

тронный ресурс]. URL: <https://elibrary.ru/item.asp?id=43171398> (дата обращения: 26.06.2022).

2. Малкова Т. В., Баранов А. Ю. Возможности профессионального роста преподавателя в педагогическом коллективе [Электронный ресурс] // Вопросы педагогики. 2020. № 2-1. URL: <https://www.elibrary.ru/item.asp?id=42405012> (дата обращения: 26.06.2022).

3. Peer observation, feedback and reflection: a practical guide for teachers [Электронный ресурс] // State of Victoria (Department of Education and Training). 2018. URL: https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/Peer_observation_feedback_and_reflection_practical_guide_for_teachers.pdf (дата обращения: 26.04.2022).

4. Volchenkova K. N. Peer observation as a tool for teacher's professional development and the way to increase the quality of the education process // Вестник ЮУрГУ. Серия: Образование. Педагогические науки. 2016. Т. 8. № 3. С. 39–43.

УДК 37

T. K. Sagitdinova (Kazan, Russia)

Volga Region State University of Physical Culture, Sports and Tourism

The role of university in shaping the future teachers' pedagogical worldview

Авторами предпринята попытка ответить на вопросы о том, как университет может помочь будущим учителям осознать свое профессиональное предназначение, начать действовать в соответствии с нормами и принципами педагогического сообщества, ориентируясь в образовательном пространстве с опорой на профессионально-личностные ценности. В статье приводится мнение зарубежных экспертов в области образования.

Ключевые слова: педагогическая картина мира, профессиональная подготовка, будущий учитель, профессиональное развитие, профессиональное сообщество

The authors attempted to answer the questions of how the university can help future teachers to realize their professional mission, to act in accordance with the norms and principles of the pedagogical community, to focus within the educational space basing on the professional and personal values. The article provides the opinion of foreign experts in the field of education.

Keywords: pedagogical worldview, professional training, future teacher, professional development, professional community

The foundation of good schools is having good teachers in place. Improving the knowledge and skills of a teacher is arguably one of the best investments that local, state, and national stakeholders in education. However, a pedagogic worldview of training institutions indicates that there have been concerns that over the years, effective teaching standards have gone down with educational reforms required. This is

essential particularly in traditional universities whereby teaching preparation programs have come under scrutiny for failing to adequately prepare teachers under training for the realities on the ground. There are several approaches that pedagogical universities can use to help future teachers realize their role in the society.

First and foremost, it is imperative to link professional learning in pedagogical institution's to a teacher's real work. A teacher's professional development should enable one to apply what one learns in one's teaching methods. According to Darling-Hammond & Bransford [1], improved student learning due to better instruction and improved student learning is due to one's professional development. The learning experiences that future teachers gain while at the university is the basis for their competencies and professional identity. Educational programs in teaching should go beyond the theoretical models offered by the syllabuses. They should in context incorporate teaching strategies such as co-teaching that allow future teachers to successfully apply what they learn to different situations in life. In order for universities to prepare teachers for a dynamic world, the learning experiences should also be dynamic enabling future teachers to become custodians of their own decisions in terms of building relationship networks and in the whole teaching setup highlights Darling-Hammond & Bransford [1].

Sutherland et al., [4, p. 457] highlights that creating a professional identity is essential for teachers to be viewed as teachers by others as well as themselves. Contemporary trends in education focus on teacher education and quality control and the ethical responsibility on which the stature of teachers is built. As such, training programs need to help trainee teachers on the need for each and every one of them to develop a unique identity while at the same time show the dedication, commitment, and responsible behavior as part of one's ethical obligations.

Second, it is imperative that universities are aware of the emotional needs of the training teachers. Becoming a teacher has mixed experiences whereby one can become frustrated or satisfied depending on one's experiences. According to studies, training teachers should have support systems in place that ensures they have individuals close to them willing to listen to them from both a personal and professional level. On the professional level, mentors can assist in enabling one access training facilities, become autonomous and sustain it, and provide ideas to assist them in their teaching. According to Serdenciuc [5, p. 966], professional development definition goes beyond teaching skills and knowledge. However, it incorporates the emotional intelligence of teachers not only for their personal development, but also for their ability to become good professionals when dealing with children during their teaching lives.

Third, it is imperative that institutions of higher learning increase collaborations between training teachers and the professional community. The professional learning communities should be able to provide training teachers with opportunities that will facilitate their development by having shared visions and values, and passing on their experiences in the field to the students via collaboration and sharing of ideas

according to Kemmis et al. [2, p. 154]. Collaboration should also involve practical experience that training teachers require. It is essential that universities and schools partner in teacher preparation programs in order to prepare the future workforce for their role. When local schools are involved in the preparation of future teachers, they can partner with universities to design programs that address their needs. As such, schools can hire graduate teachers who have been prepared in advance for the challenges to expect in the classroom setup.

For the universities, the involvement of local schools in the design of clinical practice programs and teaching training coursework provides teachers under training with the perspective required for actual classroom practice. Teachers who receive training from programs that has received inputs from both schools and the universities will be better placed to handle the challenges that are associated with the classroom setup. These graduates will also give a positive reflection on the effectiveness of the educational programs used in their preparation. Having schools that will accept their trainee teachers for clinical placement as well as offer mentorship programs will also enhance the effectiveness of these teachers who eventually will benefit schools they will teach in as they will become effective graduate teachers. Overall, Serdenciu [5, p. 968], highlights in order to achieve this, it is imperative for institutions to adopt a learner based approach over a trainer-focused one.

Fourth, encouraging reflecting behaviors of the teachers under training is essential in bringing out professionalism in teachers as well as professional development that focuses on quality. A three dimensional model can be used to examine a teacher's reflective behavior as noted by Darling-Hammon & Bransford [1]. These are reflection in action, reflection on action, and reflection about action. The first one refers to decision-making processes that tutors engage in whereas the second on entails actions taken before and after teaching. Reflection about action takes a look on the ethical, political, and moral issues that they face in the teaching practice. Through such reflective actions, one improves as a teacher and likewise, one's teaching skills improve.

Finally, student engagement is essential in helping future teachers realize and appreciate their roles in society. It is essential for universities to recognize the constructive and participative role that students play in ensuring that there is quality teaching at the institutions of higher learning. Therefore, institutions should build trust between students and faculties in order to ensure that the former are involved during the development of the teaching and learning framework notes Kemmis [2, p. 160].

As such, this will ensure that training teachers receive quality information. In order to facilitate the implementation and evaluation of quality learning as well as teaching, higher education institutions assign special oversight roles to students. The student organizations should also have the capacity to act as consultants on teaching matters as well as serve on relevant committees that focus on training of teachers. It is also essential that universities provide an open forum to all students to internally

discuss teaching and learning strategies at the programme, departmental, and institutional levels. Additionally, students who engage in the oversight fostering of quality teaching in institutions of higher learning should receive incentives such as extra credit points.

According to Laurillard [3], there is a general misconception surrounding the perception of education, particularly public education receiving the bulk of criticism. First, the perception is that the system produces ineffective teachers. The assumption made is that universities are releasing poorly trained teachers due to poor training programs in place, with the latter having low acceptance standards, limited practical application, and inadequate instruction. Second, there is a perception that public universities are ineffective despite being well funded as compared to private ones. Third, poor student performance is usually associated with poor teaching, which is not the case. As such, these words create a negative perception of teachers not only in their eyes, but also in the eyes of the general public.

However, there are several ways in which universities can help improve the reputation of the world regarding teachers. First, there is a need for educators to inform the general public on the state of affairs in institutions of higher learning, particularly public ones. Teachers need to acquire self-efficacy and belief in what they are pursuing. This will enable them help regain the lost public confidence in what they are doing as teachers, their methods, and how they are facilitating the training of future generations of teachers notes Sutherland et al., [4, p. 455–465].

Second, it is imperative that educators take up a political-savvy role. One of the biggest challenges that universities face is educating the public on the successes of their teaching and training programs, a role that educators have been reluctant to take on. Since most educators know where the challenges and successes in their field, it is upon them to link up with politicians and share the information with them for positive influence. This will help change the perception of universities as institutions that serve the needs of every student individually and its importance to the local community as noted by Serdenciuc [5, p. 970]. By doing so, trust will be created between the institutions of higher learning and local communities. Action-oriented policy makers will push for policy that strengthens their institutions and hence restore the perception of universities and trained teachers in the eyes of the general public.

References

1. Darling-Hammond L., Bransford J. Preparing teachers for a changing world: What teachers should learn and be able to do. John Wiley & Sons, 2007.
2. Kemmis S., Heikkinen H. L., Fransson G., Aspfors J., Edwards-Groves C. Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development // *Teaching and Teacher Education*. 2014. Vol. 43. P. 154–164.
3. Laurillard D. Rethinking university teaching: A conversational framework for the effective use of learning technologies. Routledge, 2013.

4. Sutherland L., Howard S., Markauskaite L. Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers // Teaching and teacher education. 2010. Vol. 26(3). P. 455–465.

5. Serdenciuc N. L. Shaping Learning Experiences of the Future Teachers // Procedia-Social and Behavioral Sciences. 2014. Vol. 180. P. 966–971.

УДК 378.12.147

И. А. Спиридонова (Севастополь, Россия)

*Черноморское высшее военно-морское ордена Красной Звезды училище
им. П. С. Нахимова*

Личностно-профессиональное развитие курсантов в условиях модернизации высшего образования

В статье рассмотрены основные пути формирования личностно-профессиональных навыков в контексте модернизации высшего образования. Отмечено, что целевые ориентации военно-профессионального образования на корпоративную культуру, коллективистское воспитание, а также организационные условия затрудняют деятельность преподавателя, ориентированную на профессиональную трансляцию знаний и актуализацию личностного развития курсанта.

Ключевые слова: курсанты, личностно-профессиональное становление, психологическая готовность, активность, проектная деятельность

Введение. «Российское образование нуждается в обновлении. Причем с упором на советский опыт как альтернативу Болонской системе» [11, www]. Процесс модернизации отечественного образования как комплексного, всестороннего обновления «всех звеньев образовательной системы и всех сфер образовательной деятельности в соответствии с требованиями современной жизни» [10, с. 4] направлен сегодня на его гуманизацию и усовершенствование качества образования [15, с. 74].

Анализ последних публикаций и выделение нерешённой части проблемы. Сегодня особенно важно развитие личности и ее индивидуальных способностей будущих выпускников (А. Г. Асмолов, В. В. Давыдов, А. А. Деркач, И. С. Якиманская, Е. В. Селезнева). Индивидуализация образования диктует необходимость создания новых моделей воспитания и обучения, обеспечивающих эффективное решение проблем личностного и профессионального развития будущих специалистов [3].

Многие ученые занимались исследованием вопросов подготовки специалистов: В. Н. Мясичев, И. П. Ильин, В. Д. Кузьмин, А. Г. Ковалев, О. И. Титова, А. Н. Леонтьев, А. С. Шаратов, Л.И. Божович, Г. С. Вайсман, А. Н. Леонтьев и др. Личностно-профессиональное становление будущих выпускников изучали