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The Model of Pedagogical Work Differentiation in the Framework of the Teacher Training Modernization

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ABSTRACT

The aim of the article is the presentation of the authors' approach to pedagogical work differentiation based on educational activities of teachers at school of the future. The results of starkly new teacher training system implementation in pedagogical higher schools as part of an innovative strategic project "The teacher of the future" are introduced. The content and technology of students' training in accordance with new teaching specialties are in the focus. The model of pedagogical work differentiation and the corresponding system of future teachers training provides a number of advantages and the solution of key problems in the school system in Russia. It allows to: (1) Make the system of teacher education significantly more open due to closer cooperation with school through the educational process at all levels; (2) to increase the prestige of the teaching profession, to provide a more flexible and mobile training methods for it; (3) to create the conditions for career prospects within the teaching profession; (4) to carry out the practical orientation of the teacher training from the earliest training stages, to make this process a particular school oriented; (5) to provide training according to the new paradigm of working school teachers who are ready to change and improve the quality of their teaching.

Keywords: Corrector, Moderator, Tutor, Subject Teacher, Meta-competence
JEL Classifications: I200, I21, J24

1. INTRODUCTION

Pedagogical education in Russia is experiencing a crisis due to a number of challenges of development, both the education system and the Russian political system as a whole. The leading functions of the education system are to create a coherent picture of the world, to raise awareness of belonging to a professional and cultural community, to translate spiritual, cultural and moral values (Breakwell et al., 2003).

The introduction of new Federal educational standards set in motion all the components of Russian education system. Standards of general education as conventional social norms aimed at balancing the interests of family, society, state and school in order to achieve quality education become a subject of research. The implementation of the standards demands fundamental changes in individual and communal settings of teachers towards educational activities, having oriented them to provide academic success of every child at school (Illich, 1971).

The system modernization of pedagogical education proclaims the teacher as the leading figure together with his competence and professional activity. As part of Minin University (Nizhny Novgorod, Russia) development strategy and one of its projects

"The Teacher of the Future," the authors of the article assert the necessity of rapid transition from "The Teacher of the Present" model - conventionally stated as "Teacher 2.0" - to "The Teacher of the Future" paradigm - Conventionally stated as "Teacher 3.0." This designation has originated from the analogy with the accepted term Web 3.0 - The concept of IT development, formulated after Web 2.0 concept. Its point is that Web 2.0 is only a technology platform while Web 3.0 allows creating high-quality content and services on its basis (E-Learning, 2000).

Modern educational discourse, characterized by the dynamics of acyclic transformations, alleges practice-oriented approach to training "Teacher 3.0." The essence of this approach is in the reverse of traditional educational trends from basic scientific postulates in higher education in the past years to immediate application tasks that need to be solved quickly in order to catch up with a number of rapidly developing technologies.

2. PREREQUISITES AND PROSPECTS OF APPROACHES TO TRAINING "TEACHER 3.0"

The first step taken by the government towards the development of new approaches, in our opinion, was the adoption of the Professional teaching standard that replaced "cumbersome qualification specifications and job descriptions." The Professional standard is a set of labor functions and activities which are a benchmark for teacher training and his further self-development and self-improvement. Thereafter, the learning process at the university must be supervised, first of all, in accordance with the Professional teaching standard demands as the most approximate to the reality activity model of pedagogical work (Figure 1).

Like any conservative, hierarchical social structure education is not ready to respond quickly to simplification requirements, as evidenced by the analysis of new Federal education standard framing "Pedagogical Education" specification group. In correlation with the Professional teaching standard requirements to competences of the Federal education standard it appears quite difficult to draw parallels between these two documents and therefore optimally form a substantial component of basic professional educational programs for higher school graduates - Future teachers. The necessity to balance the requirements of the Federal State standard and to review the entire set of competences is indicated in the Professional teaching standard: "The introduction of the Professional teaching standard must inevitably entail changes in the Federal education standard of teachers' training and re-training in higher school." (Professional Teaching Standard, 2013).

Standards changing should allow universities to get away from rigid and flexible training schemes and to provide "Teacher 3.0" model to the education sector by increasing the number of educational and work practices, the transition to a modular system of educational planning, the possibility of introducing a project work, instead of a number of traditional forms, such as a lecture, a seminar or a workshop. And, most importantly, at the stage of training in a higher school a catechumen can choose his own educational route, picking up just those modules and events, which will allow him to be prepared for professional activity better (Markova, 2014).

3. DEEPENING OF PEDAGOGICAL WORK DIFFERENTIATION AS THE BASIS FOR "TEACHER 3.0" MODEL

There is no doubt that a future teacher should be prepared to work in new conditions, to meet the requirements of the modern school. It is not only new content awareness, new teaching methods and technologies, but also a new viewpoint of a teacher's place at school (Novak and Gowin, 1984). The transition to competency and system-activity approach changes the role of the teacher in the learning process. Nowadays there appear new teaching professions, traditional ones acquire new semantics. In our model of pedagogical work differentiation "Teacher 3.0" there are the following types of the teacher's activity on the horizontal level - Learning process: Subject teacher, moderator, tutor, and corrector (Alexandrova and Andreev, 2013).

To our mind subject teacher is a specialist professionally trained and ready for students' training, development and upbringing, taking into account the specifics of the subject taught. His main task is to navigate students in the subject area.

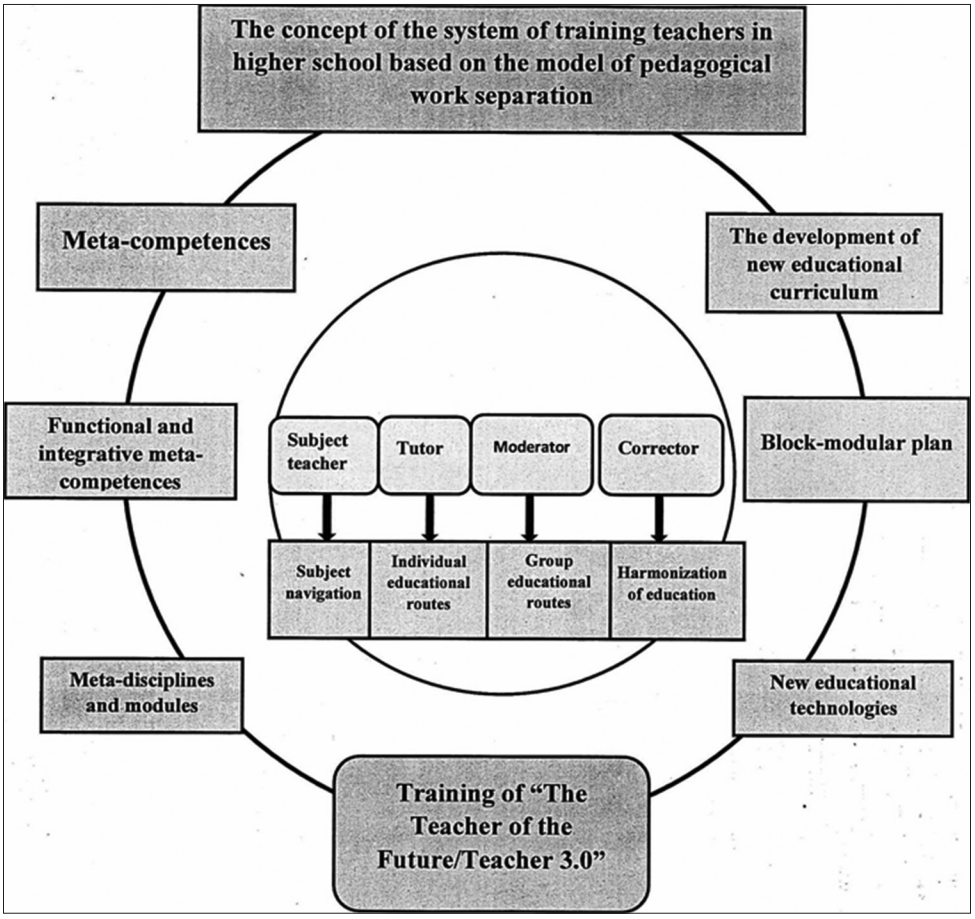
Subject teacher's functions include:

- Design and organization of educational process on the subject
- Training specific to subject taught and psychological age peculiarities of pupils
- Application of modern methods and technologies to ensure the quality of the educational process on a subject, monitoring students' achievements
- Implementation of basic, core and elective courses of the curricula in accordance with new standards
- Organization and supervising of students' scientific and applied research
- Use in the educational process of data on the history and modern trends of science, its competent interpretation
- Socialization and culture of students in the framework of the subject taught.

Having such an extensive set of professionally significant qualities the teacher carries out activities aimed at realizing the potential and abilities of students, encourages students to intensify their activities and spots problems within the learning process. He is a mediator, establishing relationships between all the participants in the educational process. In this context, moderator as a teaching profession is indispensable (European Association for Quality Assurance in Higher Education (ENQA, 2006).

In our understanding, moderator is a specialist carrying out such activities as the design and implementation of educational processes. Moderator's main task is the formation of group educational routes. His functions are as follows:

Figure 1: The model of pedagogical work differentiation



- Control of academic groups in order to involve students in the process of training
- Teachers' training according to their needs and features of a definite educational institution.

Thus, implementing a three-pronged challenge, subject teacher is more of a training content navigator while moderator - A learning process manager.

Another profession that is widely accepted in European and western educational systems is a tutor (Woods, n.d.). For Russia this kind of professional activity is not new either. In Russia, the concept of "tutoring" is defined in the context of students' personality development. In this case, tutoring accompanies the whole process of designing an individual educational program and is based on the discovery of children's potential, translating it into a resource (Alexandrova and Andreev, 2013). We consider tutor as a specialist that is in charge of educational process individualization (Cole, n.d.). His main task is to show students educational environment resources and capabilities of educational discourse: To demonstrate the advantages and limitations of different learning ways, assignments and obtaining of knowledge, different-quality training materials, styles of communication, types of human activities. Tutor's functions are:

- Development of students self-education and self-development ability
- Assistance in recognizing educational and professional students' prospects
- Design of future activities model, choice of ways and means to achieve a goal
- Students' plans monitoring together with their interests, aptitudes, motivation, readiness for professional self-determination.

Tutor's productive results are portfolios, individual educational routes, individual training plans and programs, students' research projects, a tutor's diary, and so on (Potier, 2002).

An important role in the system of pedagogical work differentiation belongs to corrector, a specialist, able to carry out identification and elimination of educational process deviations and further harmonization. The system of pedagogical adjustment may be aimed at changing behavior and personal development of all participants: Students, parents, and teachers. Correction touches upon changes in the personality cognitive areas, affective and volitional behavior, and interpersonal relations. Corrector's functions are:

- Diagnosis and correction of students deviations
- Prevention of deviant behavior of pupils
- Educational mediation
- Organization of social assistance to students
- Design of situations and events, developing emotional and value sphere of a child
- Work with disabled students.

At different educational levels corrector's objectives vary. In elementary school the matter of his concern is the level of a child's readiness to school and psychological help in the process of subject learning in accordance with the age. In secondary school the matter of his concern is self-consciousness correction and prevention of deviant behavior of pupils. In high school the matter of his concern is assistance in professional and personal self-determination, correction of immature life and professional plans and outlook violations.

In the work with teachers and parents the matters of his concern are correctional and educational activities i.e., measures for the prevention and resolution of educational and family conflicts, improvement of parent-child relationships, an increase of stress resistance and resilience of adults.

4. CHANGING THE CONTENT OF "TEACHER 3.0" TRAINING

Any technology or methodology of innovative teacher training content, starting with the understanding of the nature of the process to the content of a particular lesson, through a set of disciplines to a separate discipline (Sazonov, 2011), should be complied with practice principles that ensure the integrity of the content and fundamentals to the real training process.

Our system of pedagogical work differentiation proposes a different approach to understanding the content of teachers' training. Though it does not cancel the existing notions about the teacher, but extends them with the essentials. The central figure in the teaching profession is subject teacher. Moreover, we suppose that subject teacher is the starting point for moderator, tutor and corrector. And this promotion up the career ladder demands different experience steps through an assistant, internship, professional examinations and, finally, the status of a teacher. In the future, the professional and career route of a particular teacher may be different based on the input of professions. But it's a matter of further discussions, how to ensure the proposed multiplicity of professional routes in contemporary teachers' education, taking into account the demands of new educational and professional standards. The answer to this question lies in the concept of a "meta-competence." Due to meta-competences we can provide teachers' training according to the new concept of pedagogical work differentiation (Gilbert, 2007).

Holistic approach to a competency offers ample opportunities to synchronization of educational process requirements, as well as synergy between a formal education, industrial training and professional competences. Meta-competences are super-system, super subject, universal competences of the highest level, involving inter alia the ability of self-organization of educational material, as well as the ability to manage space and time (Newton, 2006).

Application of meta-competences allows not only structuring the content of education, simultaneously introducing new cognitive components, but also organizing an alternative educational process in teachers' training. Designing a new system of education and defining a meta-competence, we started with the simple premise that every new teaching profession must be built around a single leading meta-competence. Thus, we have come to four major meta-competences, reflecting significant activity in the context of new (proposed) teachers' professions and two integrative competencies that are fundamental in any accentuation of future teachers' training.

The first to be identified is a scientific and methodological meta-competence, which is inherent mainly to subject teacher. It is formulated as a willingness to carry out educational activities (design and implementation of training programs, technologies) on the basis of current scientific research in the subject area.

Then there is a management meta-competence, which is formulated as an ability to manage effectively the elements of school system (structures, processes, projects, and programs), taking into account individual educational routes and their associations in group routes. It may be realized to the fullest extent in the activities of moderator.

In tutor's work the key one is a diagnostic meta-competence. It is formulated as an ability to analyze educational system elements (participants, processes, results) to provide and improve the quality of the pedagogical process.

And finally, the fourth - A psycho-pedagogical meta-competence is realized through corrector's activity. It's formulated as an ability to perform psychological and pedagogical support, correction and harmonization of educational process on behalf of all participants (Ryan, 1985).

Two important integrative meta-competences are IT, which is formulated as a mastery of modern IT in the educational environment and a communicational meta-competence, which is an ability of effective interpersonal communication in the educational process (Papert, 1980; 1993).

An essential point in the notion of meta-competences in the educational process construction is that they do not supersede existing ones, for example, in the Federal education standard, but complete them, adding competencies that will be needed in the future and creating clusters of competencies that help to build the future teachers' training in a more flexible way (Palfreyman, 2001).

It is important to note that we do not aim at destroying the existing system of teachers' training at the university, but try to complete it by introducing new elements that promote the system to a new quality level (Ruan, 2001). Another feature of the meta-competences - approach application is that the set of skills acquired through the training process can be used practically in any sphere of life, which will provide a free "way out" of the profession and general graduates' mobility in case of taking up other occupation outside the sphere of education (Taylor, 1985).

The criteria for meta-competences formation are:

1. Scientific and methodological way of thinking, pedagogical outlook and high creativity
2. Readiness for changing the structure and content of the

Table 1: "Teacher 3.0" modules of psycho-pedagogical training

Subject	Term	Academic hours	Meta-competencies
Propaedeutic module			
Psychology of teaching activities	3-4	72	Diagnostic psycho-pedagogical
Personal management of a teacher	4	36	Management
Interpersonal communication in education	4	36	Psycho-pedagogical
Module of pedagogical work specialization			
Management and marketing of educational institution	5	72	Management
Methodology of scientific research in the educational process	5	36	Scientific and methodological
Conflict management in education	5	36	Diagnostic psycho-pedagogical
Modern educational technologies	6	36	Scientific and methodological diagnostic
Project management in education	6	36	Management
Stress tolerance in educational activities	6	36	Psycho-pedagogical
Formation of individual and group educational routes	7	36	Diagnostic
Basics of pedagogical diagnostics and monitoring	7	36	Scientific and methodological diagnostic
Correction in pedagogical professional activities	7	36	Psycho-pedagogical
Leadership in education	7	36	Management
Module of profile training			
Moderator's activity in education	8-9	72	Management
Tutor's activity in education	8-9	72	Diagnostic
Pedagogical correction technologies	8-9	72	Psycho-pedagogical
Subject expert activities of a teacher	8-9	72	Scientific and methodological

educational process management
3. Ability to create comfortable learning environment
4. Value approach to the pedagogical activity
5. Increase of the pedagogical activity efficiency
6. Willingness to learn in innovation terms of training "Teachers 3.0" management and technology.

Using the concept of a meta-competence is convenient because it can be used in the design of any program of additional/further and advanced higher education (Master's degree). For example, to organize a particular professional education, for example a tutor, we take a major meta-competence and build around it an educational program, adjusted to the requirements of a particular customer. This ensures adequate mobility and construction of any educational programs from short-term to long-term training.

Focus on meta-competencies formation allows building a new model of students training in "Pedagogical Education" profile. It is being implemented through new modular curricula development and the introduction of individually-oriented educational process management in higher educational school (Sazonov, 2011).

We have proposed a model of psycho-pedagogical training, formed on the basis of the new meta-competences. The proposed modules have been incorporated into the curriculum and carried out in parallel with other modules of subject training (Table 1).

At the initial stage of the project, students are trained under the universal propaedeutic module, the result being a psycho-pedagogical meta-competence formation, which is considered as the basic one. This module implements the objectives of students' studying of psychological foundations of pedagogical work and training for the conscious choice of further specialization, "moderator," "corrector," "tutor," "subject teacher" in the system of pedagogical work differentiation. Further training is differentiated under specialized modules with special disciplines included. Such an approach to module curriculum planning provides the possibility to preserve the substantive component of each profile. Special disciplines, for example, in the module "History of Russia" for the profile "History and Social Studies" are a mandatory training component of future teachers of history and social science. At the same time a student has an opportunity to get an additional specialization in the field of rapidly changing pedagogical work. The presence of several psycho-pedagogical modules allows organizing individually oriented training process of teachers under any profile.

All project modules are practice-oriented. Personality formation of a new teacher is possible only under conditions of reflexive activity and subject-oriented education, since according to the basic methodological idea of national scientific psycho-pedagogical school of Vygotsky and Rubinstein, that activity "builds" the man determining the content of his development. We aimed at providing educational conditions motivating students to become initiators and managers of different types of personal activities: Learning, research, design, construction, creativity, that allows disclosing their capabilities through immersion into a real professional environment. Personal development of students passes through stages of self-teaching stimulus to the realization of personal and universal meanings and further successful professional fulfillment (Bulin-Sokolova et al., 2014).

Some schools - strategic partners - have been engaged in the project "Teacher 3.0" as practice centers inter alia. Throughout practice the following tasks are solved: (1) Development of students' scientific knowledge of psychological aspects of a person and work of a teacher in modern conditions and the proposed demands of the profession in the future; (2) mastery of the latest psychological and pedagogical technologies of analysis, correction, harmonization and design of educational events; (3) formation of the capacity for self-reflection and professional self-development; (4) mastery of effective pedagogical interaction techniques and non-standard solutions of professional tasks; (5) formation of the ability to develop an effective emotional activity and behavior self-regulation; (6) formation of an independent professional activity and a self-realization ability.

Students learn and master various types of modern teaching professional activities, both traditional and innovative, thus forming future teachers' personality that is analyzing, communicative, social, educational, research, and creative.

We use in training the latest educational technologies such as case studies, visualization, training, discussions, photos, audio, video fixations of educational processes, where students take part, as well as presentations, research and creative design. At the initial stage of the project we managed psycho-pedagogical studies of students to identify their potentials and deficiencies in planning future learning strategies and an educational route for every pupil.

One of the training modules at school was devoted to psychological and educational diagnosis of schoolchildren. Previously, students had been acquainted with basic principles, forms and functions of psycho-diagnostics in educational activities, psychological and pedagogical technologies allowing navigating educational problematic situations, putting questions, formulating a request for a psychologist. Based on the knowledge of general and developmental psychology, the students design diagnostic examination of pupils, select appropriate method. The results of their work are individual diagnostic cards of pupils. Under the guidance of experienced teachers and with the participation of the school psychologist students learn to develop individual educational routes for pupils with different educational needs. During the practical activities registration of professional video samples of students was carried out. Later the footage was used in the classroom for the reflection on educational results.

Another educational module at school was intended to implement the design and creative pedagogical work with pupils. Students learn to design and implement training, educational, correctional, and development activities in accordance with age characteristics of pupils. For example, the project "Make your own history" for schoolchildren, aimed at the formation of teenagers' active citizenship and responsible attitude towards their future. Using training and game technologies, students develop their ability to work in a team, leadership, self-confidence. Also they mastered communication and management competences.

The development of communicative, interactive competences, skills of self-regulation and emotional public speaking of students are formed with technologies of research and educational seminars and webinars with the participation of school teachers (Von Emster, 1998). For example, one of the webinars was devoted to "Competence approach and the teacher of the future: The necessity and reality." During the webinar, students together with the university educators participating in the project "Teacher 3.0" and school teachers took part in the scientific debate on new directions of professional activity of a modern teacher and necessary pedagogical competences. Students analyzed their educational results and got their assessment carried out on the basis of their first professional school probes on behalf of school teachers. As a result of the discussions outcomes were summarized and new issues of cooperation between the university and schools on the project identified.

Thus, it may be noted that evident educational outcomes were achieved in the process of development of new meta-competences. Our monitoring at the initial intermediate stages of the project proved that internal professional motivation of students was strengthened, professional confidence was improved, psychological and communicative culture was developed as well as psychological and pedagogical skills necessary for future professionals. However, the experience requires further reflection and development.

5. CONCLUSION

The proposed approach to the pedagogical work differentiation at school, the system of education and teacher training in the framework of "Teacher 3.0" project gives a number of advantages and a method of key problems solving in Russian school system. Namely:

1. It makes the system of teachers' education more open due to closer cooperation with school in the educational process at all levels, as well as the possibility of "entry" into the teaching profession at various stages through the receipt generated master programs and additional education.
2. It increases the prestige of teaching profession, making studies for it more flexible and professionally mobile, and allows coming to a decision about "entering" the profession at various stages of training, including training in internship and for the qualification exam. In addition, it provides career opportunities within the profession, which is also important in the current system.
3. It provides practically oriented training of a teacher from early stages. It removes a lot of "pedagogical dead ends" and, what's more important, makes this process personally oriented, i.e., for the specific customer, the particular school and a teaching position in it.
4. Also, such a system allows filling in some of the "void" resulting from the transformation of Russian school system in the past decade. It is an organization of educational work with students, the involvement of parents in school education, selection and development of the most talented students and the like.
5. The system developed can provide training in the framework of a new paradigm of existing school teachers who are ready to change and improve the quality of their teaching. This is quite easily done through the system of additional training at pedagogical universities.

An important feature offered by our transformation is that it's a so-called "reform from within," rather than a number of destructive educational "reforms from above." Changes in the sector of pedagogical work differentiation, in our view do not violate the "natural development of the system" and are a kind of an accelerator for the school system. We are only at the initial stage of this arduous way and are ready to solve these issues in the interests of all stakeholders, for the benefit of society and the state.

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