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Innovative Approach to the Preparation of Future Teachers

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Abstract

The relevance of the study is due to significant contradictions between the innovation processes in the economic, industrial, social, and existing traditional systems of educational strategies. The article explains the basic idea of social change in the modern world related to the emergence of a new generation of young people, fundamentally different in some characteristics from previous generations. Empirical evidence confirms the persistent significance of differences in values, temporal and meaningful life orientations of teachers and students. An innovative approach to teacher training is proposed, which differs from the traditional one at the target, personal, interpersonal (polysubject) and technological levels. The purpose of the new practice teacher training linked to the development of personal characteristics of future professionals (orientation, competence, flexibility, self-awareness), which act as direct indicators of teacher professional maturity, value attitude to the new generation of the student's personality.

Keywords: innovative educational environment, systemic personal development approach, new practice of teacher training, personal and professional development, concept, technology, integral personal characteristics.

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Introduction

In the XXI century, new qualitative changes with great acceleration in all areas of the world civilization. Analysis of development of various countries shows that lead the society that is able to predict future events and proactively take action, so it is important to identify the main patterns of innovative ways of transformation.

The most significant factors affecting the level of innovation are human capital, financial capital, and the level of economic transparency.

Of the three basic factors of the overall development of innovation positive effect for the country is first and foremost indicator of human capital. This means that for the foresight of ideas and their realization of the main can and should be upgrading the system, developing education based on the continuity of generations.

We live in an era of fundamental social changes (social turning point), which are mainly associated with the emergence of a generation of young people (millennials) with other behavioral practices and ways of perceiving the environment, significantly different from the previous generation and older generations.

Purpose and objectives of the study

The problem of fathers and children, students and teachers has always been relevant. But now the question is not only in the difference of generations, the conditions in which today's young people grew up have radically changed. An open information society, the expansion of computer technology, the widespread penetration of social networks and digitalization - all this influenced their formation and distanced their world from the world of previous generations.

The problem as a strategic challenge of time is primarily concerned with the need to study the psychological characteristics of modern young people, as well as fundamental research in the field of expanding the resource potential of the teacher - the main subject of the transformation of education and educational space that ensures the continuity of generations and the integration of the individual into the national and world culture.

Literature review

Generation theory studies two big questions: values and cyclicity in events and phenomena that influence the formation of values.

One cycle, lasting approximately 80 years (in history, the cycle duration is from 75 to 100 years), forms the periods of formation of four generations. For example, the Silent - Baby Boomers - X - Millennium cycle ended, which lasted from 1923 to 2003.

Each period of the generational cycle is characterized by its strategic issues-choices. The most important strategic questions relate to the new definition of “what is good and what is bad”, “good education”, “educational program on new sciences, technologies and lifestyles”, as well as their accompanying questions: “How to interact with different people”, “How communicate with children and adults, teachers and students”, “What should be a teacher of modern education”. The elections and rules announced now in society do not work; according to some of them, it is still completely unclear how to act.

The term "millennial" offered by American scientists Neil Howe and William Strauss in 1987 and then described in detail his theory of generations in the book " *Millennials Rising The Next Great Generation* " (2000). Over twenty-five years, many articles and books have been written on the topic: what is the generation of millennials (Burke, 2017; Bochaver, Zhilinskaya, Khlomov 2016; Zhurakhovskaya, Sholotonova, 2017); Levada, Shanin 2005; Prosvirkin, 2018; Radaev, 2018; Inglehart, 2015; Mannheim, 2000). Researchers note the ten most significant characteristics of millennials:

- Global thinking
- Deep cynicism
- Low religiosity
- Strong egalitarianism
- Trophy motivation
- Short attention
- Particular sensitivity to trends
- Orientation to social networks
- Search for truthful information
- Unwillingness to grow up

You can highlight the positive impact of the digital environment - enhancing communication capabilities and self-presentation, processing ease and the exchange of information, training and optimization, etc.; and negative - the development of alienation, the separation of children, adolescents and young people from the adult world, the emergence of informational threats to physical, psychological, social security (cyberbullying), gambling addictions, sexual exploitation, involvement in sects of a suicidal and associative orientation, etc.

On the one hand, it is normal for millennials to have informal communication with people from different countries without dividing them into national, racial or other characteristics, constantly searching for more interesting activities, films, books, games, etc., on the other hand, the desire not to complicate oneself thinking about global issues, avoiding discussing too serious things with adults, especially with educators. In general, millennial students believe that they are completely different compared to teachers.

This is confirmed by our experimental studies (Mitina, 2018). aimed at a comparative analysis of values, life-meaning orientations and time perspectives of teachers and students.

Methodology and main stages of the research

Our experimental study consisted of 4 series.

In the 1st series, the features of individual values of different groups of subjects of education were studied: students (n = 98), teachers (n = 79) of Moscow Pedagogical University, intergenerational differences in value systems were revealed. The methodological program included the methodology for measuring personal values of S. Schwartz, the author's questionnaire for ranking values, and interviews.

The study was determined rank values of students structure: 1) independence, 2) security, 3) hedonism, 4) stimulation, 5) power, 6) conformity. It can be seen that the structure differs pronounced focus on independence, material wealth, the desire for a positive emotional experience pleasure while reducing the importance of the favor and conformity.

The structure of teachers of values: 1) security, 2) conformism, 3) universalism, 4) goodwill, 5) independence, 6) power - is quite traditional and expresses the group solidarity, a sense of duty, respect, acceptance of rules, traditions and customs that exist in culture, while reducing the importance of self-reliance and openness to change.

In the 2nd series, in addition to the methods for studying the value orientations of students and teachers, the questionnaire "Awareness of life goals" of Karapesta was used. The average score on the A scale (attitude

toward life) in the group of students is 5 points, and the average score on the B scale (structured free time) is 5.5 points. At the same time, there is a slight gap between the indicators of scales A and B. This means that if there are diverse interests, a fairly clear idea of what it means to live interestingly, students of this group give preference to relaxation, devote their free time to situational entertainment.

In this case, the average score for teachers on a scale of A - 3.6 points, on a scale of B - 5 points. This suggests that teachers have goals in life, their attention is focused on a certain life program.

In series 3, the individual time perspectives of students and teachers were studied. The basis of the methodological program was the Zimbardo Time Perspective Inventory. In addition to the questionnaire, the program included author's questionnaires and interviews.

As a result of the study, the ranking structure of time perspectives was found that is typical for most teachers: a positive past, reflecting positive, nostalgic memories of the past. Teachers love to remember their past, they like traditions, order, they are characterized by conservatism. The fatalistic present presupposes a hopeless attitude towards one's professional life, confidence that everything is predetermined, there is no hope for a positive professional future, there are fears associated with tightening administrative control, fear of students and fear of being left without them.

Students in the rank structure of time perspectives in the first place - a hedonistic present, suggesting focus on current events, getting positive emotional experiences, pleasures. In second place - a moderately high intensity of orientation on future events, goals and objectives with the presence of anxiety and fear of not finding a decent job and his place in life after graduation. Positive and negative (the presence of traumatic events and experiences) are present in the past students rank scale about equally.

In the 4th series, the level of personal and professional development of students and teachers was determined by the indicators of integral personality characteristics (self-actualization test - SAT) and a comparative analysis of the level of professional development and value, life and time orientations was carried out. The results of these analyses indicate that only 21% of students and 28% of teachers have high levels of professional development, harmonization of structures of values and balanced time perspective. The latter implies a moderately high intensity of orientation toward the future, the present and the positive hedonistic past, moderately low fatalistic orientation to the present and the negative past.

Emerged value-pluralism and life meaning, in our opinion, reflects not so much an increase in the level of freedom in society, rather leads to the value of the polarization and destruction as social solidarity and polysubject relations in the educational environment. That is why the need for a dialogue between the

subjects of education for the purpose of spiritual enrichment and harmonization of the system of values that determine the possibility of establishing polysubject community, what should be directed to teacher education.

Innovative approach in teacher education

The research problem lies in a number of significant contradictions, namely: between the social need for updating teaching staff and the lack of experimental data on the potential of the teacher's personality to evolve in the context of educational reform; between the fundamental social changes in the modern world associated with the emergence of a new generation of young people, fundamentally different in a number of characteristics from previous generations (intergenerational gap) and the lack of innovative psychological technologies for training future teachers to work in new conditions.

The problem as a strategic challenge of time is concerned, above all, the need for fundamental and practical developments in the field of expanding the resource potential of the teacher personality - the main subject of the transformation of education and educational space that ensures the continuity of generations and the integration of the individual into the national and world culture.

The accumulated extensive theoretical material on the professional development of the teacher of Russian and foreign psychology. At the same time the attention of psychologists for a long time has been focused on improving the functionality of the teacher's personality and his professional development was reduced to a desire to achieve a designated ideal. So, the profессиograms of teacher work contained a list of teacher traits, including from a dozen to hundreds of professionally necessary qualities. The standard built in this way and set, as a rule, turned out to be externally normative, but internally contradictory, since it leveled individuality. In addition, the development of various models of teacher's professional development was reduced to describing the only possible development option, close to the ideal, desired result, considering the professional path as a complex, contradictory, but aimed at the formation and development of the teacher. In our opinion, at present, for a holistic understanding of the degree of readiness of teachers for further education reform, new theoretical, methodological and technological foundations are needed, the guidelines of which are laid down in the works of modern scientists (Markova, 1996; Povarenkov, 2007; Smantser, Rangelova, 2014; Smirnov, 2018; Shadrikov, 2018) and are integrated into the system of personality-developing approach and the psychological concept of teacher professional development (Mitina, 2014; Mitina, 2018). In our concept, two alternative strategies (models) of teacher professional work are distinguished: adaptive functioning and professional development.

The model of adaptive functioning determines the destructive path in the profession, the path of stagnation and neuroticism, risks and failures, the path of destruction, the theft of one's creative potential and personal resources.

At the same time, the model of professional development characterizes the constructive path of the teacher in the profession, the path of creation, building up one's creative potential, and actualizing resource opportunities. This strategy leaves the teacher with the right to self-expression and self-realization, since it allows everyone to find the "growth points" inherent in only one person, which are available in his unique inner world and accumulated individual professional experience. One of the practice-oriented steps towards implementing this approach is the new practice we are developing for the training of future teachers, aimed at overcoming the problems of traditional higher education.

For this purpose, we carry out the transformation on the target, the personal, interpersonal (polysubject) technological levels.

Results

The specifics of the innovative (systemic personality-developing) approach in teacher education

Purposes	The purpose is not only connected with the formation of skills activities, but also, in principle, the personal characteristics of future professionals. The transition from the learning objectives in terms of knowledge, skills, skills (in the classical sense) to the personal characteristics of the future professional (orientation, competence, flexibility, self-awareness), which increasingly serve as direct indicators of teacher professional maturity, value attitude to the personality student.
Content	The complex of psychological and pedagogical disciplines orientates the student as a subject of learning on the future content of professional practice and the whole culture as a means of intellectual and spiritual enrichment and the creation of a holistic picture of the world. As the object of teaching activities is considered as a common space polysubject student and teacher activity. Educational important task is development the student as a person.
Ways of working	Holistic teaching and educational environment where development of educational activities carried out in the educational and professional community. Future teachers act as active, developing subjects of learning, collaborating with the teacher.
Positions, functions, teacher leadership style	The personality-oriented position of the teacher - tutor, facilitator, moderator, consultant. Organizational, designing, stimulating functions, functions of discovering problems and meanings of professional activity, creating conditions for self-determination of future teachers prevail. The style is democratic, encouraging.

The motivational-semantic attitude of the teacher	The openness of the personality of the teacher. Attitudes towards cooperation, joint activities, psychological and pedagogical support, methodological co-authorship. The main emphasis is on teaching future teachers to be open to everything new. Orientation to the transfer principles of action through the design of educational situations and the organization of cooperation in the educational and professional community.
Features of the interaction of the teacher and students	<p>Various models of multisubject interaction are practiced: "teacher - student", "student - students", "student - teacher", etc. The social situation of personality development is the need to include subjects of education (students and teachers) in a multisubject self-developing community as a form of interaction that able to generate their mutual conditioning, providing psychological well-being and psychological safety of each member of the community.</p> <p>Purposes and objectives are developed jointly by the teacher and students; the process to achieve them is organized as a joint activity in educational and professional community. Reflective communication helps to understand the proper sense, understand the meaning of the other, to create a group in the general fund of the value-semantic structures.</p>
The nature of the organization of activities of future teachers	<p>An innovative technology of professional development of the personality is used, which includes:</p> <ul style="list-style-type: none"> - four stages of behavior change (preparation, awareness, reappraisal, action); - processes occurring at each stage (motivational, cognitive, affective, behavioral); - a set of exposure methods (traditional and active). <p>The practical implementation of the technology is carried out in professionally-oriented forms of organization of classes and teaching methods at different courses. The stages of technology are correlated with the courses of university students and are modified taking into account the specifics of the age and specialty of its participants.</p> <p>The preparation stage (stage 1) is implemented in the first year and is aimed at the development of motivational processes, the stages of awareness (stage 2) and reassessment (3 stages) affect the cognitive and affective processes of students' personality development (second, third courses), the stage of action (4 stage) is implemented in the fourth year and includes a set of methods aimed at the behavioral processes of personality development.</p> <p>One of the most effective forms of psychological work with the students of the last course is to carry out joint activities in the system "teacher-student", aimed at personal and professional development of the university subjects of educational space under polysubject interaction.</p>
Features occurrence of future teachers in the profession	<p>Orientation on the model of professional development, which focuses on the formation of the ability to "go" outside the continuous flow of everyday practice, to identify, to recognize, evaluate, constructively resolve various professional issues in accordance with their own values, consider any difficulty as a stimulus for further development.</p> <p>Professionalization stages: self-determination, self-expression, self-realization.</p>

Discussions

- Quality and efficiency of the continuity of the process and update the generations depends on the psychological characteristics and personal position of a generation of young people (students) and, to a greater extent on the level of personal and professional development and the ability of teachers to convey specific cultural and historical content of experiences and values system.
- The intergenerational gap in values, temporal and meaningful life orientations of teachers and students indicates the polarization of values and the destruction of polysubject relations in the educational environment.
- An innovative approach to teacher training aimed at overcoming the problems of the traditional higher education and the formation of community of "teacher-student", reflecting the unity of the phenomenon of subjects of innovative educational environment in the age of social fracture.

Conclusion

The result of the new practice of training teachers (we conducted a longitudinal study (2015-2019) is psychologization consciousness of higher education subjects, activation of creative potential of students and teachers, the formation of community of "teacher-student" as an integral dynamic psychological education, providing effective training of students and their further successful teaching career in the difficult conditions of social and cultural transformations.

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