

# Dissemination of pedagogical practices to build the success of young teachers in Russia<sup>1</sup>

## *Divulgação de práticas pedagógicas para construir o sucesso de jovens professores na Rússia*

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### Abstract

The article deals with the requirements for a modern school teacher and emphasises that most of the teachers demonstrate an insufficiently high level of professional competence, which actualises the problem of teacher's success formation. The concepts of "professional competence", "criteria for evaluating best teaching practices", "innovative experience of a teacher", "best practices of a teacher" as a system of norms and principles necessary for a teacher to perform teaching, professional duties are analysed. It is noted that professional competence becomes a significant factor in the success of the teacher, leading to the formation of positive relationships between all participants of educational relations. Types of teachers' professional competence are described: social competence, individual competence, special competence, personal competence.

**Keywords:** Learning; Professional competence; Pedagogical experience; Best pedagogical practices; Innovations.

### Resumo

O artigo trata dos requisitos para um professor de escola moderna e enfatiza que a maioria dos professores demonstra um nível insuficientemente alto de competência profissional, o que torna real o problema da formação de professores bem-sucedidos. São analisados os conceitos de "competência profissional", "critérios de avaliação das melhores práticas de ensino", "experiência inovadora de um professor", "melhores práticas de um professor" como um sistema de normas e princípios necessários para que um professor possa exercer o ensino, deveres profissionais. Observa-se que a competência profissional torna-se um fator significativo para o sucesso do professor, levando à formação de relações positivas entre todos os participantes das relações educacionais. Os tipos de competência profissional do professor são descritos: competência social, competência individual, competência especial, competência pessoal.

**Palavras-chave:** Aprendizagem; Competência profissional; Experiência pedagógica; Melhores práticas pedagógicas; Inovações.

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## Introduction

The central figure in the Russian and world pedagogical community is a professional teacher who is able to implement the educational standard, solve organisational problems, and is able to work on the exchange of pedagogical experience, ideas. Teachers with mobility, professional competence, competitiveness, creativity and the ability to adapt to changing educational conditions are in demand today. A priority task in professional development is the development of future teachers' professional competencies, because there is a demand for a highly qualified teacher in the educational services market. By professional competences we mean the improvement of a future teacher's personality, independent expansion of the boundaries of professional knowledge and skills. Professional competences are manifested in pedagogical practice and pedagogical interests of a future teacher.

Markova A.K. divides professional competence of a teacher into several types: social competence (have the ability to cooperate, professional communication skills); individual competence (ability to self-realisation, professional and personal growth); special competence (ability to perform pedagogical activities at a high level); personal competence (ability to self-development). The listed types of professional competence of a teacher are developed in the process of pedagogical practice<sup>1</sup>.

Due to the fact that the education system is currently characterised by innovative transformations, professional competence is of particular importance in the teaching profession.

## Materials and methods

In today's pedagogical world, teachers need to be in demand and successful, systematically upgrade their qualifications, update their knowledge, adapt quickly to changing educational conditions, be tolerant, and strive to be a professionally competent professional. However, as social research shows, these characteristics are not formed in all teachers. The success of a teacher is manifested in professional competence, in working in an innovative mode. Therefore, the development of professional competence becomes a significant factor of teacher's success, which leads to the formation of positive relationships between all students in the educational process.

Foreign researchers compare teacher competence with such qualities as independent mastery of new knowledge, the ability to find ways of solving complex problems, the ability to behave in a team, the ability to communicate in harmony. Western European scientists refer competence to the characteristic features of a teacher's personality. Also domestic researchers in the content of the concept "competence" included skills, techniques, abilities to implement pedagogical activities<sup>2</sup>. Elkonin B.D. defines competence as "The measure of involvement of a personality in the activity, it is not the presence of internal organisation in a person that is important, but the ability to use what is there"<sup>3</sup>.

In modern literature the competence of a teacher is the object of study of many domestic scientists. Thus, N.Y. Emelyanova considers competence as learning individual and

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<sup>1</sup> Markova, 1993.

<sup>2</sup> Davydov, 1993; Muskhanova et al., 2020.

<sup>3</sup> Elkonin, 2002, 67.

social forms of activity, which allows a teacher to function successfully in the society<sup>4</sup>. According to E.I. Ogareva, competence characterises a person as an actor who is able to plan and improve actions, make responsible decisions in a problem situation. In this connection the competence approach of a teacher has become especially relevant in pedagogical practice.

It is impossible to teach today's younger generation at the level of society's requirements without enriching the professional capacity of the teacher<sup>5</sup>. A professional teacher should objectively evaluate his or her performance based on best pedagogical practices. By analysing the results of good pedagogical practices and reflecting on their educational experience, teachers move towards pedagogical excellence.

## Results

Pedagogical practice is a criterion of scientific problems, a model of practical teacher preparation for professional activity. It is for this reason that the experience of good pedagogical practices is in the focus of pedagogical society. Pedagogical practice as a scientific problem needs constant updating.

Issues of organisation and content of pedagogical practice are reflected in pedagogical literature. As we know, every pedagogical institution develops teaching and methodological materials, pedagogical guidelines for different types of teacher's activities. The fundamental provisions of pedagogical practice are outlined in the works of G.A. Bordovsky, O.A., Abdullina, V.K. Rozov, E.N. Shiyarov, V.A. Slastenin, etc.

By 'Good Pedagogical Practices' we mean innovative pedagogical technologies, or improved methods, techniques and forms of teacher activity that produce effective results oriented to the strategic development of the pedagogical system. The "nurturing environment" of pedagogical practice is pedagogical experience, if there were no researched and implemented pedagogical experience, the pedagogical process would have to be built anew in the current educational environment. Pedagogical practice is the basis on which subsequent generations of educators add their own, personal experience to the pedagogical reality.

It is an effective way to achieve the best results in education with little time and effort. The content of good pedagogical practices forming a successful teacher includes the following indicators: novelty, originality of pedagogical methods, creative search.

Good pedagogical practices are important because they open up new pedagogical ways and methods of working in educational activities and science. Original pedagogical experiences are therefore subject to generalisation, analysis and dissemination in teachers' practice. The pedagogical literature describes innovative and advanced pedagogical experiences of teachers, but there is no clear distinction between these concepts because these concepts contain elements of creativity, novelty and authorship. And these elements are aimed at improving the quality of the existing outcome and experience.

The best pedagogical experience is when a teacher gets a better result by using available pedagogical means, methods, technologies, methods of organisation of educational activity. innovative experience is characterised by the fact that it has elements of authorship, invention, novelty and discovery.

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<sup>4</sup> Emelyanov, 1991.

<sup>5</sup> Khusainova et al., 2017; Platonova et al., 2020.

Thus, good pedagogical practice is pedagogical experience that is in a state of continuous development, constantly undergoing improvement of existing pedagogical knowledge and concepts. Pedagogical experience in modern educational environment is defined as individualisation of pedagogical system in the course of educational process.

O.V. Kirillova, T.V. Kirillova<sup>6</sup> point out that pedagogical experience should be studied, identified and evaluated according to the following statement: any experience of a teacher, pedagogical excellence in education system deserves attention, study and distribution in teaching practice (at teacher training courses, in educational activities in school); Original, new achievements should penetrate into school, that a teacher is interested in using it. Best pedagogical practices can be within the methods, forms of the traditional pedagogical process, as well as within the main forms, techniques, methods of pedagogical impact.

The most important condition for comprehending, perceiving and applying pedagogical experience is the theoretical and practical basis of teacher training. A teacher's new experience, a pedagogical phenomenon, can enter the best pedagogical practices to shape the success of a future teacher. Therefore, it is necessary to disseminate the best results of teachers' activities, such as style of interaction with children, specific and general scientific methods of teacher's work, systems of lesson planning, learning activities, extracurricular and extracurricular work with students, etc.

## Discussion

In pedagogy, teacher experience is identified through surveys, questionnaires, observation, open lessons, extracurricular activities of teachers, study of teacher documentation, presentations of creative works of the teacher, participation in conferences, seminars and teacher competitions. The teacher's experience is summarised in stages:

1. Selection of topical theme of experience and pedagogical approach;
2. Analysis of psychological and pedagogical literature on the topic to compare personal experience with published pedagogical practices;
3. Development of the pedagogical experience plan;
4. Systematisation and analysis of the accumulated material, incorporating the experimental approach.
5. Drawing conclusions from the study.

In general educational organisations teacher's experience is generalised in practice: description of techniques, methods, methods of teacher's work; broadcasting the results of author's work, conducting workshops, open classes, master class, creative report.

The teacher's activity implies purposeful, systematic parent-teacher meetings, summarising the experience of family upbringing. In<sup>7</sup> it is said that since 1995 schoolteachers and students participate in competitions where they demonstrate the best pedagogical practices. Teachers participating in competitions are focused on the development of professional competencies, on improving their pedagogical skills and on disseminating the experience of their pedagogical work. Competitions for teachers are tests for the creative development of their personality and a way of introducing innovative approaches and teaching methods into the

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<sup>6</sup> Kirillova and Kirillova, 2007, 47.

<sup>7</sup> Vasilyeva, 2011, 15.

national education system. By taking part in various competitions, teachers also learn and identify new technologies for implementing teaching practices and innovative developments in the planning of the teaching process.

The content of the competitions corresponds to the main tasks of the education system. The Ministry of Education and Science of the Chechen Republic and the Department of Education of Grozny City Hall organise competitions for teachers. These include the national contest for teachers "Make Progress", the professional contest "Teacher of the Future", and the annual city contest "Young Teacher", in which young teachers from all over the city take part. The competitions enable young teachers with less than three years' work experience to unlock their teaching potential and gain new knowledge, i.e. teachers exchange teaching practices.

The winners of the national and city competitions become participants in the All-Russian teacher competitions "Teacher of the Year of Russia", "Teacher-Psychologist of Russia", the Best Teachers Award competition for achievements in teaching activities, the All-Russian competition "Best Teacher on Teaching the Basics of Safe Road Behaviour".

Alikhan Mavladievich Dinaev, the winner of the Teacher of the Year of Russia 2018 competition at the August Pedagogical Conference, in his report "Managing the quality of education in the classroom: from a teacher's experience" pointed out five principles for implementing pedagogical practices that ensure a high quality of education. The first principle is reflection. The teacher should pay special attention to reflection in the form of a discussion with children after the lesson, asking such questions as "What did you like in the lesson?", "What did you learn today?", etc. The second principle is a differentiated approach. Students may differ in the level of development of intellectual abilities.

Psychological theories have investigated different types of intellectual abilities: spatial intellect, logical-mathematical intellect, interpersonal intellect, musical intellect. The teacher should engage all types of intellect of students in learning activities. The third principle is freedom of choice.

The quality of education depends on the children's ability to make choices. The more choice children are given in the classroom, the more motivated they are and the better the results of their activities in the classroom. The fourth principle is child tutoring. When older children help younger ones and check their work. This principle contributes to the development of independence and responsibility in children. The fifth principle is curiosity. And it is this quality that teachers should encourage in every possible way in the classroom. It does not even need to be developed, it is enough just to keep it, because children are explorers from birth, learning the world. The quality of education, after all, is created in school classrooms and directly depends on the professionalism of the teacher and his ability to interest children and instill in them a love of knowledge and a desire to learn.

Thus, Alikhan Dinaev's pedagogical experience is qualified by an innovative approach to teaching, an accessible language and a willingness to update the pedagogical system in line with modern trends in education. Alikhan Dinaev regularly participates at conferences, seminars, holds master classes, trainings and demonstrates his personal pedagogical experience and the pedagogical regularities of the organisation of the educational process.

Best pedagogical experience is considered in a narrow sense as a teacher's pedagogical practice that contains effectiveness, originality, creativity. And in a broader sense best pedagogical experience is considered as professional skill of a teacher, which provides

intellectual improvement of students, level of upbringing and development of value orientations.

Thus, pedagogical experience is characterised by stability, reproducibility, novelty, efficiency and effectiveness of educational process. Pedagogical experience is advanced if it is more reasonable in time and effort by both sides of the pedagogical process in comparison with existing methods and technologies of students. An educational process based on good pedagogical practices will produce better learning outcomes and will bring pleasure to the teacher and the learner working together.

The pedagogical literature also describes approaches to the interpretation of good pedagogical practice: a model of quality work, pedagogical findings that help to solve educational problems, teacher activities that embody the results of successful application of scientific research, experiences of another pedagogue. The pedagogical literature defines the criterion for evaluating the extent to which a teacher's experience is advanced. The main criterion is the relevance of the teacher's experience to the ideas of modern pedagogy. The experience of a teacher is not considered advanced if it is based on pedagogical models and concepts which are not relevant to the present time. Only contemporary pedagogical ideas form the basis of advanced pedagogical practices, and a successful teacher is a thinking, creative teacher. The best pedagogical practices are also determined by the criteria of student learning outcomes, organisation of the pedagogical process, the teacher's professional competence, the demand for this experience in the pedagogical space and the degree of expressed pedagogical culture.

The described criteria for evaluating good pedagogical practices can form the basis for identifying the teacher's goals and motives for learning from pedagogical practice. The teacher's motives and objectives will help to guide the educational process and to feel the importance of the pedagogical organisation. This requires pedagogical staff to have knowledge of modelling, designing, technologising the pedagogical system and communicating pedagogical experience.

Thus, pedagogical experience is advanced by the following indicators: implementation of the principles of learning in education; effective activity of the teacher in the organisation of educational activities, implementation of the teacher's authoring programmes.

## Conclusion

Thus, the purpose of all-Russian professional competitions is to identify talented teachers, increasing the importance of the teaching profession; replication of the best author's practices, teaching technologies of education employees; creating conditions for the implementation of creative potential of teachers; stimulating professional skills of teachers, promoting research activities, guiding teachers to experiment, innovation, modeling the education system, dissemination of professional experience,

It is necessary to say that generalisation, study and implementation of pedagogical practices is advisable according to the following scheme: 1. Identification of a specific provider of good pedagogical practices. 2. Identify the means and methods for studying pedagogical practices. 3. Accumulate research material, systematise it, identify the underlying ideas of

pedagogical experience. 4. To develop teaching aids, recommendations for the implementation of the pedagogical experience in practice.

To summarise, the modern educational paradigm is built on supporting motivated educators, motivating them to create something new and posit good pedagogical practices. The modern teacher should adapt easily to innovative educational contexts and be competition-oriented. The synthesis of pedagogical experience includes: formulation of the idea and essence of pedagogical practices, synthesis, systematisation of the result of the teacher's experience, disclosure of conditions, definition of the limits and practical significance of pedagogical experience, interpretation of teacher's experience according to certain requirements, design of the teacher's portfolio.

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