

Local Pedagogical History in Training Bachelors of Education

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Abstract: the main aim of the study is to investigate the issues of pedagogy and technology of local history studies applied in training Bachelors of Education at a pedagogical University. The authors describe results of experimental work carried out at Stary Oskol branch of Belgorod State National Research University and approbation of local pedagogical history technology. Regarding the methods used in the study, we consider the training system containing local history concepts is made up by the following components: the training process, educational activities and research, teacher's internship, extracurricular and outreach activities. The outcomes of the study demonstrate that local pedagogical history contributes significantly to training Bachelors of Education.

Keywords: Pedagogy, Pedagogical education, New educational strategies, Teacher, Local pedagogical history.

1. INTRODUCTION

The strategic aim of contemporary education system is to provide each student with individual educational trajectory enabling them to unlock their potential.

Requirements to University graduates are described in a number of statutory education-related documents, including the "Education" national project, "The National Doctrine of Education in the Russian Federation till 2025", "Contemporary Education Model Aimed At Solving Issues Of Innovational Economic Development Till 2020" Federal Project, Federal Law "On Education in the Russian Federation" and federal state standards of higher education. These requirements ensure that necessary professional competencies are built in students. Among them is the ability to take productive actions in unusual situations, to display creativity and community commitment, mobility in mastering the latest pedagogical achievements, to strive for self-cognition and self-perfection, and to have a firm life stance (Spaulding, Kheng, Kapp, & Harte 2020).

The goals and objectives universities face today may be accomplished via a goal-oriented vocational training, enabling students to achieve a high level of developing their innate abilities, professional and personal characteristics. Among the most efficient components of the educational process is local pedagogical history (LPH). Building LPH competencies in training Bachelors of Education will make it possible to achieve students' professional readiness. The latter is described by scholars as a multi-level dynamic entity

with inter-dependent and interconnected components which ensure prospective teachers' personal integrity. Significance is attached to developmental types of LPH-based professional training which pave the way for future professional activities (Yarmatov, & Akhmedova, 2020).

The content of local history studies and the training process organization is aimed at contemporary interpretation of opportunities suggested by LPH, looking for optimal ways to apply it in training Bachelors of Education. It is important that University academic staff focus on involving students in local pedagogical history, which will enable them to adapt the vast experience of the previous generations and combine it with the innovational potential, in order to build necessary professional competencies (Assunção Flores, & Gago, 2020).

Pedagogical training today requires that we look for efficient trajectories enabling the adopted teacher-training practices to develop further. New state-initiated education strategies are supposed to solve a number of important issues, including enhancing school education quality, upgrading of teacher-training system pattern and content, of technological tools, inventory and staffing, as well as enhancing the prestige of the teaching profession, to improve the cultural intelligence in teenagers who apply for Bachelor programs etc. University lecturers need to pursue new approaches, technologies and methods in the process of training and educating prospective teachers studying in B.Ed. programs (Daneman, & Benatar, 2019).

To ensure formation of a pedagogical identity, it necessary to achieve students' awareness of "the

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nation's historical roots significance, moral and spiritual traditions, civil and patriotic concepts and humanistic perception of their connection with other nations and with the whole humanity" (Slastenin, 2004).

According to E.P Belozertsev, "misfortune comes when education becomes anti-human, forgetting about people and their spiritual integrity, when education loses its national identity" (Belozertsev, 2004). The digital generation becomes familiar with the nation's cultural and pedagogical traditions when they learn about the spiritual values of their native country and of the region they live in. Teachers bridge the gap between the historical and pedagogical heritage and contemporary children.

A study of region's culture and history deserves special attention today. The approach based on local history studies makes it possible to analyze local pedagogical experience as a natural manifestation of Russia's historical, cultural, spiritual and moral traditions (Spaulding, *et al.*, 2020).

Contemplating the region's historical heritage is an integral part of general local history. Pedagogical and literary works reveal the past and present of our motherland, historical pre-requisites and patterns of regional and national development. Understanding the region's historical and pedagogical values enables us to perceive the common spiritual basis of the national culture (Yarmatov, & Akhmedova, 2020).

LPH helps prospective teachers to reveal the region's education system specifics and its development patterns. Moreover, their creative, intellectual, moral and spiritual characteristics are developed. Studying the historical and pedagogical heritage gives us the opportunity to feel the spirit of many centuries and to perceive time-honoured traditions of history, culture and spirituality which lay the basis for bringing up the younger generation. Apart from facts about the region's history, LPH teaches students some professional competencies as well, for instance, analysis, research, systematization and project skills.

Failing a deep multifaceted study of pedagogical heritage and teaching experience, the nation's spiritual and moral traditions cannot be continued. Outstanding teachers and social activists stressed the importance of historical traditions in bringing up the younger generation (Isaev, 2002; Slastenin, 2004).

Understanding the essence of educational process and the region's teaching experience is key to the LPH

approach. Historical documents and teachers' activities reflect historical conditions and regularities of the regional pedagogical community evolution and Russian pedagogy development on the whole. When a region's historical values are researched and analyzed, the single basis of national culture and education system becomes clear (Parkhomenko, 2001).

LPH focuses on historical evidence, education system evolution, history of educational establishments, teachers' lives and professional activities and the region's cultural and education environment.

LPH is a research activity aimed at studying the pedagogical culture of respective region. Pedagogical heritage is contemplated, which includes methods, technologies, experimental schools, history and current performance of educational establishments, learning about the regional teachers' experience, examining cultural environment and its influence on the younger generation. The technology of local pedagogical history represents a complex phenomenon having its specific content, forms and modus operandi (Yarmatov, & Akhmedova, 2020).

Apart from developing the creative and intellectual potential, LPH is a means of self-education for young people. It builds values and worldviews, which is of enormous educational significance. We should keep in mind that LPH is an effective and universal means of moral and spiritual education and building prospective teachers' professional culture (Assunção Flores, & Gago, 2020).

Information obtained in studying local history receives students' emotional response, thus contributing to their personality building. The mission of local history on the whole is that of preserving the link of times, while its pedagogy-based aspect enables the spiritual heritage of many generations to be passed further on (Daneman, & Benatar, 2019).

Teacher-training today does not always meet the imperatives of our time. A number of pressing issues remain unsolved. In our research, we have specified the following problems: insufficient scientific development of local pedagogical history in higher vocational education, and insufficient level of knowledge in freshmen. In order to solve these problems, we have applied a scientific approach and suggested improvement of content, forms and methods of training prospective teachers at establishments of higher vocational education (Assunção Flores, & Gago, 2020).

Based on the research goal, we have specified objectives and defined criteria to assess LPH efficiency in vocational training.

2. METHODS

The criteria of LPH efficiency in the educational process include the following: motivation for local pedagogical history (research skills), basic knowledge about the region's pedagogical heritage (cognitive interest) and students' readiness for outreach activities. There are specific indices correlated with each criterion. We have defined three levels of cognitive interest, research and outreach skills in students: the low, the medium and the high ones. The above criteria have been used to assess LPH efficiency in training Bachelors of Education (Kuzmina, 2002; Daneman, & Benatar, 2019).

The research was conducted at Belgorod State University branch in Stary Oskol, with 76 students participating. The research methods applied include questionnaire survey, observation, documentary analysis and pedagogical experiment.

3. RESULTS AND DISCUSSION

At the ascertaining stage of the experiment, we checked the primary level of cognitive interest, research and outreach skills in students (See Table 1).

In the course of our study, a number of students displayed low and medium skills levels. These figures amounted to 40% in case of research skills, 37.5% in

case of cognitive interest and 43% in terms of outreach activities.

The educational experiment took place in 2018-2019 academic year. It was aimed at introducing LPH in the training process, based on interactive technologies, case technologies, project activities technologies and local pedagogical history technologies.

We set the objective of using LPH-based technologies, forms and methods with a view to building and developing cognitive interest, research and outreach skills in prospective teachers. Students pursuing the "Primary education" field of training were offered an elective, "The pedagogical heritage of Belgorod region". They used local history data to test-and-try their research. Students' activities included developing projects connected with the region's pedagogical history, national conferences and mock conferences, participation in research competitions, proliferation of pedagogical heritage in social networks and writing essays about their favourite teachers. In teaching LPH, we used the best technologies and practices, ones which proved to be efficient in building professional competencies (Perevozchikova, 2018; Taranenko, 2018).

The educational experiment has enhanced students' motivation in LPH and expanded their knowledge about the region's pedagogical heritage. The experiment participants have acquired outreach experience, promoting the region's pedagogical achievements. Detailed data are provided in Table 2.

Table 1: LPH Application (Ascertaining Experiment Results (%))

Criteria and Indices	Experimental and Control Groups								
	Experimental Group 1 26 Persons			Experimental Group 2 24 Persons			Control Group 26 Persons		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
LPH motivation (research skills, %)									
Social motivation	27	19.2	53.8	20.8	33.4	45.8	23.1	30.7	46.2
Professional motivation	19.3	23	57.7	16.7	29.1	54.2	19.2	34.6	46.2
Knowledge of the basics of the region's pedagogical heritage (cognitive interest, %)									
Basic knowledge about the region's pedagogical heritage	23	19.3	57.7	20.8	25	54.2	19.2	30.8	50
Knowledge of the regional teachers' pedagogical activity	30.8	15.4	53.8	33.3	16.7	50	26.9	30.8	42.3
Students' readiness for outreach activities (%)									
Public speaking skills	11.5	15.4	73.1	12.5	20.8	66.7	15.4	11.5	73.1
Rhetorical skills	11.5	19.3	69.2	12.5	16.7	70.8	19.2	11.5	69.3

Table 2: Generalized Data on LPH Results Efficiency (% , as Upon Experiment Completion)

Criteria and indices	Upon Completion of the Experiment								
	Experimental Group1 25 Persons			Experimental Group 2 23 Persons			Control Group 23 Persons		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
LPH motivation (research skills, %)									
Social motivation	40	52	8	43.4	52.2%	4.4	39.1	52.2	8.7
Professional motivation	48	36	16	47.8	39.2%	13	43.5	39.1	17.4
Knowledge of the basics of the region's pedagogical heritage (cognitive interest, %)									
Basic knowledge about the region's pedagogical heritage	36	40	24	30.4	47.8%	21.8	30.4	43.5	26.1
Knowledge of the regional teachers' pedagogical activity	44	48	8	47.8	43.5%	8.7	43.5	43.5	13
Students' readiness for outreach activities (%)									
Public speaking skills	56	40	4	52.2	43.4%	4.4	47.8	34.8	17.4
Rhetorical skills	48	44	8	47.8	43.5%	8.7	47.8	39.2	13

The criteria of LPH application in vocational training changed at the control stage of the experiment. A high level of professional competencies was revealed, with 87% students displaying high-level research skills, 56% exhibiting profound cognitive interest and 66% having outreach skills.

4. CONCLUSION

The research has shown that local pedagogical history contributes significantly to training Bachelors of Education. The approach described enables students to become acquainted with the region's socio-cultural environment and triggers cognitive interest in them. It also provides skill-building necessary for research and outreach activities and teaches students to apply contemporary education technologies, thus ensuring compliance with the new education strategies in training prospective teachers.

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