagogical research explains and predicts facts and phenomena (V. M. Polonsky).

Pedagogical scientific research – this is the process of forming new pedagogical knowledge, a type of cognitive activity aimed at discovering objective laws of teaching, upbringing and development. There are three levels of pedagogical research: 1) empirical – new facts are established in pedagogical science; 2) theoretical – puts forward and formulates basic, general pedagogical

principles that make it possible to explain previously discovered facts and predict their future development; 3) methodological - on the basis of empirical and theoretical research, general principles and methods for studying pedagogical phenomena and building theory are formulated.

The entire course of scientific research can be represented in the form of the following logical diagram:

1. Justification of the relevance of the chosen topic.
2. Setting the goal and specific objectives of the study.
3. Definition of the object and subject of research.
4. Selection of research methods (techniques).
5. Description of the research process.
6. Discussion of the research results.
7. Formulation of conclusions and evaluation of the results obtained.

Pedagogical research according to its focus can be divided into fundamental, applied and development.

1. Fundamental research results in generalizing concepts that summarize the theoretical and practical achievements of pedagogy or offer models for the development of pedagogical systems on a predictive basis.

2. Applied research is work aimed at an in-depth study of individual aspects of the pedagogical process, revealing the patterns of multilateral pedagogical practice.

3. Developments are aimed at substantiating specific scientific and practical recommendations that take into account already known theoretical principles.

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The differences between fundamental and applied research are as follows:

1) in the nature of the concepts, laws and theories being established, in the depth of revealing the essence of phenomena - fundamental ones reveal the deepest, most significant connections between phenomena, the internal mechanism of the processes occurring during this process. That is why they serve as the foundation for applied research. For this reason, the laws of applied sciences are considered as phenomenological, and fundamental ones as theoretical. 2) in the breadth of application of their laws and theories. The laws used in applied sciences are necessarily limited in nature, since they establish connections between properties and quantities measured in practice. In contrast,

theoretical laws contain quantities that can be determined indirectly, namely through a complex chain of logical conclusions arising from the theory.

Research program, as a rule, has two sections - methodological and procedural. The first includes justification of the relevance of the topic, formulation of the problem, definition of the object and subject, goals and objectives of the study, formulation of basic concepts (categorical apparatus), preliminary systemic analysis of the object of study and the formulation of a working hypothesis. The second section reveals the strategic design of the study, as well as the design and basic procedures for collecting and analyzing primary data.

Any pedagogical research involves the determination of generally accepted methodological parameters. These include the problem, topic, object and subject of research, purpose, objectives, hypothesis and protected provisions. The main criteria for the quality of pedagogical research are the criteria of relevance, novelty, theoretical and practical significance.

- The most convincing basis defining the topic of research is the social order, reflecting the most pressing, socially significant problems that require urgent solutions.
- Statement of a scientific problem is a creative act that requires a special vision, special knowledge, experience and scientific qualifications. The research problem acts as a state of "knowledge about ignorance", i.e. an expression of the need to study some area of social life in order to actively influence the resolution of those contradictions, the nature and characteristics of which are not yet entirely clear and therefore cannot be systematically regulated.
- Solving a problem is usually the goal of research. The goal is a reformulated problem.
- The formulation of the problem entails the choice of an object of study. It can be a pedagogical process, or an area of pedagogical reality, or some pedagogical relationship that contains a contradiction. In other words, the object can be anything that explicitly or implicitly contains a contradiction and gives rise to a problematic situation.
- In accordance with the purpose, object and subject of the study, research tasks are determined, which, as a rule, are aimed at testing the hypothesis. The latter is a set of theoretically based assumptions, the truth of which is subject to verification.

The main criteria for the quality of pedagogical research are the criteria of relevance, novelty, theoretical and practical significance.

2. Methods of pedagogical research

Methods are understood as a variety of tools for the researcher to penetrate into the essence of phenomena and processes.

*In understanding the term "method" the following interpretations are distinguished***:** 1) method of activity; 2) a set of techniques for any activity; 3) method or mode of action; 4) system of actions, etc.

The main thought, the main idea contained in the method as a term is an indication of a purposeful action, an instruction on how to act.

Method (from the Greek methodos - path of research, theory, teaching) - a way to achieve a goal, solve a specific problem; a set of techniques or operations for the practical or theoretical development (cognition) of reality.

Methods of pedagogical research in contrast to methodology, these are the very methods of studying pedagogical phenomena, obtaining scientific information about them in order to establish natural connections, relationships and construct scientific theories.

*Choice*leading methods of psychological and pedagogical research is determined primarily by the nature, subject and objectives of the research.

If the research is of a theoretical and methodological nature, then unconditional priority is given to theoretical research methods.

The purpose of such research - identify the essential characteristics of educational phenomena, establish natural connections, develop scientific approaches to the study of pedagogical reality, etc. In such a study, already known empirical facts obtained by other researchers are analyzed, systematized, and generalized, and theoretical material previously included in the array of psychological and pedagogical knowledge. Therefore, the leading role here is played by analysis, synthesis, comparison, classification, as well as interpretive methods.

The following research tasks can be put forward:

- theoretical justification of educational processes and (or) pedagogical activities;

- development of psychological and pedagogical technologies or methodological recommendations;

- identification of factors and conditions for the formation of any quality;

- development of tools to help optimize relationships in the group, etc.

In theoretical and applied research, empirical methods come to the fore. Theoretical methods are used when working with literature, to draw conclusions, systematize and comprehend the data obtained as a result of empirical research, and also (and this is extremely important) in developing the conceptual foundations of the study.

*In psychological and pedagogical research of all types, the modeling method is necessarily used.,*since the construction of theoretical models underlies the general concept of the study, determines the choice of ways to solve problems of educational practice, and the construction of normative models is necessary for the direct connection of psychological and pedagogical sciences with the practice of education.

In the event that the subject of research is individual personality qualities or their external manifestations (for example, knowledge, skills, arbitrariness), then it is advisable to widely use quantitative research methods, subsequently subjecting them to mathematical processing and qualitative analysis.

If a complex psychological and pedagogical phenomenon (for example, value relations) is chosen as the subject of research, then the greatest effect will be achieved by using qualitative methods, including those that do not belong to traditional natural scientific methods - semantic interpretation, dialogical understanding, etc. In the latter case, quantitative methods are not excluded, but they are assigned a subordinate, auxiliary role.

*Choice*the optimal set of methods and the determination of the leading methods also depend on the methodological settings and conceptual guidelines of the researcher himself.

In the traditional educational paradigm, predominantly natural scientific research methods (observation, questioning, experiment, etc.) are used to assess the development of a student's personal and individual qualities, as well as to study the educational process.

In the humanistic educational paradigm, a situational approach is used, when diagnosing the level of development of students (pupils) and the educational process itself occurs with the help of pedagogical situations that arise spontaneously or specially created by the researcher. The main diagnostic method in this case is observation. The researcher, observing the behavior of children or adults, evaluating their statements, draws conclusions about the direction and level of their personal or individual development.

Another approach to diagnosing the educational process and its results, developed within the framework of the humanitarian educational paradigm, is called hermeneutic.

Hermeneutics (Greek hermeneutike, from hermeneuo - I explain, interpret), exegesis (Greek exegetike, from exegeomai - I interpret), the doctrine of the interpretation of texts, mainly ancient ones, the original meaning of which is obscured due to their age or insufficient preservation of sources.

*These three diagnostic approaches are not mutually exclusive. They define the leading, system-forming methods of psychological and pedagogical research, suggesting at the same time the use of the entire complex of currently substantiated methods and developed techniques.*Thus, the hermeneutic approach involves studying the student in various situations of his life, activities, interactions with other people, as well as the interpretation of his judgments obtained as a result of questionnaires, content analysis, identified during a sociometric study of likes and dislikes, etc.

Ultimately, the choice of classification and methods themselves is determined by the researcher's value and purpose: an authoritarian teacher is prone to violent, accusatory and incriminating methods that provide "objective" evaluative information; The researcher's humanitarian position predetermines the choice of methods that reveal the internal potential for self-development of the pedagogical phenomena and processes under study.

3. Current areas of pedagogical research

Based on the point of view of D.I. Feldshtein we denote the following. The first direction is due to the fact that, in contrast to the previously prevailing tendency in the humanities and social sciences, when a person was considered in relation to various aspects of life - his capabilities as a productive force were assessed, the means with which a person acts, mastered knowledge, technology, etc. As the leading one came (while maintaining, of course, the named tendency) the problem of man himself - both as a biological being in the general universal evolution, and as a bearer of the social, and as a creator of a special world of culture, as the main character of historical progress.

Therefore, now it is not just the tasks of accumulating and mobilizing all knowledge about man that have become relevant, but the need for a special study and understanding of the specifics of modern man, including understanding the peculiarities of his functioning, the conditions for maintaining his stability in a very unstable society, which opens up opportunities for further advancement of research in revealing the essence of man both as a carrier of development and as an organizing principle in this development.

The second direction is to study the development process itself. The problem of development is one of the most complex and, in fact, constantly relevant in philosophy, sociology, and biology. In pedagogy and psychology, this problem objectively appears as cardinal. Almost all the work of teachers and psychologists related to the study of man is aimed not only at identifying specific patterns, certain changes at different age stages, but also at revealing general principles of development. At the same time, it should be recognized that we still have insufficiently theoretically worked out and experimentally studied procedural characteristics, structure, evolutionary forms of change, mechanisms and driving forces of progress in the formation of a person as an individual.

Their research is directly related to the third direction of research, focused on solving such an important problem as the relationship between the biological and social in the personal development of a person.

Being one of the most acute and relevant, this problem acts, on the one hand, as a dividing barrier on ideological grounds; on the other hand, it determines the understanding, definition, and assessment of human development as an individual, the conditions and possibilities for purposeful influence on this process.

It should be noted that at present this problem takes on a different meaning than it did twenty or even ten years ago.

Today, teachers, psychologists and developmental physiologists should strive not to determine the priorities of the social and biological, but to identify the real effect of the social on the biological.

From here, a fourth direction of psychological and pedagogical work is identified, which involves the search for new reserves of personal development and opportunities for optimizing the educational influences of various social institutions, while isolating and taking into account, firstly, the presence in the

development process of periods of special openness of a person to certain social influences and, secondly, his internal readiness to accept them and self-realization in them.

The fifth direction accumulates work on the scientific definition of Childhood both as a special state of social development and as a special layer of society. At the same time, it is important for teachers and psychologists not only to identify the patterns of childhood development, but also to establish their direction, dynamics, and intensity of changes leading to the emergence of new characteristics. It is necessary to create large problem canvases, accumulate a hierarchical system of indicators, allowing us to capture everything new that happens in the space of Childhood.

The sixth direction is associated with organizing an intensive search for new criteria for the "maturation" of growing people, determining the degree and nature of their actions. At the same time, the importance of studying several components of such maturation is highlighted: firstly, the disclosure of the organic prerequisites for the formation of a person as an individual; secondly, determining the nature and characteristics of the influence of the social environment and the system of educational influences as conditions for personal development; thirdly, analysis of the content and patterns of the process of human development as an individual and as a subject of action; fourthly, identifying the conditions, specifics and mechanisms for the implementation of individualization and socialization in the modern world.

The seventh direction involves conducting targeted research aimed at identifying ways, forms, methods of organizing differentiated education for children, adolescents, youth, the possibilities of building the educational process in secondary school according to individual curricula, identifying pedagogical, methodological, psychological grounds for modernizing the education system - general and professional. The eighth direction is to develop scientific foundations and principles for constructing multifaceted and multi-level forms of developing relations between adults and children. This problem is aggravated due to many circumstances, including the growing alienation between adults and children, who have matured significantly, on the one hand, and on the other hand, their social infantilism has deepened in a number of ways. At the same time, individually, locally, they grow up not personally, not subjectively, but only in terms of ostentatious behavior. Research into this problem is necessary to establish ways to strengthen the continuity of generations. Moreover, today there is and is growing a danger of destruction of the entire system of cultural and historical inheritance.

The ninth direction is research in the field of acmeology, which is based on the phenomenon of acme (the state of rise, the pinnacle of manifestation of human development as an individual, professional and citizen), aimed at identifying the structure, character, specificity, forms of expression and conditions for optimizing such a uniquely human phenomenon, as a need and

opportunity for self-realization, which consists in the ability to be an effective subject, whose creative efforts are accepted by society and are necessary for it.

The tenth direction is due to the fact that in the current situation of a sharp aggravation of the situation throughout the world, not only the versatility and extreme complexity are revealed, but also little knowledge of the characteristics of ethnic communities, their changing, increasingly complex relationships, as well as the closely interrelated acute problem of preventing ethnic and xenophobia, education of tolerance. Hence, the task of developing ethnopedagogy and ethnopsychology, developing, in particular, the psychological and pedagogical foundations of educating children, adolescents, and youth of personal qualities that accumulate in unity the best features of a particular ethnic group, the Russian people as a whole, and universal human values, is actualized.

The eleventh direction consists of a special study of collective, distributed consciousness, generalized intelligence, which is the result of the fact that thanks to access to the Internet, both students and teachers can obtain new knowledge at the same time. However, they have different rates of acquisition, different perceptions, and different reactions.

A special, twelfth, direction is the development of scientific - psychological, psychological and didactic foundations for constructing textbooks and educational books of a new generation, identifying their relationship with the latest information technologies, including the Internet. At the same time, it is important to determine the possibilities of the functional operation of the educational book in the current conditions of pressure from the modern information environment.

The thirteenth area is the problem of time. In traditional pedagogy, stable time was considered - in the family, school, and extracurricular sphere. But now the student receives a variety of information outside of the ranked time. Therefore, it is important to determine: first, how the time of a schoolchild and a student is now differentiated; second - how it can and should be used (at different ages) and third - how to retain the entire accumulated potential of knowledge. This is all the more important because the idea of diversity has been reduced to ugliness - not variability, but fragmentation, which is especially painful in the humanitarian field.

The fourteenth direction is related to the fact that, by identifying the optimal terms of study at school, to establish not only what and how to teach children, but, most importantly, to determine the psychological and pedagogical conditions and mechanisms, the essence, the structure of the educational activity of younger schoolchildren, revealing how it differs from teenagers, and than high school students, remembering that the main meaning of educational activity is that it encourages and teaches to learn, teaches the student himself to find knowledge.

The fifteenth direction is to, based on the study of progress in personality development, to reveal the possibilities of strengthening the emotional-volitional stability of growing people, on the one hand, and, on the other hand, restoring the

criteria of morality within the children's community, which represents an extremely important and subtle task related to with the determination of ways to form the spiritual health of the child, his life meanings.

The sixteenth direction of research is work to determine the social mechanisms for maintaining the spiritual and physical health of children. Namely health, and not just studying the degree of ill health - disability, various pathologies, delays and deviations. In this regard, complex work of teachers, methodologists, psychologists, and physiologists is needed, since we are talking not just about the nature of the teaching load, the peculiarities of the organization of the educational process, the relationship between teachers and students, the specifics of using new technologies, but about finding opportunities to improve the health of the school environment as a whole.

A topic whose solution is closely interconnected with the seventeenth direction - determining the specifics of the personality and activities of a modern teacher, the procedural features of his development. And although there are many works devoted to identifying ways to develop readiness for the teaching profession, unfortunately, the possibilities and criteria for achieving pedagogical maturity have been studied much less. What is needed here is a differentiated approach, related both to the establishment of age, gender and other differences, and to a complex combination of traditions and promising innovations in the system of teacher education.

The eighteenth direction is associated with the search for ways to create a fundamentally new setting for school psychological services - not as an "ambulance" in the event of difficult situations, but as an integral part of the educational process. We are talking about a special psychological and pedagogical activity that presupposes a new level of relationships and requires detailed theoretical developments and experimental searches necessary to develop clear positions and adequate techniques.

The nineteenth direction is the identification of effective and unexpected ways to counter the drug mafia with its extensive, well-functioning and well-paid network.

The twentieth in order, but the most important in essence, is the direction associated with the study of the conditions and mechanisms for the formation of the value base of growing people, their moral attitudes and orientations worthy of a person, while identifying conditions and ways to level out the quasi-needs, quasi-interests of children, adolescents, and youth.

PRACTICAL UNIT

Practical assignment 1:
"GENESIS AND CURRENT STATE OF PEDAGOGICAL SCIENCE AND EDUCATION"

I. Mandatory tasks
Prepare answers to the questions:

1. How many and what periods are allocated in the development of pedagogy?

2. What function is science showing more and more clearly at the present time?

3. What pedagogical sciences are included in the structure of pedagogy?

4. How many types of scientific rationality are distinguished in modern philosophy?

5. How should modern education be organized within the cultural and historical paradigm?

Complete the following sentence:

1. Modern science , in its interaction with various spheres of society and personality , performs three groups of social functions: 1)…………………..; 2)…………………; 3) ……………………..

2. A special place in the system of humanities is occupied by pedagogy - a science that reveals ………………………………………………………….

3. The links between pedagogy and sociology also belong to the traditional ones, which are manifested in ……………………………………….

4. The main purpose of education in accordance with the personality-oriented paradigm is ……………………………………………………….

5. The cultural and creative function of childhood consists in …………...

Practical assignment 2:
"SYSTEMATICS OF THE TERMINOLOGICAL APPARATUS OF PEDAGOGICAL SCIENCE IN CONDITIONS OF PARADIGMAL CHANGES"

I. Mandatory tasks
Prepare answers to the questions:

1. Outline the differences between natural and artificial languages. What are the linguistic features of the scientific style?

2. Describe the basic concepts of semiotics as a science.

3. Describe the categorical apparatus of science.

4. Present the trends in the development of the conceptual and terminological system of pedagogy.

Practical assignment 3:
"META-INNOVATIVE MODELS OF PEDAGOGICAL
SCIENCE DEVELOPMENT. ANALYSIS
OF A FRAGMENT OF INNOVATION FUND"

I. *Mandatory task*

Prepare answers to the questions:

1. What are innovative processes in education and what are their features?

2. Describe the main criteria for introducing pedagogical innovations in the educational process.

3. Describe the conditions and criteria for the effectiveness of using innovations in education.

4. Name the main sources of innovation in education and characterize some of them (3-4 optional).

5. Describe one of the innovative educational institutions known to you (early development school, social and pedagogical complex, gymnasium, lyceum, etc.).

6. Compare traditional and innovative training according to the following parameters: motivational and semantic positions of students; the nature of the organization of educational and cognitive activities; control and evaluation.

7. Based on the comparison, determine whether an educational institution that achieves high results by overloading students and teachers is innovative.

Practical assignment 4:
CONCEPTUAL BASIS OF THE EDUCATION INNOVATION
STRATEGY

I. *Mandatory tasks*

Prepare answers to the questions:

1. How is education viewed in pedagogical science?

2. What does innovative activity in the field of education imply according to the Education Code of the Republic of Belarus?

3. What innovative changes are taking place in education today?

4. Define the following terms: object, subject, pedagogical innovation.

5. What tasks does pedagogical innovation solve7

6. What can be subject to the process of innovative transformations?

7. What stages does the innovation process include from the point of view of V.S. Lazarev?

Complete the following sentence:

1. "Supportive" education is ……………………………………………

2. Innovative education is the process and result ………………………

3. The subject of pedagogical innovation is …………………………….

4. Spontaneous innovations are innovations that ……………………….

5. Consciously controlled innovations in the education system are innovations that…………………………………………………………………

Practical assignment 5:
CONCEPTUAL BASIS OF THE DEVELOPMENT STRATEGY OF THE NATIONAL EDUCATION SYSTEM

I. Mandatory tasks
Prepare answers to the questions:

1. What does the education system in the Republic of Belarus include?

2. What types of institutions does general secondary education include?

3. What should education be like for sustainable development?

4. What are the main components of improving the learning process and increasing its effectiveness?

5. Who are the participants of regional educational, scientific and innovative clusters of pedagogical education?

Complete the following sentence:

1. The following levels of education are established in the Republic of Belarus:…………………………………………………………………………

2. General secondary education institution an educational institution that implements educational programs of general secondary education, an educational program of …………………………………………………..

3. Teachers face four main tasks:…………………………………………

4. Standards in the field of education make it …………………………

5. The main goal of the cluster is to combine educational, scientific and innovative potential…………………………………………………………

Practical assignment 6:
"DIGITAL TRANSFORMATION IN EDUCATION"

I. Mandatory tasks
Prepare answers to the questions:

- What is transformation?

-Is the digital divide exacerbating "traditional" educational inequality?

- What is the essence of digital transformation?

2. Name and characterize a number of the most important trends in the field of digital transformation of processes in the education system.

3. Consider the functions of digital transformation in education. Reveal their meaning. Visualize the benefits of digital transformation for teachers and students.

4. Describe the "disadvantages" of digitalization in education.

5. Create a questionnaire that helps, in combination with other methods, to study the attitude of teachers towards digital transformation in education.

Practical assignment 7.1:
"INCLUSIVE EDUCATION"

I. Mandatory tasks
Prepare answers to the questions:
1. What is inclusive education?
2. Consider the basic principles of inclusive education.
3. What is the "driver" of inclusive processes?
4. Methods for organizing the educational process in an inclusive classroom.

Practical assignment 7.2:
"CONCEPTUAL FRAMEWORK
STRATEGIES FOR INCLUSIVE EDUCATION"

I. Mandatory tasks
  1. Prepare answers to the questions:
- What is inclusive education?
- What are the reasons for the emergence of such a form of education as inclusive education?
- What is meant by special educational needs?
2. Name and describe the basic principles of inclusive education.
3. Highlight the advantages and disadvantages of inclusive education. Give reasons for your opinion.
4. Determine the role of parents (parental community) and public organizations in the development of inclusive education.
5. Describe the methodological foundations of inclusive education.

Practical assignment 8:
"PRIORITY DIRECTIONS OF PSYCHOLOGICAL AND
PEDAGOGICAL RESEARCH IN THE FIELD OF EDUCATION"

I. Mandatory tasks
1. Define the concepts:
− Study
− Pedagogical research.
− Pedagogical scientific research.
− Method of pedagogical research.
2. List the main directions of psychological and pedagogical research?
3. Give a brief description of each area of psychological and pedagogical research.

KNOWLEDGE CONTROL UNIT
Discipline exam questions

1. Genesis of pedagogical science and education
2. Laws and regulations for the development of pedagogical science and education.
3. The current state of pedagogical science and education.
4. Systematics of the terminological apparatus of pedagogical science in the context of paradigmatic changes
5. Categorical apparatus as the basis of scientific knowledge.
6. Methodological approaches to the systematization of pedagogical knowledge.
7. Systematics of the terminological apparatus by branches of pedagogical science.
8. Meta-innovative models of the development of pedagogical science.
9. Innovative problems of the leading edge of the development of pedagogical science and practice.
10. The genesis of models for the development of pedagogical science in the context of improving the types of rationality.
11. The effectiveness of pedagogical science in social and economic aspects.
12. Mechanisms of the transition from monoscientific substantiation of pedagogical science to polyscientific substantiation.
13. Conceptual Foundations of Education Innovation Strategy
14. Innovation in education as a global trend in its development.
15. Types of pedagogical innovations and their characteristics.
16. Innovative problems and flows of different levels of education.
17. Problem-oriented nature of innovation.
18. Ideal innovative activity and real forms of innovative and pedagogical activity.
19. Conceptual foundations of the strategy for the development of the national education system.
20. Education as a priority of the state policy of the Republic of Belarus.
21. Basic state requirements for the organization of the educational process.
22. Education for sustainable development in Belarus.
23. The system of ensuring the national security of the Republic of Belarus.
24. The role of information security in the information society.
25. Standardization of education. National qualifications framework.
26. Multiculturalism as a property of the modern educational space.
27. Cluster development of the teacher education system.

28. Conceptual foundations of a strategy for digital transformation of education.

29. The current state of informatization of society. The main directions of development of informatization in the Republic of Belarus.

30. Management of informatization processes and institutional structure for the development of informatization.

31. E-learning pedagogy.

32. Conceptual foundations of an inclusive education strategy.

33. Historical and social determinants of inclusive education.

34. Inclusive education as a social phenomenon.

35. The main directions of the implementation of inclusive education.

36. Inclusive potential of education as a social environment.

37. Practice-oriented approaches to the implementation of inclusive education in the activities of educational organizations.

38. Priority areas of psychological and pedagogical research in education.

39. Personal and social aspects of innovation.

40. Value orientations of psychological and pedagogical research. Comparative analysis of educational systems focused on different values.

Criteria for assessing the results of educational activities

10 (ten) points, credited :

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology , competent, logically correct presentation of the answer to questions;

impeccable mastery of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;

expressed ability to independently and creatively solve complex problems in non-standard situations;

complete and deep assimilation of the basic, additional literature on the academic discipline being studied;

the ability to freely navigate theories, concepts and trends in the academic discipline being studied ;

creative independent work in practical and laboratory classes, active creative participation in group discussions, high level of culture in completing tasks.

9 (nine) points, passed :

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology ;

possession of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;

the ability to independently and creatively solve complex problems in a non-standard situation within the framework of the curriculum of a higher education institution in an academic discipline;

complete assimilation of basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;

systematic, active independent work in practical and laboratory classes, creative participation in group discussions, a high level of culture in completing tasks.

8 (eight) points, credited :

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in an academic discipline within the scope of the curriculum of a higher education institution in an academic discipline;

use of scientific terminology , competent, logically correct presentation of answers to questions, the ability to draw reasonable conclusions and generalizations;

possession of the tools of the academic discipline , the ability to use them in setting and solving scientific and professional problems;

the ability to independently solve complex problems within the framework of the curriculum of a higher education institution in an academic discipline;

mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate theories, concepts and trends in the academic discipline being studied;

active independent work in practical and laboratory classes, systematic participation in group discussions, a high level of culture in completing tasks.

7 (seven) points, credited :

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

use of scientific terminology , competent, logically correct presentation of answers to questions, the ability to make reasonable conclusions and generalizations;

possession of the tools of the academic discipline, the ability to use them in setting and solving scientific and professional problems;

mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate the main theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;

independent work in practical and laboratory classes, participation in group discussions, high level of culture in completing tasks.

6 (six) points, credited :

sufficiently complete and systematized knowledge within the scope of the curriculum of a higher education institution in the academic discipline;

use of necessary scientific terminology, competent, logically correct presentation of answers to questions, the ability to make generalizations and reasonable conclusions;

possession of the tools of the academic discipline, the ability to use them in solving educational and professional problems;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate basic theories, concepts and trends in the discipline being studied and give them comparative assessment;

active independent work in practical and laboratory classes, periodic participation in group discussions, high level of culture in completing assignments.

5 (five) points, credited :

sufficient knowledge in the scope of the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, competent, logically correct presentation of answers to questions, ability to draw conclusions;

possession of the tools of the academic discipline, the ability to use them in solving educational and professional tasks ;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

independent work in practical and laboratory classes, fragmented participation in group discussions, a sufficient level of culture in completing tasks.

4 (four) points, credited :

a sufficient amount of knowledge within the educational standard of higher education;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, logical presentation of answers to questions, ability to draw conclusions without significant errors;

ability to solve standard (typical) problems under the guidance of a teacher;

the ability to navigate the basic theories, concepts and trends in the academic discipline being studied and evaluate them;

work under the guidance of a teacher in practical and laboratory classes, acceptable level of culture in performing tasks.

3 (three) points, not accepted :

insufficiently complete amount of knowledge within the educational standard of higher education;

knowledge of some of the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, presentation of answers to questions with significant, logical errors;

poor knowledge of the tools of the academic discipline, incompetence in solving standard (typical) problems;

inability to navigate the basic theories, concepts and directions of the academic discipline being studied;

passivity in practical and laboratory classes, low level of culture in completing tasks.

2 (two) points, not accepted :

fragmented knowledge within the educational standard of higher education;

knowledge of individual literary sources recommended by the curriculum of a higher education institution in the academic discipline;

inability to use the scientific terminology of the academic discipline, the presence of gross, logical errors in the answer;

passivity in practical and laboratory classes, low level of culture in completing tasks.

1 (one) point, not credited :

lack of knowledge and (competencies) within the educational standard of higher education, refusal to answer, failure to appear for certification without a good reason.

Students can familiarize themselves with the criteria for evaluating forms of control in newsdo . by

List of applied educational technologies, methods and forms of teaching

Planned learning outcomes	Technologies, forms and methods
At the **Knowledge level**	Lectures, practical classes.
At the **Skills level**	*Problem-based learning* technology . *Project technology* . Individual and group projects, mono-subject and inter-subject; short-term (mini-projects), medium-term and long-term projects; informational, research, creative and practice-oriented projects. Case technology. Technologies for organizing *student research activities* : scientific student discussions.
	Reflective role-playing games. Organizational and activity games. *Brainstorming technologies* : "reverse brainstorming", "double brainstorming", "idea conference".
	Technology "Critical Thinking". Psychological and socio-psychological trainings.
	Technology "Debate". Technology of simulation games: business games, role-playing games.
At the **Proficieng level**	Conducting classes at branches of departments and resource centers.
	Scientific seminar for students' research. Author's workshop. Scientific publications.

EDUCATIONAL AND METHODOLOGICAL MAP
OF THE ACADEMIC DISCIPLINE

for part-time education

Section number, topic	Title of section, topic	Number of hours					USR hours	form of control
		Lectures	Practical exercises	Seminar classes	Laboratory exercises	Other		
1	2	3	4	5	6	7	8	9
1.	Genesis and current state of pedagogical science and education	**2**	**2**					Compiling a glossary Building a roadmap for studying an academic discipline. Preparation of abstracts
2.	Systematics of the terminological apparatus of pedagogical science in conditions of paradigmatic changes	**2**	**2**					Drawing up a schematic map on the topic of the lecture Drawing up mind maps of the terminological field in branches of pedagogical science
3.	Meta-innovative models of development of pedagogical science	2	2					Test on the content of the lecture Analysis of a fragment of the innovation fund
4.	Conceptual foundations of the education innovation strategy	2	**4**					Reflexive practice of the axiosphere of innovation Development of

							a passport for pedagogical innovation
5.	Conceptual basis for the development strategy of the national education system	**2**	**4**				Create a supporting summary Business game "Youth educational policy"
6.	Conceptual foundations of the strategy for digital transformation of education	2	2				Compile a background summary Development of a web representation project
7.	Conceptual basis for the strategy of inclusive education	4	4				Test on the content of the lecture Development of an inclusive education project
	Total	16	20				exam

LIST OF SCIENTIFIC AND METHODOLOGICAL SUPPORT FOR SELF-GUIDED WORK

MAIN:

1. Book of modules. Training and advanced training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement: in 2 hours. Part 1 / [under general. ed. I.V. Aleksashenkova]; EE "Brest State University named after A.S. Pushkin". – Brest: BrGU named after A. S. Pushkin, 2013. – 260 p.

2. Book of modules. Training and advanced training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement: in 2 hours Part 2 / [under general. ed. I.V. Aleksashenkova] ; EE "Brest State University named after A.S. Pushkin". – Brest: BrGU named after A.S. Pushkin, 2013. – 206 p.

ADDITIONAL:

1. Zhuk, A. I. National qualifications framework: development experience for the Education industry / A. I. Zhuk // Vysh. school – 2017. – No. 4. – P. 3–6.

2. Zhuk, A. I. Strategy for training teaching staff for the development of electronic education / A. I. Zhuk, O. A. Minich // Education and training. – 2018. – No. 2. – P. 3–9.

3. Systematics of the terminological apparatus of pedagogy in conditions of paradigmatic changes as a factor in updating the content of pedagogical education / A. I. Zhuk [et al.]; under scientific ed. A. V. Torkhova, O. B. Dautova. – Minsk: Belarus. state ped. univ., 2019. – 308 p.

1. Zhuk, A.I. Training of future teachers in the conditions of the multicultural educational space of the pedagogical university / A.I. Zhuk // European. ped. studios. – 2018. – Issue. 7. – pp. 27–35.

2. Zhuk, A. I. Professional qualification standard of a teacher: issues of practical implementation / A. I. Zhuk, A. V. Torkhova // Adukacy and recovery. – 2017. – No. 9. – P. 3–10.

3. Scientific and methodological foundations of cluster development of continuous pedagogical education / A. I. Zhuk [et al.]. – Minsk: Belarus. state ped. univ., 2019. – 184 p.

4. National strategy for sustainable socio-economic development of the Republic of Belarus until 2030. [Electronic resource]. – Access mode : http://www.economy.gov.by/uploads/files/NSUR2030/Natsionalnaja-strategija-ustojchivogo-sotsialno-ekonomicheskogo-razvitija-Respubliki-Belarus-na-period-do-2030-goda.pdf . – Access date: 05/25/2019.

5. Professional qualification standard for a teacher and issues of its implementation : methodological recommendations /, A. V. Torkhova [etc.]; [under general ed. A.I. Zhuk] ; Ministry of Education of the Republic of

Belarus, Educational Institution "Belarusian State Pedagogical University named after M. Tank". - Minsk: BSPU, 2018.- 136

6. Tsyrkun I.I. Innovative teacher education: on the way to professional creativity: educational method. allowance / I. I. Tsyrkun, E. I. Karpovich. – 2nd ed. – Minsk: Belarus. state ped. univ., 2011. – 311 p.

7. Tsyrkun, I. I. Intellectual self-development of the future teacher: didactic aspect / I. I. Tsyrkun, V. N. Punchik. – Minsk: Belarus. state ped. univ., 2008. – 254 p.

8. Rakova, N. A. Pedagogy of modern school: educational method. manual for students of higher institutions. education, special education students profile A - Pedagogy / N. A. Rakova, I. E. Kernozhitskaya; Ministry of Education of the Republic of Belarus, Educational Institution "Vitebsk State University named after P. M. Masherov", Department. pedagogy. - Vitebsk: VSU named after P. M. Masherov, 2017. - 263 p. : ill. - Bibliography at the end of the modules. - Glossary: p. 244-261. - ISBN 978-985-517-610-8.

Educational publication

EDUCATIONAL MANAGEMENT
COLLECTION OF EDUCATIONAL AND METHODICAL COMPLEXES
BY ACADEMIC DISCIPLINES:
ADULT EDUCATION THEORY,
PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHER
RESEARCH, CONCEPTS AND STRATEGIES FOR THE DEVELOPMENT
OF PEDAGOGICAL SCIENCE AND EDUCATION
FOR THE SPECIALTY OF ADVANCED HIGHER EDUCATION
7-06-0114-02 EDUCATIONAL MANAGEMENT
(FOR FOREIGN CITIZENS STUDYING IN ENGLISH)

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