

THEORETICAL FUNDAMENTALS OF TRAINING OF THE FUTURE BACHELORS AND MASTERS OF EDUCATION FOR PROFESSIONAL ACTIVITY IN THE HETEROGENEOUS ENVIRONMENT

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Abstract. The article deals with the peculiarities of a heterogeneous educational environment including children of various cultures, nationalities, confessions, languages, and states of physical and mental health. The authors revealed theoretical grounds providing effective bachelor and master training for heterogeneous group work. They consider the potential of humanization, existentialism, hermeneutics, axiology, theories of help and support in formation of the preparedness to carry out professional activity in classes with heterogeneous composition of children at future teachers.

Keywords: bachelor, master, heterogeneous educational environment, training, theories of humanization, help, support, hermeneutics, existentialism, axiology

For modern Russia, tendencies to steadily increase the degree of heterogeneity (discontinuity) of the educational space of a secondary school as well as higher school are typical. Today, the socio-cultural environment includes children with different state of physical and mental health, schoolchildren of various nationalities, cultures, religions, and languages almost in every educational organization. Heterogeneous structure of a school class may be regarded as a model of society in a miniature. It is the variety that creates in the class “not the general expression” but it colours the school atmosphere in unique shades. Constantly rising migration of population from various countries and regions plays significant role in enlargement of the discontinuity level of educational institutions. The heterogeneity is also stimulated by an increasing deterioration of physical and mental school health, rapid growth of the number of children with special education needs with borderline mental states. ‘Optimization’ being often understood as a mechanical integration of territorially close educational institutions of a different profile, level, and direction is one of the factors increasing discontinuity of the school space. The number of children with special education needs, as well as foreign-language schoolchild,

foreign (non-official) language speaker, and world view corresponding to a lingual culture, has increased in the school classes of the Tula region. In certain Tula schools, children from families of migrants, pupils for whom the Russian language is not native, amount to 34 %. Complex polyphony of an educational environment results in the fact that, of a secondary, additional feature, the heterogeneity is turning into a leading dominating specificity of a secondary and higher school. At the same time the heterogeneity must be regarded not so much as a problem of an educational institution complicating its life but as at significant resource for human and group development. The discontinuity of the social-pedagogical space is contributing to more effective socialization of students, inter alia, children with special educational needs. In the heterogeneous classes the schoolchildren acquire useful social experience, learn to communicate and interact in learning, working, and game activity without discrimination, insults, and humiliations based on the national, ethnic, confessional grounds, positively taking classmate's differences. Traditionally, the school class was to larger extent distinguished by homogeneity: the teachers got used to work with sufficiently homogeneous groups of children: by composition; by social position; by degree of preparedness; by age. As the studies by social psychologists argue, the homogeneous groups are more cohesive, less conflictive; there is milder psychotherapeutic climate in them. In the heterogeneous groups emotional pressure and degree of a confrontation may be more expressed, long and difficult conflict situations may originate more often. Different life experience, various worldviews, affiliation to some or other confession, cultural, national and social differences cannot but cause acute contradictions. In the professional standard 'Teacher', it is emphasized the necessity of using specific approaches for inclusion in an educational process of all children, inter alia, students with the special needs in education. Today the teachers are not ready for work in a heterogeneous educational environment; they are not able to use socio-cultural potential of children, stimulating their human development. The graduate of a university needs to realize the heterogeneity of the educational space as a professional value, understanding the inclusion is a model of the contemporary society, in other words, the children are learning to live in the multinational and multiconfessional world. Thus, formation at graduates of preparedness for professional-pedagogical activity in the heterogeneous space becomes one of the significant tasks of university education. In the university the students should acquire their own experience of interaction with students from various countries, youths with limited possibilities of health.

Forming preparedness of future bachelors and masters for professional activity in a heterogeneous educational environment presupposes analysis of basic theoretical bases. First of all, humanistic psychology with its focus on personal dignity, respect for its rights and freedoms, creation of equal conditions for realization of each child's potential is theoretical basis for training of graduates for professional activity in the heterogeneous educational space. K. Rogers's and A. Maslow's no-

tions are of particular significance concerning the role of empathy, congruence, tolerance, and self-actualization. Interacting with children of various nationalities, confessions, cultures, different state of physical and mental health, it is also useful to take into consideration particular of humanist teacher's positions (Montessori, 2009; Korczak, 2005; Sukhomlynsky, 1979):

- on development of a child's independence under a condition of a necessary and sufficient targeted teacher's assistance ('Help me to do it myself!');
- on rights of a child (the right to respect, to care, to defence, to secret, to mistake, to ignorance, to property et al.);
- on significance of a success situation for comprehensive development of the personality.

Theories of pedagogical support and psychological assistance are also necessary theoretical basis for training of bachelors and masters of education for professional activity in a heterogeneous educational environment.

The heterogeneous educational space is requiring from the teacher, on the one hand, improvements of a psychological climate in a class (increase in the degree of environment comfort, its security and protection), on the other hand, humanization of interpersonal relationship. To humanize an educational process it is necessary:

- for a teacher to subjectively take the self-value of childhood;
- for a teacher to be ready to enforce rights and freedoms of a child of any culture, language, and confession;
- for a teacher to be sure in pupil's ability to realize his/her potential, regardless of the state of his/her physical and mental health;
- to refuse ideologies, systems, technologies leading to the dehumanization of school life.

Theories of pedagogical support and psychological assistance are also significant theoretical basis for training of bachelors and masters of education for professional activity in a heterogeneous educational environment.

Support is a one-time non-recurrent teacher's or psychologists situational help, providing everything what a child needs in a particular situation. Pedagogy of support is a theory presupposing maximum individualization of the educational process based on not only recognition of the qualities which there have already been in a personality, although insufficiently developed, but on acceptance of joint authorship of a child in a definition of the own course of life. Essence of such an approach is to help in self-development of a child's personality; to create a safe educational environment; to support children in their social self-determination, to practically prepare for life and a professional career.

Support is understood as systematic, regular, purposeful and long-term contribution to human development of a child with special educational needs. In a heterogeneous environment, techniques helping to discover the most complex for children crisis periods play special role when they require to larger extent help of a teacher.

During preparation of teachers ready to work in classes of heterogeneous composition of pupils, it is healthy to use a theory of felixology developing a substantial characteristic of upbringing which would provide a child's ability to be happy. Felixology contributes to development of a child's preparedness to live the happiness of life in all its manifestations. The heterogeneous educational environment must help each pupil to realize themselves in world of diverse social ties.

Felixology supposes development and value adjustment; focus of a value interaction component of all subjects of an educational process; formation of a child as a subject; development of competences and skills necessary for interaction with the world. Felixology is aimed at:

- constant expansion of value horizon of life;
- designing of a favorable psychological climate in a group;
- expedient organization of the space of child's well-being;
- creation of conditions for creative self-realization;
- support of originality of a personality;
- child's training to overcome difficulties and to perform vitally necessary duties.

Hermeneutics is a theory substantiating the necessity of building of pedagogical interaction on the basis of deep cognition of childhood on the whole, each child for its relationships with other people. A philosophical theory of understanding and interpretation of humanitarian phenomena underlies hermeneutics. The theory of hermeneutics helps future teachers to understand the inclusion essence, having turned to the own mental experiences and subjective «lifeworld». Development by future teachers of emotional-value attitude the heterogeneous environment is linked to consideration of own experience, with self-analysis of events, memories, and feelings of their school childhood.

Existentialism refers to the basic theoretical grounds of future teacher's training to work in classes with heterogeneous composition of schoolchildren. Existentialism (K. Jaspers, J.-P. Sartre, M. Heidegger, M. Buber) intends to turn to a child's inner world, his existential, deep emotions. In the heterogeneous environment, it is particularly important for a teacher's targeted turning not only to the intellectual sphere but, first of all, to emotional sphere of identity of schoolchildren belonging to different cultures, languages, confessions, children with special education needs.

The activity theory, the bases of which are developed in papers by L.S. Vygotsky, P.Y. Galperin, A.N. Leontiev, S.L. Rubinstein, explores formation and evolution of various psychic processes and functions of individuals from a perspective of their participation in activity. The activity of a subject contributes to development of their consciousness, psychic processes, and traits, 'creators are built up themselves in their creative work' (Rubinstein, 1997). The activity theory is implemented in

the heterogeneous environment through: situations of a choice; a transfiguration of one type of activity into the other with a corresponding change of requirements and motives; creation of a system of bringing up situations. The future teachers should assure of the need for inclusion of healthy children and children with special education needs in corresponding types of activity allowing forming, developing, and correcting certain personality traits.

Pedagogical axiology assumes orientation of a future bachelor and master on universal, national, professional values, on their preparedness to use content of a particular learning discipline as the means of personal development of each pupil.

Axiology presupposes a bachelor's and a master's technological preparedness to manage the process of a child's value adjustment, to reinforce emotional orientation of learning material taking into consideration schoolchild's general health in the educational process. Focus on an axiological component of content of psychological disciplines allows to form more productively personal and emotion-value components of psychological competence at future teachers.

Realization of an axiological approach in a heterogeneous educational environment presupposes: to create special communication space of each child; to allocate in content of personally and socially significant creative tasks; to introduce a healthy child and child with special needs into world of values, and to deliver them an assistance in the choice of a value reference system.

We also regard a synergistic approach (I. Prigogine, A. Turing, H. Haken, M. Eigen) as one of the theoretical grounds of bachelor and master training for professional activity in heterogeneous environment. The synergistic approach justifies a notion on education, in general, as well as on its participants as self-developing systems.

In the context of a synergistic approach such features of a heterogeneous (inclusive) educational environment are marked out as an ability to evolve at a change of a social order; self-structuring during interaction with an external environment; dynamism of a knowledge system; initiative of a transition of a growing up person into self-organized identity; sustainability of creative self-development of a teacher; various ways to form a healthy child and a child with special education needs.

Openness and dialogueness typical of synergy understanding of the world are significant factors to develop cognitive, operation-activity, emotion-value components of competence necessary for future bachelors and masters for successful professional activity in the inclusive educational environment. When forming a value attitude of a future teacher to an inclusion, it is important to take into consideration phenomenon of resonance and bifurcation points defining the main trends of child personality change. Even short-term, fleeting pedagogical interaction which occurs close to a bifurcation point can radically change the value-motivation structure of a child's personality regardless of his/her language, confession, culture, and state of health. The synergistic approach is also related to creation of conditions for self-organization of a community of children including children with various peculiarities.

Revealing and analysis of theoretical training bases of future bachelors and masters for professional activity in a heterogeneous educational environment allow making this process more meaningful, purposeful, effective and productive.

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