

Pedagogical studio as a teacher training technology

El estudio pedagógico como tecnología de formación docente

Kolchina V. V.¹

Ural State University of Economics - Russia

usue@usue.ru

Poliakova Ia. V.²

Donetsk Pedagogical Institute

Burnasheva E. P.³

Shadrinsk State Pedagogical University - Russia

Shugaeva E. A.⁴

K.G. Razumovsky Moscow State University of Technologies and Management - Russia

Azmetova R. F.⁵

K.G. Razumovsky Moscow State University of Technologies and Management - Russia

Kononenko M. M.⁶

K.G. Razumovsky Moscow State University of Technologies and Management - Russia

Isupova M. M.⁷

K.G. Razumovsky Moscow State University of Technologies and Management - Russia

ABSTRACT

The modern development of teacher training system demonstrates the rethinking of teacher professional competences and focuses on general pedagogical, educational, methodological and psychological skills of a comprehensive school teacher. Improving the effectiveness of school education makes high demands on the personal qualities and professional competences of a teacher. In the new socio-economic conditions the approaches to the organization and content of methodological work in terms of in-service teacher training are changing. The successful pedagogical process is largely determined by the activity of emotionally secure, socially and professionally competent teacher, ready to continuing professional development. It implies a broad general cultural background, mastering of reflective skills. The study of these problems is associated with the increasing role of professional components in the development of teacher as a highly qualified specialist. This is due to the multidimensional scope of teacher's activities, research attitude to the work, readiness to implement innovations. Such specialists make it possible to provide methodological support and i-service training of teachers at a qualitatively new level.

Keywords: pedagogical innovation, pedagogical studio, professional development of a school teacher, teacher training level.

RESUMEN

El desarrollo moderno del sistema de formación docente demuestra el replanteamiento de las competencias profesionales docentes y se centra en las habilidades pedagógicas, educativas, metodológicas y psicológicas generales de un maestro escolar integral. Mejorar la efectividad de la educación escolar exige mucho sobre las cualidades personales y las competencias profesionales de un maestro. En las nuevas condiciones socioeconómicas, los enfoques para la organización y el contenido del trabajo metodológico en términos de capacitación docente en servicio están cambiando. El exitoso proceso pedagógico está determinado en gran medida por la actividad de un maestro emocionalmente seguro, social y profesionalmente competente, listo para continuar el desarrollo profesional. Implica un amplio trasfondo cultural general, el dominio de las habilidades reflexivas. El estudio de estos problemas está asociado con el creciente papel de los componentes profesionales en el desarrollo del maestro como especialista altamente calificado. Esto se debe al alcance multidimensional de las actividades de los docentes, la actitud investigadora hacia el trabajo, la disposición para implementar innovaciones. Dichos especialistas hacen posible brindar apoyo metodológico y capacitación i-service de docentes a un nivel cualitativamente nuevo.

Palabras clave: innovación pedagógica, estudio pedagógico, desarrollo profesional de un maestro de escuela, nivel de formación docente.

¹Corresponding author. Candidate of Pedagogical Sciences, Assistant Professor of the Accountancy and Audit Department, Ural State University of Economics (Ekaterinburg, Russia),

² Assistant Professor, Candidate of Pedagogical Sciences, PhD, Vice-Rector for Educational and Academic Affairs, Donetsk Pedagogical Institute (Donetsk)

³ Candidate of Pedagogical Sciences, Assistant Professor of the Department of Professional and Technological Education, Shadrinsk State Pedagogical University

⁴ Candidate of Philology (PhD in Philology), Associate Professor of the Department of Foreign Languages, K.G. Razumovsky Moscow State University of Technologies and Management (the First Cossack University) (Moscow, Russia),

⁵ Candidate of Sociology (PhD in Sociology), Associate Professor of the Department of Foreign Languages, K.G. Razumovsky Moscow State University of Technologies and Management (the First Cossack University)

⁶ Candidate of Philology (PhD in Philology), Associate Professor of the Department of Foreign Languages, K.G. Razumovsky Moscow State University of Technologies and Management (the First Cossack University) (Moscow, Russia)

⁷ Candidate of Philology (PhD in Philology), Associate Professor of the Department of Foreign Languages, K.G. Razumovsky Moscow State University of Technologies and Management (the First Cossack University) (Moscow, Russia)

Recibido: 01/07/2019 Aceptado: 18/09/2019

INTRODUCTION

The Russian Federation provides large-scale support for educational concepts aimed at developing innovative programs and educational environments, which involves partial revision of the existing ideas about innovative experience focused on the professional growth of a school teacher. At the moment, this resource could and should be positioned as one of the most important conditions for the modernization of educational system, which poses new, more complex challenges. Its significance is reflected in a number of documents at the federal level: the program “Development of Education in the Russian Federation for 2013-2020”, the Concept for Long-Term Socio-Economic Development of the Russian Federation until 2020, and some others.

Humanization and democratization of modern society involves updating the school and the entire educational system as a whole, which in current socio-economic conditions is expressed in the emergence of new types of educational institutions (gymnasiums, lyceums, colleges, etc.), changing the content and methods of training and education, in the formation of a professional teacher. Today it is becoming increasingly obvious that only highly qualified professionals who are able to perform their work with high quality and be responsible for it can ensure the survival and development of society, its way out of a deep crisis, return to national cultural traditions and fruitful contacts with other countries and peoples (Borisova et al., 2018; Gadzhieva, 2018; Narkevich & Narkevich, 2018; Tsahaeva et al., 2017; Gnatyuk & Pekert, 2018; Kryuchkova, 2018; Ashmarov, 2018; Gadzaov & Dzerzhinskaya, 2018; Sergeev & Trubakova, 2017). These challenges make qualitatively new demands on the personal qualities and professional activities of a teacher. It is not enough for a modern teacher to master a certain amount of subject, psychological and pedagogical skills and teaching methods. It is important to realize the need for cooperation, the search for new approaches and solutions to break out of pedagogical stereotypes. On the basis of taking into account the needs of students and their parents in satisfying the educational interests and demands, schools should create the conditions for the formation and development of student's personality, competitive in the level and quality of knowledge gained, prepared to continue successful lifelong education. Given the novelty of the tasks, at the present stage of development of Russian education, increasing demands are placed on the professional activities of teachers regardless of experience and service length. The effectiveness of pedagogical process is largely determined by the emotionally secure, internally holistic, socially and professionally competent teacher, which implies a broad general cultural background, mastering the skills of reflection, inclusion in innovative practice, providing a new quality of education (A.A. Verbitsky, V.V. Kraevsky, Ya.S. Turbovsky and others).

LITERATURE REVIEW

Effectiveness of the educational process is largely determined by the professional qualities of a psychologically resilient teacher, competent in the chosen field, which implies a high general cultural level and the development of productive reflection skills.

One of the effective innovative forms of continuing in-service education of a school teacher is Pedagogical Studio.

The word “studio” came from the first person singular of the Italian verb “studiare” with the meaning “work hard, study”. Studio is a creative team of like-minded people who set themselves diverse tasks: training, educational, productive and experimental. We proceed from the interpretation proposed by the legendary Russian theater director K.S. Stanislavsky: “A studio is a place where a person should learn to observe his/her own character, his/her own inner strength, where he/she needs to develop the habit of thinking” (Tuseyeva, 2008).

Pedagogical innovations were originated in the United States and Western Europe in the late 1950s. Since then, a significant number of articles and monographs were published, expanding and deepening the perception of pedagogical innovations, emphasizing its scientific status. Among modern authors, we should mention J. Miles, D. Moon and A. Nicholls; among the scientists who created their work in the first half of the 20th century, the American author B. Ryan, at the junction of pedagogical and natural-scientific knowledge (Miles, 2010; Moon, 2000; Nicholls, 1988; Ryan & Gross, 1943).

In Russian education, the study of innovative processes was the result of increased interest in the proposals of innovative teachers (1950 - 1960s). In the late Soviet period, the mechanisms were created to integrate methodological achievements into the educational process. As pedagogical innovations moved forward, new scientific research works related to the development and dissemination of educational innovations were published (Slobodchikov, 2003; Sirotyuk & Sergeeva, 2011; Tkachev & Popov, 2006; Yusufbekova, 1991). The innovative activities of schools and universities were substantiated by methodological arguments (Korzhujev & Sergeeva, 2015; Sergeeva, 2015; Tuseyeva, 2006). Approaches to innovative activities in the field of training and education were proposed in the works by K.E. Sumnivnyi, A.V. Khutorskoy, L.V. Shmelkova and others (Sumnitelny, 2007; Khutorskoy, 2008; Khutorskoy, 2005; Shmelkova, 2008).

The key tasks of pedagogical innovations, formulated by Russian scientists V.S. Lazarev and B.P. Martirosyan, allow us to consider the general vectors of the research (Stepanov, 2012).

- Tasks of the first type are descriptive and explanatory, they demonstrate at the level of theory those real causal relationships that underlie the educational process;
- Tasks of the second type are related to the development of new algorithms for innovation, new forms of its design and implementation technologies;
- Tasks of the third type are based on identifying the ways to improve innovation: careful analysis and adequate assessment,

formulation of detailed development scenarios and possibility of timely correction of shortcomings.

In our research we consider Pedagogical Studio as a creative professional association of school teachers within the school as the part of methodological activities related to the improvement of teacher qualifications in terms of in-service training, the acquisition of new knowledge by modeling problem situations that may arise during the lessons, conducting special trainings, games, using innovative forms of teaching in own classes (Tuseyeva, 2007).

An important difference between Pedagogical Studio and any other professional association of teachers is the fact that educational activities are carried out simultaneously at the theoretical, technological and methodological levels.

Professional associations of teachers (which, in addition to Pedagogical Studio, also include clubs, workshops, creative microgroups etc.) are aimed at implementing complementary tasks (Tuseyeva, 2006):

- Increasing the level of professional competence of school teachers;
- Increasing the effectiveness and prospects of educational processes.

The main objectives of Pedagogical Studio are to improve the competences of school teacher, stimulate him/her to pedagogical creativity, build a clear and at the same time flexible trajectory of professional and personal development, increase enthusiasm, make sustainable use (distribution) of psychological resources, further reveal the potential, develop a positive pedagogical position.

Based on the listed factors L.T. Chernova defined the following Pedagogical Studio tasks (Chernova, 1997):

- 1) Consolidation, enrichment and use of the information and experience received in own lessons;
- 2) Assimilation of new information about the educational process, its participants, their capabilities in the context of the activities performed;
- 3) Development of the need for the implementation of skills acquired in studio classes, in the course of everyday work with students;
- 4) Development of leadership and organizational properties;
- 5) Improving communication skills;
- 6) Creation of one's own, "author's" image of pedagogical thought and the style of professional performance;
- 7) Training of intuition and empathy, the ability to feel personality and internal state of student.

Pedagogical Studio is based on four principles:

- Voluntariness (a teacher decides whether to take part in the studio, or to perform certain tasks);
- Self-determination (a teacher should develop a sustainable pedagogical position and attitude to the innovative activities he/she implements);
- Productive interaction and creation of new school traditions (a teacher should use democratic style of communication, involving developed intellect, high spiritual potential (morality, will), team-building and control skills, creating a friendly and trusting environment, taking into account the views of all students in the discussion of disputable issues; reference to optimal pedagogical experience;
- Active participation (modeling and acting role-playing situations, performing special tasks, tracking the nuances of other people's behavior).

PROPOSED METHODOLOGY

Meetings of the Pedagogical Studio should combine two forms of work - individual and group. Subtypes of studio training are communication trainings, creative work, games, etc. The variety of subtypes requires using different educational methods and technologies: discussion, conversation, positional analysis.

Indicator of the success or failure of continuing education of a school teacher is the final result, which reflects the degree of development of the necessary skills (general pedagogical, educational, methodological and psychological). Based on the analysis, the levels of professional training of school teacher (in ascending order) were determined: spontaneous, operational, tactical and strategic. The foundation of the proposed classification is the structure of professional activity described in the works of M.S. Kagan, A. M. Novikov and L.I. Shatalova. (Tuseyeva, 2007; Tuseyeva, 2006; Khutorskoy, 2008). This classification takes into account key activities: cognitive, communicative, transformative, ethics-centred (focused on moral values) and aesthetic.

Spontaneous level:

A school teacher possesses basic knowledge in the field of chosen profession and a very general idea of the zone of its closest development and the prospects of educational institution;

Owens some components of professional skills; works with students intuitively, by trial and error, relying on existing

experience, but not trying to expand or deepen it;

Prefers inefficient didactic technologies;

Builds lessons according to outdated schemes, characterized by a virtual lack of communicative skills.

Operational level:

A school teacher possesses certain knowledge in the field of chosen profession and limited understanding of the zone of its closest development and the prospects of educational institution;

Has moderate level of training, prefers traditional pedagogical approaches;

Demonstrates mastery of certain creative methods and techniques, as well as didactic operational technologies;

Builds lessons in a template, morally and functionally outdated scheme; usually holds uninteresting, monotonous lessons.

Tactical level:

A school teacher has extensive knowledge in the field of chosen profession, but does not have a clear idea of the zone of its closest development and the prospects of educational institution;

Has a high level of professional training;

Demonstrates fluency in some modern didactic technologies;

Enriches the educational process with non-standard methods and techniques;

Shows significant motivation and result-orientation.

Strategic level:

A school teacher has extensive knowledge in the field of chosen profession, a clear idea of the zone of its closest development and the prospects of educational institution;

Engaged in creative planning and designing of professional activities;

Demonstrates independent knowledge of various didactic technologies;

Enriches the educational process with new ideas;

Communicates with students at a high substantive and aesthetic level;

Gives the study of discipline emotional value.

The considered levels of skills development (general pedagogical, educational, methodological and psychological) formed the basis for diagnosing the professional level of in-service teacher training. The results of Pedagogical Studio work were evaluated using the following methods:

Analysis of classes and educational activities;

Study of pedagogical activities and results of research work of teachers;

Use of tests and questionnaires to verify the level of professional achievements of teachers in experimental groups, as the part of initial and final stages of training in Pedagogical Studio.

RESULT ANALYSIS

The following components of continuing education for school teachers within the framework of Pedagogical Studio are identified: general pedagogical, educational, methodological and psychological.

General pedagogical component involves the development of general culture of a teacher through the development of fundamentally new mental skills, motives and attitudes oriented towards self-education and self-improvement.

Educational and methodological component is associated with designing a system of communicative and game training, conducting creative classes aimed at mastering the system of intellectual and moral education of a person, development of productive value systems, adequate ethical positions focused on active and positive transforming the surrounding environment; creating conditions for the use of modern educational tools, methods and technologies.

Psychological component is represented by the study and implementation of acquired knowledge in the field of psychology: the development of innovations in this field, the acquisition of new knowledge about the specifics of cognitive processes, individual and communicative psychology.

Pedagogical Studio as a way to improve the qualifications of a school teacher in the framework of methodological

activities of educational institutions demonstrated high efficiency. In accordance with the results of this study, the use of this method leads to the increase in the quality of teaching and the development of teacher creativity in a methodological aspect.

Pedagogical Studio as a part of methodological system in the course of advanced in-service training in the experimental work confirmed the expediency and effectiveness of general pedagogical, psychological, methodological and educational components; contributed to the disclosure of creative potentials and increased teacher self-esteem. In Experimental Group 1, teachers were free to choose to participate in the Studio; in Experimental Group 2, by decision of the administration of educational institutions, teachers attended classes mandatory. Based on the data obtained, tables 1-3 were compiled.

Table 1

Levels of teacher training (%).

Experimental Groups 1 and 2

Levels Stages	General pedagogical		Psychological		Methodological and educational	
	Before experiment	After experiment	Before experiment	After experiment	Before experiment	After experiment
Strategic	21/15*	31/21	31/29	38/34	24/21	33/27
Tactic	22/17	31/24	37/32	43/36	32/29	40/34
Operational	42/56	28/46	25/27	17/22	28/31	19/23
Spontaneous	15/12	10/9	7/12	2/8	16/19	8/16

* 21/15 (the first figure shows the result of Experimental Group 1, the second figure shows the result of Experimental Group 2).

The creative component of professional training implies a desire for active citizenship, readiness in the current conditions to create and inspire, to promote new thinking and learning.

Table 2

Creative component of teacher training (%).

Levels Stages	Experimental Group 1		Experimental Group 2	
	Before experiment	After experiment	Before experiment	After experiment
Strategic	17	28	14	22
Tactic	20	30	18	25
Operational	44	33	47	39
Spontaneous	19	9	21	14

Improving self-esteem gives the teacher the opportunity to record progress, to realize one's own experience not only at the level of thinking, but also at the level of feelings and emotions.

Table 3

Self-esteem of the personality of the teacher (%)

Levels Stages	Experimental Group 1		Experimental Group 2	
	Before experiment	After experiment	Before experiment	After experiment
Strategic	29	36	21	26
Tactic	34	43	29	35
Operational	28	17	37	28
Spontaneous	9	4	13	11

Thus, the proposed content and form of organization for improving the level of pedagogical qualifications of teachers confirmed their effectiveness in the course of experimental work (tables No. 1-3).

CONCLUSION

The main objectives of Pedagogical Studio as a form of continuing in-service education of a school teacher are:

Increase of general pedagogical, psychological, educational and methodological skills,

Formation of personal positions,

Development of professional competences and creativity of teachers.

Functions of Pedagogical Studio: extensive, corrective, predictive, self-developing, intuitive.

The content of teaching in Pedagogical Studio includes various aspects of teacher's professional activities, reflecting the main spheres of human life: value-orientational, cognitive, transformative, communicative, aesthetic.

The effectiveness of continuing education of a school teacher in Pedagogical Studio depends on the following basic conditions:

- Constructing a holistic content of Pedagogical Studio in accordance with the professional positions and pedagogical experience of participants allows us to create an effective form of continuing education, where everyone, including the Head of Studio, takes part in the organized and guided creative process. Accordingly, teachers determine topics, forms and methods of conducting classes in Pedagogical Studio;

- Pronounced personal pedagogical positions and experience of the Head of Pedagogical Studio. This allows the leader, as a carrier of pedagogical norms, models of communication and interaction, to bring teachers to a new level of pedagogical proficiency;

- Creative atmosphere in Pedagogical Studio, which makes it possible to freely offer and test pedagogical ideas;

- Classes should be equipped with modern computer facilities.

Classes in Pedagogical Studio are based on a combination of group and individual forms of training. Specific forms of training in Pedagogical Studio are communication training, workshop, role playing, creative lessons. A variety of forms involves the use of various methods of conducting sessions: conversation, discussion, positional analysis etc.

Stages of organization and development of Pedagogical Studio: preliminary, technological, practical, creative, introspection. Stages of activity: identification of problems, determination of goals, modeling, implementation of models, reflection.

The role of the Head of Pedagogical Studio: to show teachers the prospect of finding new creative innovative forms, methods and techniques.

Functions: educational, organizational, coordination, communicative, controlling.

BIBLIOGRAPHIC REFERENCES

- Ashmarov, I. A. (2018). Some approaches to the study of the USSR's military economy in the soviet and russian national historiography. *Historical Bulletin*, 1(2), 19-31.
- Borisova, M. V., Musokhranov, A. Y., Sidorova, N. A. (2018). Use of fitness directions elements on physical education classes and their psychomatic impact on students of the special medical group. *Modern Scientist*, 1, 6-9.
- Chernova, L. T. (1997). Formation of the teacher's professional and personal readiness for innovative activity in the system of advanced training: dis. ... cand. ped sciences. Kazan, 159.
- Gadzaov, A. F., Dzerzhinskaya, M. R. (2018). Mathematical methods of analysis of the periodic components of economic processes. *Modern Economy Success*, 1, 14-18.
- Gadzhieva, U. B. (2018). Socialization of Personality as a Factor in the Mental, Intellectual and Spiritual-Moral Development. *International Journal of Medicine and Psychology*, 1(2), 17-20.
- Gnatyuk, S. N., Pekert, N. . (2018). Education as a factor of sustainable development of agriculture. *Russian Economic Bulletin*, 1, 3, 18-27.
- Khutorskoy, A. V. (2005). Typologies of pedagogical innovations. *School technologies*, 5, 10-24.
- Khutorskoy, A. V. (2008). Pedagogical innovation: textbook. Moscow: Academy, 256.
- Korzhuyev, A. V., Sergeeva, M. G. (2015). Pedagogical Search as a Dialogue of Traditions and Innovations: Monograph. Moscow: NOU VPO MIL, 186.
- Kryuchkova, K. S. (2018). Modular training of future teachers with the use of information technologies in the conditions of virtual academic mobility. *Modern Humanities Success*, 4, 9-14.
- Miles, I. (2010). The Development of Technology Foresight: A Review. *Technological Forecasting and Social Change*, 77, 1448-1456.
- Moon, J. A. (2000). Reflection in learning and professional development: theory and practice. London: Kogan Page, 299.
- Narkevich, L. V., Narkevich, E. A. (2018). Financial condition analysis in the crisis management system. *Russian Economic Bulletin*, 1(4), 10-24.
- Nicholls, A. (1988). Managing Educational Innovations. London: Allen & Unwin, 99.
- Ryan, B., Gross, N. C. (1943). The diffusion of hybrid seed corn in two Iowa communities. *Rural sociology*, 8(1), 15.

- Sergeeva, M. G. (2015). The development of teaching skills in modern conditions: Monograph. Moscow: NOU VPO MIL, 180.
- Sergeev , M. G., Trubakova, D. I. (2017). Teacher's Reflection Formation as Factor of Effectiveness Children's Social Intelligence Forming. *Modern Scientist*, 7, 62-64.
- Shmelkova, L. V. (2008). Designing innovation in an educational institution: teaching materials. Salekhard: YANOIPKRO, 118.
- Sirotyuk, A. L., Sergeeva, M. G. (2011). An innovative approach to training in a vocational school: Monograph. Kursk: publishing house RFEI, 226 p.
- Slobodchikov, V. I. (2003). The problem of scientific support of innovative activity in education (conceptual basis). Moscow - Kirov, 32.
- Stepanov, V. V. (2012). Psychological support of motivational readiness of teachers for innovative activity: abst. dis. ... cand. Psychol. sciences. Tver, 25.
- Sumnitelny, K. E. (2007). Innovations in education: myths and reality. *Public Education*. 4, 89-99.
- Tkachev, A. G., Popov, A. I. (2006). Introduction to Innovation: Method. Directions. Tambov: Publishing house of Tambov state Tech. University, 24.
- Tsahaeva, A. A., Aminov, U. K., Aminova, D. K. (2017). Driving forces of the development of adaptive behavior of personality: methodological considerations. *Modern Scientist*, 8, 44 – 47.
- Tuseyeva, M. G. (2006). Pedagogical associations as a form of advanced training. *Man as a phenomenon of pedagogy: Materials of international scientific and practical conference dedicated to the memory of O.A. Kazansky*. (Lipetsk State Pedagogical University, October 4–5, 2006): In 2 volumes V. 2. Lipetsk: RIC LSPU, 28-34.
- Tuseyeva, M. G. (2006). Pedagogical associations in high school. *Young voices. Issue 14*. Moscow: M.A. Sholokhov RIC MGGU, 175-180.
- Tuseyeva, M. G. (2007). Creativity in the pedagogical studio. *Tourism. Science and Education*, 1, 116-118.
- Tuseyeva, M. G. (2007). Pedagogical studio as a form of advanced training for high school teachers. *Young voices. Issue 15*. Moscow: M.A. Sholokhov RIC MGGU. 127-135.
- Tuseyeva, M. G. (2008). The influence of pedagogical associations on the professional mastery of a teacher. *World of Education - Education in the World*, 4(32), 125-134.
- Yusufbekova, N. R. (1991). General principles of pedagogical innovation: experience in developing the theory of innovative processes in education. Moscow, Higher school, 218.