

Professional development of the teacher in higher education based on innovative pedagogical experience

Desarrollo profesional del profesorado en educación superior basado en la experiencia pedagógica innovadora

Elena Ivanovna KUSTOVA [1](#); Lyudmila Zhalalovna KARAVANOVA [2](#); Sergey Grigorievich ZELGIN [3](#); Lyudmila Pavlovna YARKINA [4](#); Elena Alexandrovna MALYKH [5](#); Ekaterina Vladislavovna KOZHINA [6](#)

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ABSTRACT:

Introduction. The Russian system of education emphasizes a comprehensive support of pedagogical strategies aimed at creating innovative programs and educational environments, which requires a complete rethink of stereotypes concerning innovative pedagogical experience focused on professional development of the teacher. Research methodology. The research undertaken makes use of scientific approaches as follows: system-activity approach, considering the development of a personality through activity and in the process of activity; acmeological approach, investigating an integral professional development of a personality; andragogical approach, considering optimal conditions for adult education; synergetic approach, considering the process of andragogical support of a teacher in the dissemination of innovative professional experience. Research results. Professional development of the teacher - seen as a continuous process of goal-oriented development of the personality resulting from professional activities and personal mobility aimed at mastering and implementing innovative pedagogical experience for the purpose of professional growth and creative realization of personal potential in the profession - according to the results of the study is

RESUMEN:

Introducción. El sistema ruso de educación enfatiza un apoyo integral de las estrategias pedagógicas destinadas a crear programas y entornos educativos innovadores, lo que requiere un replanteamiento completo de los estereotipos sobre la experiencia pedagógica innovadora centrada en el desarrollo profesional del profesor. Metodología de investigación. La investigación realizada utiliza los enfoques científicos de la siguiente manera: enfoque de actividad del sistema, considerando el desarrollo de una personalidad a través de la actividad y en el proceso de la actividad; Enfoque acmeológico, investigando un desarrollo profesional integral de una personalidad; enfoque andragógico, considerando condiciones óptimas para la educación de adultos; Enfoque sinérgico, considerando el proceso de apoyo andragógico de un docente en la difusión de experiencias profesionales innovadoras. Resultados de la investigación. Desarrollo profesional del profesor (visto como un proceso continuo de desarrollo orientado a objetivos de la personalidad que resulta de actividades profesionales y movilidad personal dirigida a dominar e implementar una experiencia pedagógica innovadora con el propósito de crecimiento profesional y realización creativa del

presented by: the structure of professional development of the teacher and the levels (basic, reconstructive, creative). Discussion. The authors' program of andragogical support of the dissemination of innovative pedagogical experience (ASDIPE) proposes a system of work for designing the content of upgrading the pedagogical qualification; tools and procedures for implementing the main stages have been developed. Conclusion. The results of the formative experiment have revealed that those teachers who received training under the ASDIPE program increased their dissemination activity and began to perceive dissemination as a reflection of their pedagogical experience and as a way of further professional growth, which proves the effectiveness of teacher's professional development in the process of disseminating innovative pedagogical experience based on the ASDIPE program.

Keywords: Professional knowledge, social skills, self-improvement skills, andragogical principles of teaching, factors, pedagogical environment, mechanisms for teacher's professional development.

potencial personal en la profesión) De acuerdo con los resultados del estudio se presenta por: la estructura de desarrollo profesional del docente y los niveles (básico, reconstructivo, creativo). Discusión. El programa de autores de apoyo andragógico de la difusión de experiencias pedagógicas innovadoras (ASDIPE) propone un sistema de trabajo para diseñar el contenido de la mejora de la cualificación pedagógica; Se han desarrollado herramientas y procedimientos para la implementación de las principales etapas. Conclusión. Los resultados del experimento formativo han revelado que los maestros que recibieron capacitación en el programa ASDIPE aumentaron su actividad de difusión y comenzaron a percibir la difusión como un reflejo de su experiencia pedagógica y como una forma de mayor crecimiento profesional, lo que demuestra la efectividad de los maestros profesionales. Desarrollo en el proceso de difusión de experiencias pedagógicas innovadoras basadas en el programa ASDIPE.

Palabras clave: conocimiento profesional, habilidades sociales, habilidades de superación personal, principios andragógicos de la enseñanza, factores, entorno pedagógico, mecanismos para el desarrollo profesional de los docentes.

1. Introduction

In the Concept on long-term social and economic development of the Russian Federation to 2020, the state program "Development of Education in the Russian Federation for 2013-2020" emphasizes a comprehensive support of pedagogical strategies aimed at creating innovative programs and environments for education, which requires a rethinking of stereotypes on the innovative pedagogical experience aimed at the professional development of the teacher (Britkevich, 2013a). Not incidentally, the innovative pedagogical experience, in accordance with the initiative "Our New School", can be considered as a significant resource for modernizing the education system, which sets new tasks for the teacher, who is able and willing to implement some innovative reorganization of the educational process. A modern teacher has to work on professional self-improvement throughout his/her life in order to be worthy of the high title of "teacher" and to be truly a "teacher", therefore, the teacher must constantly master the technologies of generalization and dissemination of innovative pedagogical experience (Mukhin, et al., 2017b). In accordance with the Professional Standard of the Teacher, modern teachers are required to ensure their professional perfection by developing the ability to comprehend, describe and transfer their own innovative experience to broad pedagogical communities. Recently, V.I. Slobodchikov has introduced into pedagogical science and practice the term "dissemination" to describe the distribution of innovative pedagogical experience (Britkevich, et al., 2017). The teacher must first of all learn to identify the innovative component of his/her pedagogical activity in order to introduce programs for the development of general education organizations and to effectively participate in pedagogical excellence competitions, where it is impossible to win without innovative methods and technologies of conducting competitive lessons and presenting one's technology of teaching using innovative pedagogical experience, adapted to an individual teacher.

2. Research methodology

In our research we have used the following scientific approaches: the system-activity approach, which considers the development of a personality through activity and in the process of activity; acmeological approach, investigating the integral professional development of a personality; andragogical approach, considering the optimal conditions for adult education; synergetic approach, which considers the process of the teacher's andragogical support in the dissemination of innovative professional experience as the activity of a self-organizing and self-developing system, also including the use of one's inner resources (Britkevich and Machekhina, 2015). The innovative pedagogical activity as a

special kind of pedagogical activity, focused on increasing the productivity and effectiveness of the educational process through modeling and implementation of new goals, new content and its organization environment, has a number of features: it acts as the main mechanism for the modernization of national education within social and economic changes taking place in our country; it relies on the close connection between theoretical and practical components of pedagogical activity; stimulates teachers to continuously search for new technologies; forms an objective need for organizational support for innovations integrated and their evaluation by experts; facilitates the realization of individual projects in accordance with the common innovation program, covering various aspects of the development of modern Russian education (Sirotyuk and Sergeeva, 2011). Special mention should go to a number of factors necessary for innovative pedagogical activity to be effective: successful management of innovation processes in the field of education at all organizational levels; introduction of specific innovations into the overall logic of these processes; the development of favorable initial conditions to enhance the effectiveness of innovations, and the development of a unified system for their evaluation; assistance in the development of teacher's professional skills with the use of innovative experience; creation of a positive social and psychological atmosphere in a team of colleagues and people of like minds, formation of a background favorable for active creative search (Britkevich, 2013b).

Innovative pedagogical experience is understood as innovative practice, having a scientific substantiation, leading to the highest objective results and having a positive impact on the quality of education (from the viewpoints of the professional community, experts and pedagogical staff who are developers and / or disseminators of innovative experience) (Britkevich, 2013c). The analysis of research in the field of pedagogics, sociology and studies at the intersection of these disciplines, as well as that of documents establishing the requirements for the innovative activity of teachers in the schools of Moscow and St. Petersburg, makes it possible to assert that the use and popularization of innovative pedagogical experience is an indispensable condition for the improvement of professional excellence of the school teacher.

The study identifies and describes the main criteria for evaluating the innovative product. The criteria determine the qualities and skills (such as communicative, research, organizational, technological, designing) necessary for the teacher testing innovations in the learning process (Britkevich, 2014). In Moscow, it is necessary for school teachers to participate in educational projects with an innovative component, and the level of competitiveness of the results achieved should be high. This requirement also applies to teachers working in St. Petersburg, but it does not have a clear wording in relevant documents. The main attention is paid to the written description of innovative product characteristics, as well as to the criteria of analyzing the results obtained etc. The study has examined and summarized the findings of domestic sociologists (V.S. Sobkin and others), which made it possible to clarify a number of provisions on innovation activities, given in legal and regulatory acts. On the one hand, modern school as a social institution hinders creative manifestations in pedagogical practice; but on the other hand, teachers, relying on their own programs, try to individualize the educational process, create new methods, comprehend their personal professional experience. Teachers of this kind perceive innovations without skepticism but as something unavoidable and important for their profession (Mukhin, et al., 2017a).

3. Research results

Professional development of the teacher is an ongoing process of a directed personal development due to a successful performance of one's professional duties and actions aimed at mastering and applying innovative pedagogical experience for an intensive development and realization of one's creative potential. Professional development of the teacher includes the following components: *professional knowledge* (basic component); *communicative skills* (willingness and ability to use theoretical information in practice); *self-improvement skills* (research, mastering and dissemination of innovative pedagogical experience in the context of a specific situation) (Mikheeva, et al., 2017).

In the light of using innovative pedagogical experience, the professional development of the teacher includes **three levels**: *basic* (mastering the terminology of innovative pedagogical activity); *reconstructing* (bringing one's own pedagogical activity in accordance with the conditions to be observed for an effective implementation of pedagogical innovations), *creative* (modeling author's technologies based on innovative pedagogical experience) (Mikheeva, 2016).

In the system of professional advancement, the educational process that contributes to the professional improvement of the school teacher through innovative pedagogical experience should be organized taking into account the following factors (Sergeeva, Bedenko, et al., 2018):

a) *internal and external factors* (the former include goals set by the teacher when mastering innovative pedagogical experience in its specific manifestations, the latter are the evolution vectors of the system of professional advancement);

b) *pedagogical environment*:

- stimulation of an informed choice of an innovative pedagogical activity;

- providing a physically and psychologically comfortable informational and educational environment that allows listeners to freely choose innovative forms, methods and teaching technologies;

- taking into account personal and age-dependent characteristics of listeners, turning to professional experience when working on the content and form of lessons;

- realization of situations when the teacher rethinks his/her activity, making actual the potential of reflection;

c) *mechanisms*: personal qualities of the teacher (propensity to reflect productively and unproductively), subjective control, the degree of psychological reactivity / rigidity), conducting classes on the basis of the activity approach, which influences the evolution of the process under study.

Dissemination of innovative pedagogical experience as a structured, goal-oriented activity on the popularization of theoretical principles, concepts, technologies and methods for improving the effectiveness of pedagogical activity is associated with some key *functions* (dissemination of innovative ideas and technologies in the pedagogical community, creation of preconditions for a thorough development of innovative experience; provision of feedback possibilities to the developer of innovative experience; giving psychological and moral support to innovative ideas and solutions); *forms* (carrying out the expertise of innovative concepts and technologies with the involvement of leading pedagogues, creating informational and methodological resources to systematize the innovative experience, providing direct and indirect assistance to school teachers engaged in the development of innovative experience; popularizing innovative pedagogical experience through legal support; popularizing innovative pedagogical experience through organizational and methodological support of this process); *channels* (professional, communicative, informative events, carrying out training and introductory seminars, specialized training and evaluation programs); *aspects* (teacher's negative attitude towards the results of his/her performance, dissatisfaction with his/her own pedagogical experience, perception of the latter as the cause of professional degradation) (Sergeeva, Komarovskaya, et al., 2018).

An important condition for the dissemination of innovative pedagogical experience is the *willingness of the teacher, who carries this pedagogical experience, to conceptualize and spread it*, which includes the following components: *cognitive* (the level of awareness of pedagogical activity, depending on the amount of teacher's professional knowledge); *axiological* (teacher's desire to comprehend and demonstrate his/her own professional experience); *emotional-volitional* (teacher's self-esteem as an obligatory condition of an adequate attitude to his/her own professional experience); *reflexive-evaluative* (the ability to assess one's own performance and productivity); *activity approach* (behavioral performance aimed at the dissemination of professional experience). The holder of innovative pedagogical experience should not only have certain personal qualities, but also a number of skills allowing to technologize this experience. These include: a system-based

perception of pedagogical activity; the comprehension of one's own experience in accordance with a clear detailed plan; practical use of one's own experience, access to technologies and algorithms used to identify, research and systematize experience; the creation of a concept based on the pedagogical idea (Neverkovich, et al., 2018).

The observation of the *andragogical principles* to accompany the pedagogical activity is necessary, in order to ensure personal and professional growth of the school teacher within the system of professional development. The following principles should be emphasized as the basic ones: independence; taking into account the needs and experience of full-aged students; prompt practical application of the received knowledge; professional and personal improvement in the educative process. Thanks to the system of professional development, teachers can develop their skills, improve their professional competencies, while continuing to teach schoolchildren. In addition, the system is a valuable resource which allows to create an individual educational vector in the field of dissemination of innovative pedagogical experience. In the study, the dissemination of such experience in the process of upgrading teacher's pedagogical qualification is positioned as a purposeful assistance in creating and applying the integrated unity of three spaces: educational, educational-reflexive and socially-practical. Within these spaces teachers realize themselves in three types of activities (collective, personalized and self-educational). Sources of this assistance (organizational, methodical, diagnostic, analytical) are the relevant services (Sergeeva, Sokolova, et al., 2018).

4. Discussion

The process of disseminating innovative pedagogical experience is organized with regard to certain andragogical features that determine the content of its technological support: educational process with two categories of adults involved: listeners and teachers; different types of representatives from the first category; social-psychological originality of adult listeners; social maturity and personality maturity of the pedagogical worker; the dependence of the educational process specifics on the attention given to the adult audience education. The andragogical support of school teachers, who master innovative pedagogical experience, should be organized proceeding from the andragogical approach to the educational process, which actualizes the principles of independence, taking into account the experience of students, the application of learning outcomes to a specific situation, the intensification of the need for education. The solution of this problem requires the development of an *andragogical support* of the teacher, which would be in compliance with the aim of improving the system of pedagogical qualification advancement in the light of current trends in social development, on the one hand, and the real needs of school teachers, on the other hand. To accomplish this aim, the authors of the research have developed a program of andragogical support for teachers, which is aimed at teachers' understanding the available innovative experience and mastering the methods of its systematization and presentation (Sergeeva & Nikitina, 2016).

The process of testing the technology of teachers' professional development with the use of innovative pedagogical experience in the system of professional advancement should be based on the provisions of the andragogical approach to education, which implements the principles of independent learning, reliance on students' experience, the actualization of learning outcomes, the development of educational needs. To solve this problem, it is necessary to develop a program of andragogical support for the dissemination of innovative pedagogical experience (ASDIPE) which, on the one hand, will fulfill the task of professional development of the teacher in accordance with the requirements of Teacher's Professional Standards, and, on the other hand, meet the needs of pedagogues in comprehending their own innovative experience and studying the ways of its structuring and presentation (Sergeeva, et al., 2017). The ASDIPE program proposes a system of work on the professional development of the teacher; presents tools and procedures for implementing the main stages, including technologies and types of practical activities necessary to obtain the results planned; effective forms of organization and methods of conducting lessons.

During the experiment it was necessary to solve the following tasks: to generate knowledge

and ideas about the innovative pedagogical experience; to test and refine, if necessary, the elements of the ASDIPE program; to evaluate the criteria and indicators of the effectiveness of professional development of the teacher. To solve the tasks of the research, the following **research methods** were chosen: the analysis of the products of teachers' activities, survey, analysis, synthesis, comparison, generalization of empirical data, questioning, expert evaluation, statistical data processing. The *analysis of activity products* is an objective research method when the researcher analyzes materials, documents, products of labor or educational activity. In other words, this methodology corresponds to the preparation and composition of teacher's portfolio as a result of his/her productive professional activity, that contains examples of innovative teaching technologies used by the teacher, materials published, certificates confirming the participation in conferences, seminars, round tables on the problems of disseminating innovative pedagogical experience. The *questionnaire methods* are methods of research of psychological and pedagogical processes, which are based on questioning comments of participants on the effects applied. Personality questionnaires provide information about the subjective attitude of the participant to him/herself or to what is going on around, they allow to adequately reflect the results of the research task set. The comparison of the analysis results of teachers' activity products and teachers' questioning allows to obtain a true picture that reflects the system of teacher's actions in the process of disseminating innovative pedagogical experience.

4. Conclusion

As a result of the experimental studies of teachers' professional development with the use of innovative pedagogical experience, similarities and differences between the school-and-gymnasium teachers working in super-large cities have been revealed. Common is the willingness of teachers to perceive the innovative experience of colleagues, but the main forms of participation in the dissemination of their own innovative experience are rather passive, the participation in the dissemination process is problematic. The reasons of these difficulties lie in teachers' nominal attitude to the process of dissemination; the self-esteem being on an average level, teachers do not see dissemination as an opportunity to transfer their knowledge to young colleagues, acting as experienced mentors. The experimental data have identified four groups of difficulties that stand in the way of an effective professional development in the process of disseminating innovative pedagogical experience: difficulties of axiological character, low motivation, insufficient awareness of the experience possessed, lack of knowledge about the technologies of transferring one's own experience. The main differences between teachers working in schools and gymnasiums are manifested in a higher level of dissemination activity on the part of gymnasium teachers, which is related to the requirements to the staff in this institution and to personal characteristics of teachers who are more focused on creativity and the introduction of innovations into the pedagogical process. School teachers have more difficulties of axiological nature and low awareness of their own experience, as well as a negative attitude towards the process of dissemination. They have a high level of externality (orientation toward external control) and lack of self-confidence. Also, they have a higher level of emotional tension, low emotional stability, a high level of anxiety, insufficient psychological comfort.

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1. Leningrad State University of A.S. Pushkin, 196605, St. Petersburg, Pushkin, Peterburgskoe shosse 10, E-mail: kei07@list.ru

2. Tver State University, 170100, Russia, Tver, Zhelyabova st. 33. E-mail: karavanova_l54@mail.ru

3. "Pochuyev, Zelgin and Partners" Bar, 109240, Russia, Moscow, 2-nd Floor, 2-y Kotelnichesky per. 3. E-mail:

sergeizel@inbox.ru

4. Academy of Engineering, Peoples' Friendship University of Russia (RUDN University), 117198, Russia, Moscow, Miklukho-Maklay Street, 6. E-mail: Jarkina_lp@pfur.ru

5. Academy of Engineering, Peoples' Friendship University of Russia (RUDN University), 117198, Russia, Moscow, Miklukho-Maklay Street, 6. E-mail: elmarudn@gmail.com

6. Academy of Engineering, Peoples' Friendship University of Russia (RUDN University), 117198, Russia, Moscow, Miklukho-Maklay Street, 6. E-mail: kozhiba1293@gmail.com

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