MANAGEMENT OF THE DEVELOPMENT OF THE ROLE POSITION OF FUTURE EDUCATORS IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The article is devoted to the issues of managing the development of the role position of future educator in the Higher Education Institution. The authors conducted the study in several stages: theoretical, methodological and experimental. Analysis of the literature on the current state of the role of future educators in the integration of education, disclosure of the essence and structural and substantive characteristics of educator’s roles allowed to identify conditions for the development of future educators in the educational process of the Higher Education Institution, to form and empirically tested the hypothesis. In the course of the research, the tasks were fulfilled, the hypothesis was confirmed after a small adjustment. The results of the study and experimental work show
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the possibility and prospects for the development of the role position of the future educator in the educational process of the Higher Education Institution.

Key words: Development, Future Educators, Higher Education Institution, HEI, Management, Role Position


1. INTRODUCTION

Features of the modern lesson, the development of distance education, analysis of requests for course training and retraining of teachers, the emergence in the practice of education positions of tutor, moderator, coordinator, coach were practical prerequisites and necessitated teachers ready to implement new role positions.

All this necessitated addressing the problem of developing the role position of the teacher. In pedagogical science has accumulated great scientific potential on the challenge of forming the position of the teacher.

At the same time, it should be recognised that in a significant part of scientific research the problem of the development of role positions is considered through the prism of the "teacher-student" system, to a lesser extent affecting the development of the role position of future teachers in vocational education. At the same time, the current socio-economic and socio-cultural situation highlights the need to prepare future teachers to expand the role repertoire; development of positions of a tutor, moderator, researcher, facilitator and others not previously included in the research field and require scientific analysis and consideration.

It is important to note that a significant issue in the development of the role position of future teachers in the period of university training is the conditions in which it is carried out. In the practice of the university stage of education, there are opportunities for purposeful activities to develop the role position of the future teacher. This is the awareness of the importance of preparing students to realise the roles of moderator, tutor, researcher, facilitator and others; the integrative content potential of academic disciplines; innovative pedagogical technologies that require the manifestation of marked role positions; reliance on the relationship of classroom and extracurricular activities, research, training and production practices. However, the potential of these and other, no less significant opportunities is insufficient to train a modern teacher ready to implement new pedagogical roles.

The main difficulties are related to the real conservatism of the teaching staff, the dominance of teachers in the process of interaction with students of the traditional role of translator of knowledge, low social and creative activity of a large number of students; the typical structure of educational classes, the predominance of conventional psychological-oriented technologies over activity-competence, and others.

Thus, the relevance of the study of the problem of developing the role position of future teachers is due to the realities of the time.
2. METHODOLOGICAL & EXPERIMENTAL PROCEDURES

The study consists of several stages (Fig. 1).

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- The study of the theoretical basis
- Learning world experience
- The formulation of the problem, goals, hypotheses, the definition of research objectives
- Carrying out the experiment
- Interim Results Analysis

Determine the methodological approaches and theoretical foundations for solving the problem of developing the role position of future educator in the educational process of a HEI

Development and theoretical justification of the structural-functional model and integrative program for the development of the role position of a future educator

Determine the methodological approaches and theoretical foundations for solving the problem of developing the role position of future teachers in the educational process of a HEI

Conducting a quantitative and qualitative analysis of intermediate and control research results

Figure 1 Research Methodology

Research bases: students of 1-5 courses of Izmail State Humanitarian University, Kyiv International University, Kyiv National University of Culture and Art, University of the State Fiscal Service of Ukraine and Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

The methodological basis of the study are the provisions and ideas:

- regarding the use of innovative methods of education in higher educational institutions (Prokopenko, 2018; Slukhenska, 2019; Telukdarie, 2019; Buinytska, 2020; Plakhotna, 2020 Prokopenko, 2020);
- regarding the management of higher education institutions (Sporn, 2010; Kazeroony, 2011; Volk, 2018; Baporikar, 2019; Lwanga, 2020);
- regarding the assessment of the quality of student learning (Popkova, 2014; Smirnova, 2015; Ghina, 2017; Mani, 2017; Ghițescu, 2019; Serpa, 2020);
- other aspects of management of the development of the role position of future educators in higher education institutions (Tanaka, 2015; Huisman, 2016; Levin, 2017; Kuchai, 2019).
3. THEORETICAL BASIS

3.1. The essence of the role position of future educators in the HEI

The role (leading) position of the educator is understood as a strategy of the interaction of the educator with the subjects of the educational process (students), colleagues, parents, administration, etc., aimed at creating conditions for development, training and education of students in changing socio-cultural space.

Pedagogical position – a multifaceted phenomenon, its components are related to the system of relations of the educator:

- to the meaning, values and goals of education, pedagogical science;
- to the teaching and content of the learning process;
- to the student as a subject of his own life;
- to colleagues as representatives of the professional community;
- to himself as a developing creative personality.

The pedagogical position of the future educator in the current socio-cultural situation can be defined as:

- understanding of one's place and functions in educational processes;
- the source of his personal and professional activity;
- the product of pedagogical thinking, a consequence of the awareness of the nature of the educational process and at the same time an indicator of the level of professional readiness to work with children;
- the position that the teacher previously occupies concerning students in interaction with them and which determines all subsequent professional behaviour and the role of the educator.

The pedagogical position is influenced, first, by the understanding of the purpose of this activity and the requirements for the student as its subject; secondly, the value-semantic attitude to activity and these requirements; third, the possession of its norms. As a phenomenon, it is understood, first of all, as a set of motives of the person (the person – the subject, freely defined who has developed the position in the space of culture and time of history).

Thus, the pedagogical position is unique and significant in the professional activity of the teacher, covers both personal and professional position. The level of professional position of the teacher in the educational process is characterised by the peculiarities of the teacher's interaction with students.

Close to the pedagogical position is the concept of "educator's position", which is determined, on the one hand, the requirements, expectations and opportunities presented to the teacher by society; on the other hand, the action of internal, personal sources of activity (attraction, experience, motives, values, worldview, ideals). The position of the teacher reveals his personality, the nature of social orientation, type of civic behaviour and activities.

In turn, the professional activity of the educator implies the manifestation of the model of his behaviour in different angles, the translation of varying role positions – as a subject, methodologist, organiser, educator, and others. Analysis of this phenomenon seems relevant both in terms of training future educators and from the standpoint of improving the professional activities of working teachers. It is the performance of a professional role or role position of a teacher that determines the quality of professional activity and is evaluated in society.

The range of roles of the educator has become much more extensive in current conditions (Fig. 2).
3.2. Development of the role position of future teachers in the HEI
Having marked the understanding of the role position of the educator, we turn to the analysis of its development. Close concerning development are the concepts of "formation" and "becoming".

Speaking of the period of professional education of the individual, based on content analysis, it can be noted that the most used among the analysed concepts is "formation". The formation is the acquisition by a person of new signs and forms in the process of development, approaching a particular state; the result of development.
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The term "formation" is used when emphasising the activity, independence, initiative of the individual, i.e. formation, indicates a greater subjectivity of the individual.

Formation means the process of development and formation of personality under the influence of external influences (social environment, socially organised education and training); the process of becoming a person as a subject and object of social relations and various activities. That is, the use of the term "formation" emphasises the influence of external influences on the individual to give it any characteristics.

The category "becoming" as quantitative and qualitative changes in personality under the influence of various factors is used to denote systemic, normative, purposeful human changes. Personality development involves the passage of some stages, after which there are qualitative changes in the internal plan of the individual: orientation, functions, positions, etc. This understanding corresponds to the objectives of the study, so we focused on the category of "development", considering it in conjunction with the categories of "formation" and "becoming".

In this study, the development of the role position of the teacher is considered by us as the purpose of training and education of future professionals. However, to achieve the planned result, appropriate conditions must be created, an organised process that ensures development. Therefore, we understand the development not only as a goal but also as a process of quantitative and qualitative changes in personality in the transition from one stage to another.

Thus, based on the essential characteristics of the role position of the teacher, taking into account the stage of university education, we will consider the development of the role position of the teacher about professional development and formation of the student's personality as a procedural characteristic of qualitative (tutor, moderator, facilitator, motivator, researcher) based on value-semantic and motivational aspects of choosing a strategy of behaviour in the current situation of interaction, knowledge of the peculiarities of the role position and the ability to follow them.

In this definition, it is important to distinguish three meanings (Fig. 3).

Understanding the development of the role position of the teacher as a process of transition from a personal position (formed before the stage of university preparation) to a professional one.

The idea of the development of the role position as “activity and development”, that is, the development by students of the totality of methods of purposeful work in this direction.

Development of the role position of the future teacher as a goal, value and result.

**Figure 3** Meanings of the role of the educator’s

Thus, by analysing the theoretical and methodological basis, it is possible to formulate a research hypothesis.

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3.3. The hypothesis of the research

The hypothesis of the research is as follows: for future educators, using various teaching methods, you can change the presentation of the role of the educator to a deeper representation of his role: he does not transmit knowledge, but creates the conditions for the pupil/student had the opportunity to work with his experience, develop communication and organisational inclinations, plan research activities; make decisions and be responsible for them, etc.

The analysis of international experience also confirms the request to change the role and place of the educator in the educational process. The spread of the so-called "inverted" education, when students watch video lectures at home, work with other sources of information, and in the class discuss the learned and solve problems, actualises the need for an educator – facilitator, moderator, tutor, etc.

4. EXPERIMENT

At the first stage of the experiment, students were asked to indicate in percentage terms the role of the teacher (Fig. 4). In total, more than 150 students were interviewed. Students were asked to write and describe the role of the educator. Since the definitions were different, but according to the description, we were able to combine the results in the classification indicated in Fig. 2.

![Figure 4](http://www.iaeme.com/IJARET/index.asp)

**Figure 4** Representation of the role of the teacher in the understanding of students at stage 1 of the experiment

It should be noted that in the concept of the supervisor, students put more importance on the storyteller-controller, without providing psychological comfort. It is also worth noting that the results did not differ much from the course at which students study.

At the second stage of the experiment: at the end of training in several disciplines in which students revealed the meaning and functions of other methods of teacher roles, the students' opinions changed significantly (Fig. 5-6).
It is interesting to analyse the totality of students' opinions on the role of the educator: in their view, the teacher should perform the least functions as a manager and the role of a supervisor has increased significantly, specifically with the psychological aspect.

It is also worth noting that the older the students became, the more profound and more fundamental the role of the future pedagogue seemed to them in their minds.
5. INTERIM RESULTS ANALYSIS

The experiment made it possible to form the following conclusion:

1. After school, students see an educator’s role only in presenting material and controlling knowledge.

2. If students do not focus on the different roles of the educator, do not show foreign teaching methods, their opinion does not change, and we will already perceive their role as an educator in the presentation of the material and the control of its assimilation.

3. Students acquire a better understanding of aspects of the role of the future educator after a detailed disclosure of terminology, but to a greater extent when comparing the teachers themselves – their working methods, the materials used, their attitude to each student and the group as a whole.

4. A deep understanding of the leading role position of educators as responsible for the formation of not only knowledge but more of the personality of students comes with time, more of a degree in senior courses in the Higher Education Institution.

After the analysis, the hypothesis was confirmed, but required adjustment: for future educators, using various teaching methods and a personal example, you can change the presentation of the role of the educator to a deeper representation of his role: he does not transmit knowledge, but creates the conditions for the pupil/student to work with his experience, develop communication and organisational inclinations, plan research activities; make decisions and be responsible for them, etc.

6. CONCLUSIONS

The study of the problem of developing the role position of the future educator involved the solution of three tasks. The first task was related to the analysis of the literature on the current state of the problem of developing the role position of the future educator in terms of integration of education, revealing the essence and structural and substantive characteristics of role positions of an educator (tutor, moderator, facilitator, researcher, etc.). The second task involved identifying the conditions for the development of the role position of future educator in the educational process of the Higher Education Institution, which was defined as the interaction of teachers in the educational program to ensure the target orientation of disciplines to develop the role position of future teachers; implementation of educational-methodical, informational and diagnostic support of students, aimed at the development and diagnosis of the level of formation of their role position. The third task was to test the hypothesis empirically.

Thus, we can conclude that in the course of the study, the tasks were performed, the hypothesis was confirmed after a small adjustment. The results of research and experimental work show the possibility and prospects for the development of the role position of the future educator in the educational process of the Higher Education Institution.

REFERENCES


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