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# **Subjunctive Aspects of Sociological Support of the Modern Teacher Formation Process in the Development Context of the New Ukrainian School System**

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**Abstract**--The purpose considers the subjunctive aspects of sociological support of the modern teacher formation process in the development context of the New Ukrainian School system. Theoretical basis. Theoretical basis is social and humanistic concepts of socio-philosophical, cultural, sociological, social and psychological approaches to the study of social factors in full Ukrainian school graduate adaptation in the broad context of socio-cultural realities. Scientific novelty. Based on the sociological design methodology and empirical research materials analysis of the educational and pedagogical environment state, an attempt has been made to identify the possibility of sociological procedures integration to identify the mutual influence of the educational process subjects in the modern school. Findings. It is summarized that such forms of modern teacher feedback on methods and work results as sociological assessment of stakeholder positions is an important aspect of supporting the new Ukrainian school development process. Based on the sociological assessment of priority mechanisms to improve the teaching efficiency,

the respondents' qualification level as information network users and potential factors for improving their skills, the topical directions for increasing the productivity of using social networks for educational communication were identified. Sociological interpretations of modern teacher-professional communicator activity along with sociological analysis of quantitative and qualitative indicators of interaction of educational process subjects, in our opinion, should become the full component of the complex of studying potential readiness to use mastered knowledge, skills and attitudes in interpersonal, collective (group and intergroup) social subjects' interaction.

**Keywords**---interaction of social subjects of educational process, modern teacher formation, sociological support.

## **Introduction**

The sustainable development concept embodies a new approach, a methodology that allows for a global comprehensive reassessment and planning for change in all spheres of life (Kryvylova et al., 2021). Dynamic changes in Europe and the world (globalization of cultural processes; informatization of all spheres of life; strengthening of migration processes, etc.) and Ukraine's desire to integrate into the EU necessitate appropriate changes in the education system (Oleksenko et al., 2021).

Today's knowledge society, the main production resources of which are knowledge, intellect, competence, values, puts new current requirements for the New Ukrainian School system, in which the teacher of the new formation is seen primarily as a competent, motivated, qualified specialist, and his professional development presupposes also his self-development and self-realization throughout life as relevant social and cultural priorities and meanings (Andruschenko, 2017). The mentioned social order actualizes the necessity of training specialists meeting the challenges of knowledge society, capable of continuous intellectual, cultural and spiritual development throughout life, focused on preservation, multiplication and transfer of humanistic social values, assimilation of new professional roles and functions (Sidorenko, 2018).

As one of the most important functions of the New Ukrainian school teacher is his ability to organize competency-based learning, to ensure the content integration based on key competencies, which include a number of such sociological categories as social interaction, social communication, and promising modeling procedures for the implementation of these tasks involves substantial content of methodological knowledge based on the analysis of empirical research materials the state of the educational and pedagogical environment in Ukraine as a whole, and taking into account many regional characteristics (Seitosmanov & Fasolia, 2017), then an important means of clarifying the current situation become sociological interpretations of the educational process in the competence learning in the modern school (Kanning, 2002).

## Literature Review

Based on the basic recommendations for the development of key competences defined in the "Recommendation of the European Parliament and the European Council" (of December 18, 2016.), "About educational competences for lifelong learning" (Recommendation 2006/962 / EU of the European Parliament and the Council (EU) "About core competences for lifelong learning" of December 18, 2006), the modern educational practice widely uses the developments of modern socio-philosophical, cultural, sociological, sociopsychological and interdisciplinary approaches to study social factors of full adaptation of Ukrainian graduate in the broad contexts of social-cultural realities of today (Education in Ukraine: Basic Indicators, 2018). Therefore, modern universities are experiencing, according to experts, a profound transformation of their socio-cultural mission, "which cannot but make significant changes in the research agenda of the sociology of higher education" (Bakirov, 2013); (Glebova, 2017); (Kanning, 2002), because under the implementation of the Concept "New Ukrainian School" educational community received modernization challenges, in which not only modifies the social and professional mission of the teacher in the context of European professionalism with the preservation of the best mental Ukrainian characteristics, but also lays the approach to the teacher formation according to professional requests and needs, competence experience specialist, his individual capabilities, motivational determinants, determines the choice of the individual educational trajectory (Sorochan et al., 2017); (Sorochan, 2018).

As many comprehensive studies have shown, there are a number of such problems in many countries. (Teaching and learning international survey 2013, 2018), at the same time, a systematic analysis of the current aspects of professional teachers development (OECD and Bill & Melinda Gates Foundation) reveals a number of patterns, among which the main experts include the following: teachers, more often improve their skills, work more effectively, the number of people in the class has less impact on the teaching quality than its cultural diversity of the student environment: the more stable feedback teachers have, the higher the level of their effectiveness; only about a third of school teachers believe that their profession is sufficiently publicly recognized (Bakirov, 2013); (Glebova, 2017); (Zabolotnaya & Shchudlo, 2017); (Shchudlo et al., 2017).

It should be noted that according to the results of the All-Ukrainian monitoring survey of teaching and learning among directors and teachers of General Education Institutions (according to the TALIS methodology) (Shchudlo et al., 2017), if by age and gender characteristics of the Ukrainian school teaching staff the situation in Ukraine does not differ much from other European countries, and by the level of professional development, work experience, level of subject education and teacher training Ukrainian indicators are quite comparable with advanced foreign ones, the specificity of professional development problems, directions of professional development needs and obstacles to professional development are caused by a number of specific Ukrainian factors.

According to this study, there are the following problematic areas: redistribution of responsibility spheres between the subjects of the educational process at school; low level of communication between teachers and parents, insufficient

attention to the teaching problems in a multicultural or multilingual environment and teaching for students with special needs. The most critical needs in professional development according to the study are improvement of information and communication technology (ICT) skills for learning (only 14.1% have a sufficient level) and mastery of new technologies in the workplace (respectively - 16.8%). Mobility of Ukrainian teachers is critically low in comparison with their foreign colleagues (only 7.6% of the interviewed teachers were abroad for professional purposes during their training and teaching activity) (Shchudlo et al., 2017).

Thus, there are still open the question of direction and finding ways to develop knowledge and skills of Ukrainian teachers, current obstacles to professional teachers' growth, the effectiveness of resources invested in teacher professional development, as well as systematic analysis of information and technological challenges facing the modern Ukrainian school, and therefore require a comparison with assessments of other subjects of the educational process, primarily - students and their parents (Sidorenko, 2018).

### **Materials and Research Methods**

In the context of sociological support of the professional teacher development process in accordance with the problems outlined above, as a central link in the development of the New Ukrainian school, we note that the empirical approach to the study of the essence of social skills acquired by the teacher personality (according to the German researcher of the development of social orientation and social competence of the individual modern specialist V . Kanning denotes the study of "human behavior, contributes to a particular situation to achieve its own goals, at the same time maintaining the social acceptability of personal behavior" (Kanning, 2002) and reflects the important positions of the person's perceptual-cognitive developmental sphere. This means the importance of using in the arsenal of research methods to identify personal self-esteem and other personality perception, perspective individual intentions and awareness of the need to control their own actions and the actions of other interaction subjects, based on knowledge and responsibility for their actions (Offir et al., 2008; Bezukladnikov & Kruze, 2015).

Our sociological research (expert survey of 43 teachers, 126 students and 34 parents of a number of Melitopol schools) on certain qualitative characteristics of the teaching and learning process, the effectiveness of teachers' actions in the child's interests in problematic situations requiring professional assistance, and the needs and actual directions for improving the pedagogical qualifications, respondents' self-assessment of computer literacy, forms, the level of activity in using social networks for communication.

We chose the research objectives of the survey to be:

- Identification of differences in the perception of the teaching and learning process by teachers, students and parents;
- to analyze the factors that lead to problematic situations in the school learning environment;

- evaluating the teachers' effectiveness on the interests of the child in problematic situations that require professional assistance;
- to study the level of needs and current areas of improvement in the level of knowledge of parents and teachers' pedagogical qualifications;
- identifying the nature of cultural differences, the level of computer literacy and activity in the social networks use for communication.

## Discussion and Research Results

The conducted research allowed revealing both certain regularities in the vision of the main managerial-organizational problems, and certain differences in the use of forms and methods of establishing effective feedback between the educational process subjects in the city schools. Below we present some important, in our opinion, data, which are important for the direction of further problem research, arising from the comparative characteristics of assessments and attitudes of these respondents' groups with the opportunities to improve the learning process in schools (Pavlidou, 1991; Woods, 2018; Tavakoli et al., 2014).

As can be seen from the data in Figure 1, while 80% of students, 75% of parents and 70% of teachers consider the importance of students' independent thought in analyzing processes, and while about 60% of parents support providing opportunities for independent research for students, only 20% of students and 40% of teachers agree with this. The importance of the role of the teacher in choosing appropriate means of upbringing and education was pointed out by about 45% of parents, the direction of the student's interests - by about 35%. That teaching should be built around actual child's interests and effective teachers demonstrate in practice ways to solve problems is considered by 45% of parents.

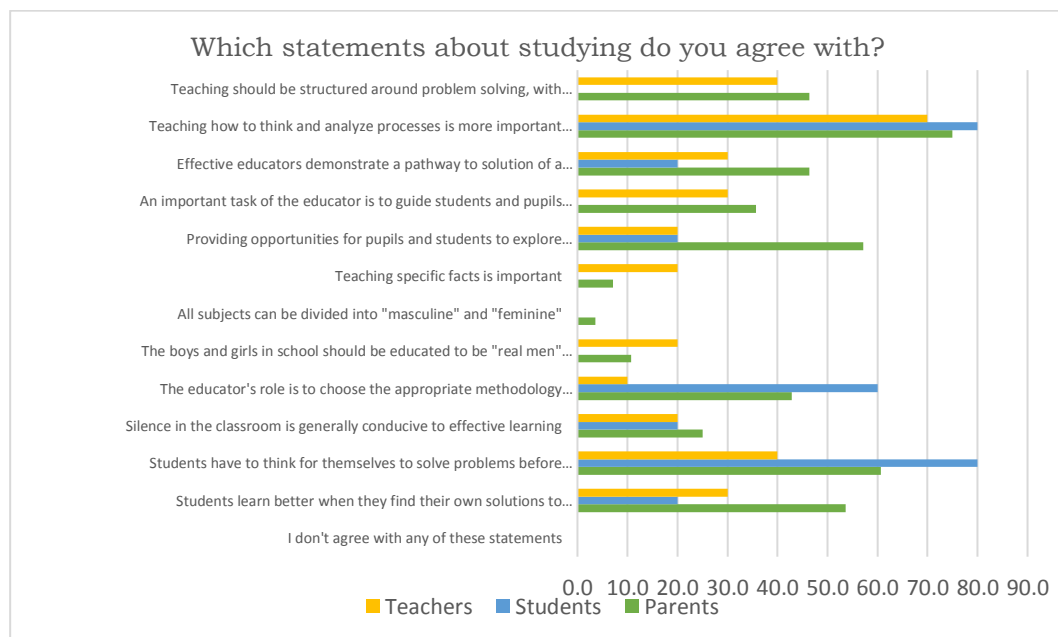


Figure 1. Assessment of priority mechanisms for improving teaching effectiveness

About the causes of conflict situations (Figure 2) all 100% of the surveyed students showed problematic situations, peer ridicule, ethnic conflicts in class. Teachers (80-85%) and parents (70-75%) were more restrained in their assessments of the spread of such phenomena. But about 90% of parents noted children from single-parent families and belonging to ethnic minorities as factors in conflicts.

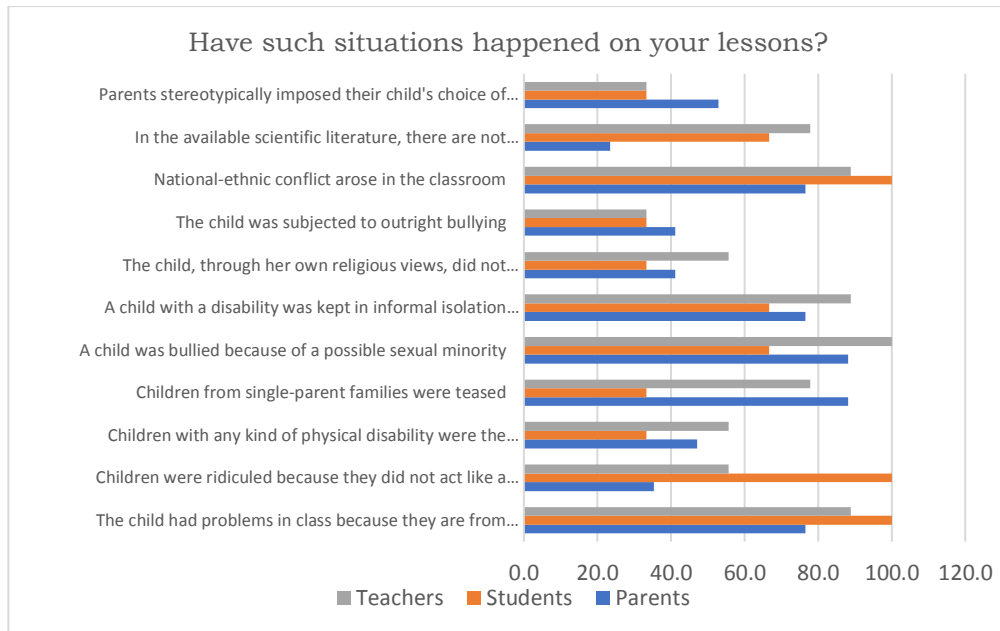


Figure 2. Conflict factors

Responses to the questions about the areas of skill improvement and competence that respondents need urgently (Figure 3) or in the future (Figure 4) show that most respondents prefer exchange programs and foreign internships (students - 65%, teachers - 60%, parents - 55%) among all respondent groups in the rating of forms of their educational level improvement.

It is symptomatic that much more parents (60%) are ready to participate in face-to-face courses, trainings than children and teachers (35% and 40%). Distance is ready to improve their educational level 35% of parents and 20% of teachers. About 25% of teachers and parents are ready to be involved in individual and group training, research and other activities in order to improve their skills. For 40% of parents it is important that participation in qualification programs is shown on the certificate (Mueller & Price, 1990; Engelen et al., 2016).

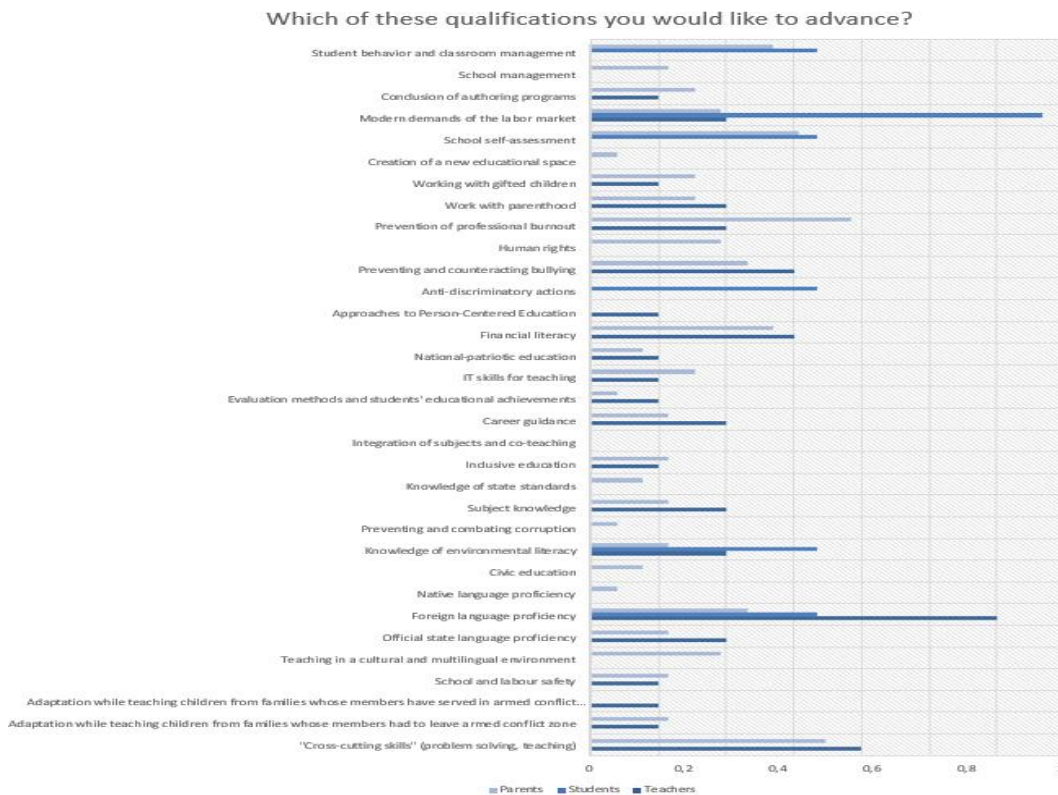


Figure 3. Areas of professional development, which respondents need urgently

In the rating of forms of raising the level of education among all groups of respondents the majority of respondents prefer the exchange programs and foreign internships (pupils - 65%, teachers - 60%, parents - 55%).

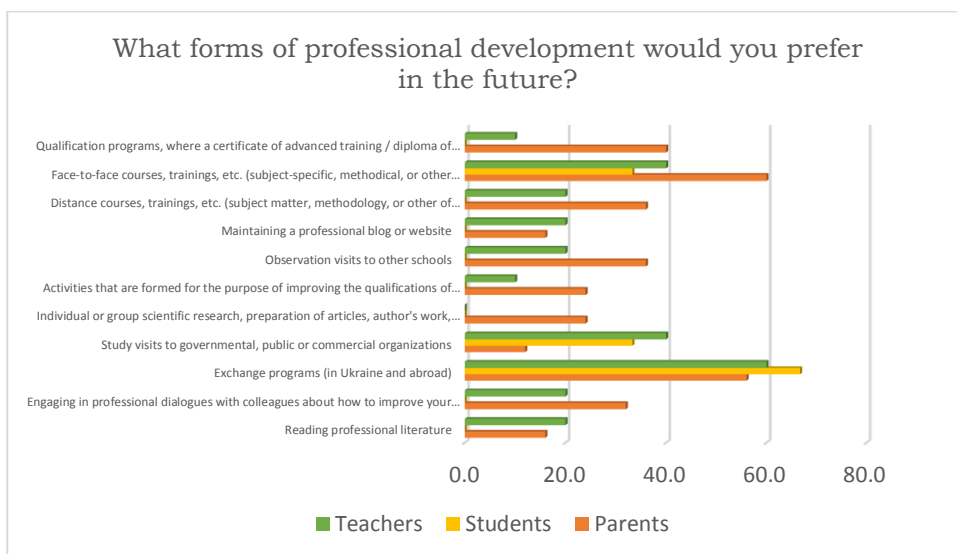


Figure 4. Directions for professional development in the future



It is symptomatic that many more parents (60%) are ready to participate in in-person courses and trainings than children and teachers (35% and 40%, respectively). 35% of parents and 20% of teachers are ready to improve their educational level remotely. About 25% of teachers and parents are ready to be involved in individual and group training, research and other activities in order to improve their skills. For 40% of parents it is important that participation in calibration programs is shown on the certificate.

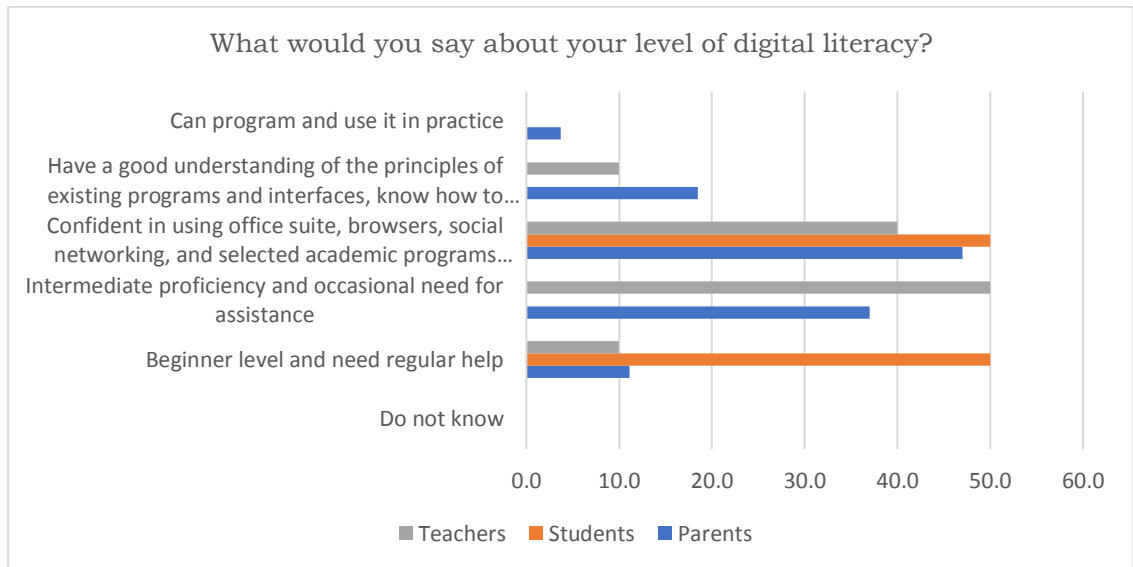


Figure. 5. Computer literacy self-assessment

The respondents' self-assessment of computer literacy (Figure 5) in general confirmed the results of our research and showed significant problems - only half of the high school students were confident in using office applications, browsers, social networks and certain educational programs. Such confidence is demonstrated by 40% of parents and teachers, and more than 50% of students and teachers are computer literate at the elementary level and need regular help. As evidenced by the survey data on the choice of social networks for communication (Figure 6), while 100% of students use Instagram, 40% -Telegram, and only 20% of students use Facebook, Weiber, in the teachers' community up to 60% of teachers prefer social networks Facebook and Weiber, 40% - Instagram, 10% - Twitter and Telegram (Roth et al., 1981; Robinson, 2003).



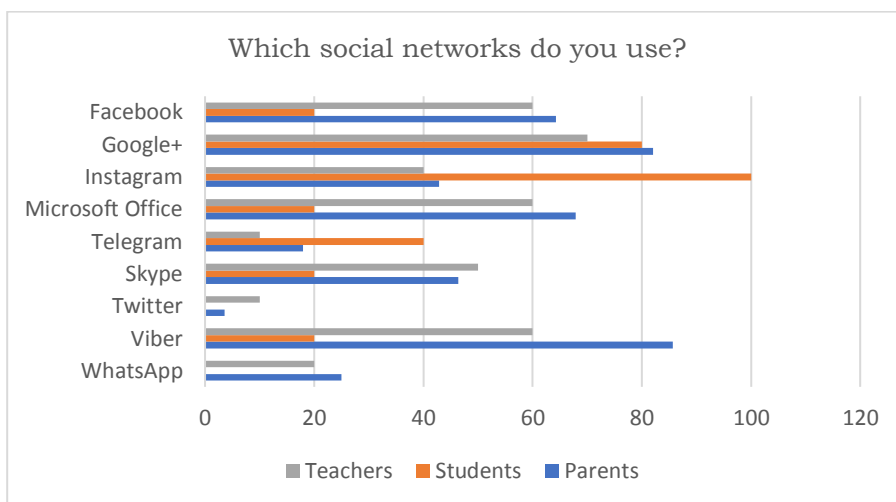


Figure 6. Priorities in the choice of social networks

According to the assessment of the purpose of using social networks (Figure 7), about 70% of students use networks to communicate with classmates and friends and to find new opportunities for their development (Karpov, 2015; Georgievich, 2014). Teachers and parent community predominantly use the networks to monitor news, communicate with fathers, grow professionally, and communicate with school colleagues.

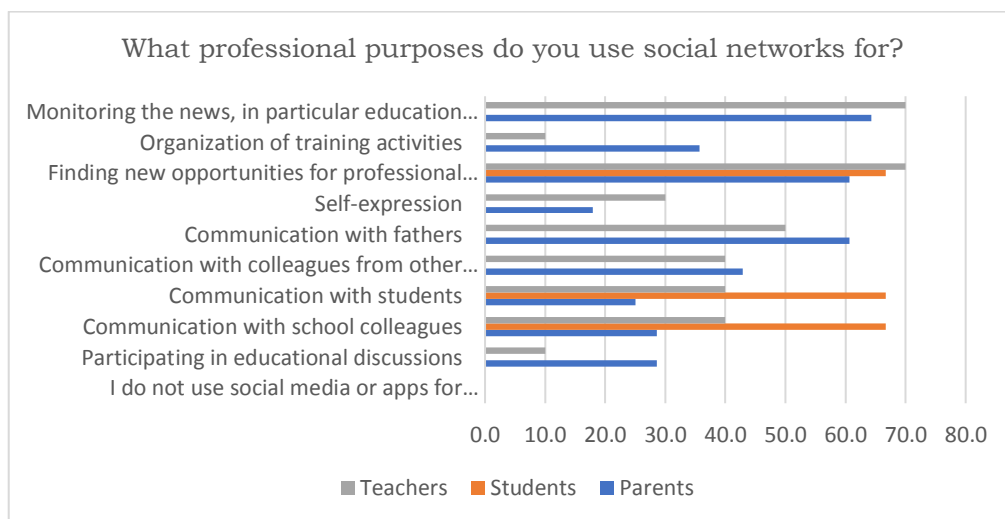


Figure 7. Purpose of using social networks

Thus, the results of the above research data serve us to agree with the conclusions of many domestic studies in the field of education (Zabolotnaya & Shchudlo, 2017). On the importance of such a form of feedback of a modern teacher on the methods and results of work as a sociological assessment of the positions of such important stakeholders as students and parents.

## Conclusion

So, established on the basis of sociological assessment of respondents' qualification level as information network users and potential factors for improving their skills, allow to actualize the attention to certain directions of increasing the productivity of using social networks for educational communication and establishing priority mechanisms for improving the learning efficiency.

Consequently, an important aspect of sociological support of the development process of the new Ukrainian school on a par with the sociological analysis of quantitative and qualitative indicators of the interaction level of the educational process subjects, in our opinion, should become a sociological interpretation of the modern teacher-professional communicator phenomenon, sociologically represents the actor's qualitative state, which arises from the integration of a complex set of potential readiness to use mastered knowledge, skills and attitudes in the interpersonal, collective (group and intergroup) social subjects interaction, determined by the level of habitual in nature skills, awareness and life experience of this professional group members in the whole variety of social interaction forms.

Taking into account that teachers traditionally value non-material results of labor, this indicator should be taken into account in approaches to the development of a new Ukrainian school, both in determining the ways to improve school education, and the orientation to significantly expand the social role, function, competence and teacher responsibility, active and conscious parents position, the widest possible creative and social student self-realization in the learning process. The revealed links between the components of modern teacher-professional communicator's activity and quantitative and qualitative indicators of the educational process subjects' interaction levels allow expanding the complex of sociological means of studying potential readiness to use mastered knowledge, skills and attitudes in interpersonal, collective (group and intergroup) social subjects' interaction.

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